

GCSE 2004

June Series



Mark Scheme

Italian

(Speaking)

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from:

Publications Department, Aldon House, 39, Heald Grove, Rusholme, Manchester, M14 4NA
Tel: 0161 953 1170

or

download from the AQA website: www.aqa.org.uk

Copyright © 2004 AQA and its licensors

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

The Assessment and Qualifications Alliance (AQA) is a company limited by guarantee registered in England and Wales 3644723 and a registered charity number 1073334.
Registered address AQA, Devas Street, Manchester M15 6EX.

Dr Michael Cresswell Director General.

SPEAKING TESTS - FOUNDATION AND HIGHER TIERS

PART ONE

1 Principles of Marking

- 1.1 The Speaking Tests are marked in accordance with the Criteria for Assessment, given on subsequent pages of this booklet.
- 1.2 Part 2 of the mark scheme, given on subsequent pages of this booklet, gives written details of suggested marks for possible utterances made by candidates in the role-playing situations. This guidance obviously cannot cover all possibilities and should be used in conjunction with the Criteria for Assessment.
- 1.3 No allowance can be made for poor teacher conduct of the Tests. You can only assess what you hear.

2 Mechanics of Marking

Please ensure that the grids on the Examiner's Detailed Mark Sheet are completed accurately. Please conform to the layout shown in the exemplar Mark Sheet given in this booklet. **Please note in particular that the Presentation & Discussion and the Conversation marks should be recorded in the order of:**

Communication, Spontaneity & Fluency, Range & Complexity, and Pronunciation & Accuracy.

Foundation Tier

Role-plays 1 - 6	$4 \times 2 = 8 \div 2 =$	4
Presentation & Discussion		12
Conversation		20
Maximum Total		36

Higher Tier

Role-plays 7 - 12	$4 \times 4 = 16 \div 2 =$	8
Presentation & Discussion		12
Conversation		20
Maximum Total		40

3 Role-playing Situations

- 3.1 You must mark role-plays in accordance with the criteria given in this booklet and with Part 2 of the mark scheme. You should also note the following information.
- 3.2 Material shown in brackets in the mark scheme may not need to be produced by the candidate. If it is produced incorrectly it may or may not affect the mark awarded, depending on its effect on the message conveyed. If produced it cannot be ignored. **All language produced by the candidate must be assessed.**
- 3.3 You should not penalise the candidate for making exactly the same mistake either of vocabulary, structure or pronunciation twice in one role-play. (This may be shown as n.f.p. [no further penalty] in Part 2 of the mark scheme).
- 3.4 If the teacher supplies **key** vocabulary, whether requested or not by the candidate, award no marks for the response, or, if a split response is identified in the detailed mark scheme, for that part of the response.
- 3.5 You should award no marks where a teacher repeats a question after the candidate has given a **complete** and **incorrect** answer. However, if a candidate's response shows that he/she has moved to another utterance, the teacher should go back and try to elicit the omitted response.
- 3.6 In role-plays 7-12 it is possible that the candidate's answers will not be produced in the order anticipated. This is quite legitimate. **You should enter your marks on the Mark Sheet in the order in which the responses occur in the mark scheme.**

4 Presentation & Discussion and Conversation

- 4.1 You must mark the Presentation & Discussion and the Conversation in accordance with the criteria in this booklet. You should also note the following information.
- 4.2 The Presentation & Discussion is marked separately from the Conversation. You must assess, and award marks for, each of the four categories separately - **Communication, Spontaneity & Fluency, Range & Complexity, Pronunciation & Accuracy** - for the Presentation & Discussion and then again for the Conversation. N.B. In the Presentation & Discussion the mark for **Spontaneity & Fluency** is awarded on the basis of the Discussion element only.
- 4.3 If the Presentation or Discussion is missing, a maximum of 2 marks can be awarded for Communication.
- 4.4 You may need to listen to each candidate more than once, especially in the early stages of your marking to ensure that you are marking each category individually.
- 4.5 The mark for Spontaneity and Fluency is not limited by the Communication mark, **except when the Communication mark is 0**. In this case the mark for Spontaneity and Fluency will also be 0. This applies to both Foundation and Higher Tiers.

4.6

<i>Communication Mark</i>	<i>Range & Complexity Mark</i>	<i>Pronunciation & Accuracy Mark</i>
0	0	0
1	1 or 2 marks	1 or 2
2	2 or 3 marks 3 marks must include two of Past/Present/Future	Max 4
3	2, 3, 4 marks 3 marks must include two of Past/Present/Future 4 marks must include Past and Present and Future and opinion	Max 5
4	4, 5, 6 marks 4 marks or more must include Past and Present and Future and opinion Revert to 3 if 2 time frames only Revert to 2 if 1 time frame only	Max 6

If a mark is awarded for Communication this will inevitably lead to the award of marks for Range and Complexity and Pronunciation and Accuracy (eg 1 + 0 + 0 would not be possible).

To score 3 marks or more for Range and Complexity the candidate needs to show the ability to refer to any two of past, present and future events.

To score 4 marks or more for Range and Complexity the candidate needs to show the ability to refer to past, present and future events and to express an opinion. These would require an attempt at an appropriate verb form. One example of each is required in the Presentation & Discussion and one in the Conversation. "an attempt at an appropriate verb form" = a verb which is recognisable but may not be completely correct. Principal Examiners will give language-specific examples at Standardisation Meetings.

- 4.7 You should stop marking the Presentation & Discussion approximately 3 minutes after the start of that section. You should stop marking the Conversation approximately 6 minutes (Foundation) or 8 minutes (Higher) from the start of that section of the test.
- 4.8 If the candidate produces a Conversation which consists **largely** or **entirely** of material outside the scope of the prescribed Topics, you should treat the irrelevant material as if it were silence and mark accordingly for Communication. It is emphasised that this situation is **very rare**.
- 4.9 If the candidate speaks on only **one** Topic throughout the Conversation, you should find the appropriate band for Communication and then award up to a maximum of 2 marks. **N.B.** this affects the maximum marks available for Pronunciation & Accuracy and Range & Complexity. Given the breadth of the Topic areas and the links between them, this situation is **very rarely** encountered, if at all.

5 Exemplar Mark Sheet

See overleaf.

Exemplar Mark Sheet



GCSE Modern Languages Speaking Tests

Examiner's Detailed Mark Sheet

Language _____

Full/Short Course

Centre No

--	--	--	--	--

Tape No _____

Cand No.	Candidate's Name	Tier	R-P No.	Conv Card.	Role Play Marks				T	T ÷ 2*	Presentation/Discussion					General Conversation				T	Total
											C	S/F	R/C P/A	RC+PA ÷ 3 Q*	C+SF + Q T	C	S/F	R/C	P/A		
0001	Garden, Lilly	H	12	C	1	3	3	2	9	5	3	0	3 2	2	5	2	2	2	2	8	18

Name.....(Examiner) (Please Print)

* Round up or down to the nearest whole number (ie. 1/2 rounded up, 1/3 rounded down, 2/3 rounded up)

Sheet No	
Total sheets for this centre	

CRITERIA FOR ASSESSMENT**Role-Playing Situations**

Foundation Role-Play – Communication	
0	Required message not communicated.
1	Comprehension difficult or ambiguous. Some relevant information conveyed.
2	Required message conveyed even if not totally correct.
4 tasks x 2 = 8/2 = 4 marks	

Higher Role-Play – Communication and Quality of Language	
0	Required message not communicated.
1	Appropriate response, although inaccuracy or loss of part of the message may cause difficulty or ambiguity for comprehension. The task may not be fully accomplished, but some relevant information is communicated.
2	Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message.
3	Appropriate and full response. Quality of language is such that minor errors would cause no difficulties of comprehension.
4	Appropriate and correct response. The task is accomplished fully and without significant error. *
4 tasks x 4 = 16/2 = 8 marks	

*Without significant error” = grammatically correct (but may contain **one** minor error). If an answer contains more than one minor error a maximum of 3 marks may be awarded.

PRESENTATION & DISCUSSION AND GENERAL CONVERSATION

Communication	
0	Nothing relevant communicated or what is said consists of individual words making no coherent sense.
1	A little relevant information is communicated. The candidate responds to some questions but replies are very brief.
2	Some messages/responses communicated, with occasional development.
3	Most of the responses communicated and developed.
4	Candidate communicates and develops all that is required with only very occasional omissions.

Spontaneity and Fluency	
0	Very hesitant and disjointed.
1	Sometimes hesitant; little natural flow of language.
2	Ready responses; some evidence of an ability to sustain a conversation; little, if any, initiative.
3	Answers without hesitation and extends responses beyond minimal requirements with some flow of language; may sometimes take the initiative.
4	Responds readily and shows some initiative; conversation sustained at a reasonable speed; language expressed fluently.

Quality of Language		
Range & Complexity	Marks	Pronunciation & Accuracy
Occasional words which make little coherent sense.	0	The language used makes comprehension almost impossible.
Simple vocabulary in lists, phrases or short sentences which sometimes communicate.	1	Frequency and type of errors in pronunciation and structure often make comprehension difficult.
Responses dependent on structures and vocabulary from stimulus but limited in breadth and variety. Some responses in simple complete sentences.	2	Pronunciation generally recognisable but with quite frequent error. Messages usually communicated but errors quite frequent.
Responses generally in simple sentences with limited vocabulary and sentence structure. There may be the occasional complex sentence. There is some evidence of a few messages going beyond a direct response to the stimulus.	3	Errors are frequent in pronunciation and structures but do not usually provide a barrier to communication. There is evidence of accurate use of basic structures in simple sentences.
Some complex sentences with a wider range of vocabulary successfully attempted. Responses go beyond the basic requirements of the stimulus, using appropriate reference to past, present and future events.	4	Errors of structure and / or pronunciation cause only occasional problems with communication. Some more complex sentences are accurately produced. Time frames are used as appropriate but not always well formed.
Wide range of vocabulary and structure used appropriately in complex responses, many of which show considerable independence of the stimulus.	5	Structures and pronunciation generally accurate causing only very occasional problems with communication. There is accurate use of a variety of tenses.
Wide ranging vocabulary and structures appropriately used in complex and extended answers.	6	Only very minor errors in structure and pronunciation. Good accent and intonation. All messages fully communicated in accurate target language using a variety of tenses.

The marks for Presentation & Discussion and Conversation at both Foundation and Higher will be allocated and scaled as follows.

Presentation & Discussion		Marks
Communication (in Presentation & Discussion)		4
Spontaneity and Fluency (in Discussion only)		4
<i>Quality of Language</i>		
Range and Complexity	6 marks	
Pronunciation and Accuracy	6 marks	
	Mark/12 divided by 3	4
TOTAL		12

General Conversation		Marks
Communication		4
Spontaneity and Fluency		4
<i>Quality of Language</i>		
Range and Complexity	6 marks	
Pronunciation and Accuracy	6 marks	
		12
TOTAL		20

SCALING TABLES FOR ROLE PLAY AND PRESENTATION & DISCUSSION**ROLE-PLAY GRID**

RAW MARK	SCALED MARK
16	8
15	8
14	7
13	7
12	6
11	6
10	5
9	5
8	4
7	4
6	3
5	3
4	2
3	2
2	1
1	1
0	0

PRESENTATION & DISCUSSION GRID**RAW SCORE FOR QUALITY
OF LANGUAGE****SCALED MARK**

12	4
11	4
10	3
9	3
8	3
7	2
6	2
5	2
4	1
3	1
2	1
1	0
0	0

SPEAKING TESTS**PART TWO****SPEAKING TESTS****PART TWO**

Role-Play 1 – Foundation Tier			
Task	0 Message not communicated	1 Comprehension difficult or ambiguous. Some relevant information conveyed	2 Required message conveyed even if not totally correct
(a)	Inappropriate response, eg: <i>deliziosa</i>	One adjective only	<i>È grande e bella</i> Allow two rooms.
(b)	Not a room, eg: <i>il giardino</i>	One room only	<i>La cucina e la camera</i> (Must be different if rooms given in (a)).
(c)	Inappropriate response, eg: <i>un castello</i> Names of shops.	One shop or facility only	<i>Il supermercato e il cinema</i> Accept <i>il museo</i>
(d)	<i>Abito</i> or other unsuitable verb ending which alters meaning <i>Dove abito</i>	<i>Tu abiti?</i> [or alternative verb with appropriate person]	<i>Dove abiti?</i> <i>Abita/abitate</i> <i>Vivi/vive/vivete</i>

Role-Play 2 – Foundation Tier			
Task	0 Message not communicated	1 Comprehension difficult or ambiguous. Some relevant information conveyed	2 Required message conveyed even if not totally correct
(a)	Flat intonation with no question word The name of a town.	La banca with questioning intonation <i>Dove</i>	<i>La banca per favore?</i> <i>Dov'è la banca?</i> Any other place in the town Other suitable question form
(b)	Flat intonation	<i>È vicino?</i> <i>Quanto dista?</i>	<i>È lontano/a?</i> <i>È distante</i>
(c)	<i>Abito in Italia</i>		<i>[Sono] in vacanza</i> <i>Per lavoro/lavoro</i> <i>Sono studente/ssa</i> <i>Sono turista</i> Other suitable reason
(d)		The name of the country	<i>[Sono] inglese</i> or any other nationality including <i>italiano/a Sono di...</i> <i>Sono d'Inghilterra</i>

Role-Play 3 – Foundation Tier			
Task	0 Message not communicated	1 Comprehension difficult or ambiguous. Some relevant information conveyed	2 Required message conveyed even if not totally correct
(a)	Unsuitable time, eg: <i>alle 2</i> [with or without <i>alle</i>]	Just [suitable] number [single] e.g. <i>nove</i>	<i>Alle 9</i> or other suitable time with <i>alle a nove</i> no 'alle' but unmistakably a time e.g. <i>nove trenta</i>
(b)	Unsuitable descriptors, eg: <i>verde</i>	One comment only One incorrect does not negate the other	<i>È bravo/a e intelligente</i> Any other comments not necessarily positive Contradictory adjectives if reasonable e.g. <i>è simpatico ma severo.</i>
(c)	Unsuitable clothing, eg: <i>un costume da bagno</i>	One item only	<i>Una camicia [bianca] e i pantaloni [nera].</i>
(d)	Flat intonation	<i>Piace ...</i> with questioning intonation Either <i>ti piace</i> or <i>la scuola</i> only	<i>Ti piace la scuola?</i> [Also <i>Le....</i>] <i>Ami...?</i> [<i>Ama...</i>]

Role-Play 4 – Foundation Tier			
Task	0 Message not communicated	1 Comprehension difficult or ambiguous. Some relevant information conveyed	2 Required message conveyed even if not totally correct
(a)	Inappropriate description, eg: <i>intelligente</i>	One adjective only	[È] <i>alto/a e biondo/a</i> Must be physical description Same principle of contradictory adjectives applies. (If logical accept).
(b)	Inappropriate description, eg: <i>basso/a</i>	One trait only	[È] <i>simpatico/a e paziente</i> Must be character traits
(c)	Impossible amount of time or just a number	Just an amount of time eg: <i>anni</i>	[Da] <i>5 anni.</i> Other suitable measure of time
(d)	<i>Quanti anni?</i> Other verb ending which changes the meaning, eg: <i>hai</i>	<i>Quant' è vecchia?</i>	<i>Quanti anni ha [Francesca?]</i>

Role-Play 5 – Foundation Tier			
Task	0 Message not communicated	1 Comprehension difficult or ambiguous. Some relevant information conveyed	2 Required message conveyed even if not totally correct
(a)	Unsuitable response, eg: <i>la televisione</i>	One activity only	<i>(Il) tennis e (lo) squash</i> [Verb not required]
(b)	Unsuitable response, eg: <i>noioso/a</i>	<i>Interessant</i> (French accent)	<i>(È) interessante</i> Accept any positive comment Adjective with no verb
(c)	Unsuitable amount of time, eg: <i>5 minuti</i> or just number	Just measure of time with no number	<i>[Da] 2 anni</i> Any reasonable amount of time.
(d)	Flat intonation	<i>Piace...</i> with questioning intonation Either <i>ti piace</i> or <i>lo sport</i>	<i>Ti piace lo sport?</i> [Also <i>Le...</i>] <i>Ami...?</i> [<i>Ama...</i>]

Role-Play 6 – Foundation Tier			
Task	0 Message not communicated	1 Comprehension difficult or ambiguous. Some relevant information conveyed	2 Required message conveyed even if not totally correct
(a)		Just number <i>biglietti</i>	<i>2 biglietti.</i>
(b)	A number bigger than 31, eg: <i>il 50 - ieri.</i>	Just the number	Any date, ie: number + month <i>Venerdì prossimo</i> or other day <i>Oggi</i> <i>Domani</i> <i>Stasera, domani sera</i>
(c)	Something with tempo	<i>A che ora?</i> only <i>Comincia?</i> only	<i>A che ora comincia?</i> <i>Quando...?</i>
(d)		<i>Quanto?</i> <i>Costa?</i>	<i>Quanto costa/ano?</i> <i>Quant'è?</i> <i>Quanto viene?</i>

Role-Play 7 – Higher Tier					
Task	0 Message not communicated	1 Appropriate response / difficulty or ambiguity / some relevant information	2 Appropriate and unambiguous / minor errors or minor omissions	3 Appropriate and full response / minor errors cause no ambiguity / TWO minor errors max	4 Appropriate and correct response / task fully accomplished / NO SIGNIFICANT ERROR / ONE minor error max
(a)	Do not allow non-morning activities, eg: <i>ceno</i>	One detail only 3 suitable activities but all past tenses	Two details only		<i>Mi alzo, mi lavo e mi vesto.</i> Any 3 suitable morning activities Repeated omission of reflexive pronoun = 1 error
!(b)		One detail only	Two details only		<i>Mi alzo più tardi perché non vado a scuola</i> <i>Faccio colazione alle 10</i> Accept any three details .
(c)		Only detail only	Two details only		<i>Vado in macchina con mio padre e ci vogliono 15 minuti</i> Accept any suitable detail, eg: <i>Il viaggio è lungo</i>
(d)		One of the two details Two adjectives			<i>Gli autobus sono lenti e un biglietto costa tanto</i> Accept details of any method of transport Must have a verb.

Role-Play 8 – Higher Tier					
Task	0 Message not communicated	1 Appropriate response / difficulty or ambiguity / some relevant information	2 Appropriate and unambiguous / minor errors or minor omissions	3 Appropriate and full response / minor errors cause no ambiguity / TWO minor errors max	4 Appropriate and correct response / task fully accomplished / NO SIGNIFICANT ERROR / ONE minor error max
(a)		One detail only.	Two details only.		<i>Mi piace lo sport. Gioco a tennis due volte alla settimana.</i> Accept also: <i>Gioco a tennis e a calcio e a cricket</i> Accept any three details of pastimes.
(b)		One detail only. Three appropriate activities but all present tense or infinitive.	Two details only.		<i>Ho fatto i compiti, ho guardato la televisione e sono andata a una festa.</i> Accept any 3 different activities or several details of 1 or 2 activities.
(c)		One detail only			<i>Secondo me era fantastico perché la festa era divertente</i> Accept any two details expressing an opinion
(d)		Just a day. Just a reason.			<i>Preferisco sabato (perché) non vado a scuola</i> Accept any day and any reason

Role-Play 9 – Higher Tier					
Task	0 Message not communicated	1 Appropriate response / difficulty or ambiguity / some relevant information	2 Appropriate and unambiguous / minor errors or minor omissions	3 Appropriate and full response / minor errors cause no ambiguity / TWO minor errors max	4 Appropriate and correct response / task fully accomplished / NO SIGNIFICANT ERROR / ONE minor error max
(a)		One idea only			<i>C'è troppo traffico e la città è inquinata</i> Accept any 'town' environmental problem
(b)		One idea only			<i>Riciclo il vetro e vado in bicicletta</i> Accept any two activities ('potere' not necessary)
!(c)	<i>Preferisci la campagna</i>				<i>Preferisco la campagna perché è tranquilla</i>la città perché... ..
(d)					<i>In futuro mi piacerebbe vivere a Londra perché mi piace la città</i>

Role-Play 10 – Higher Tier					
Task	0 Message not communicated	1 Appropriate response / difficulty or ambiguity / some relevant information	2 Appropriate and unambiguous / minor errors or minor omissions	3 Appropriate and full response / minor errors cause no ambiguity / TWO minor errors max	4 Appropriate and correct response / task fully accomplished / NO SIGNIFICANT ERROR / ONE minor error max
(a)		Person other than sister, otherwise appropriate			<i>Ho perso mia sorella [sulla spiaggia]</i>
		One detail only	Two or three appropriate details only [eg: 3 personal details and 1 physical descriptor counts as 3 details]		<i>Si chiama Sophie e ha 6 anni. È piccola con i capelli lunghi.</i> Accept any two personal details and any two physical descriptors
!(c)	Something not to do with the beach, eg: <i>in città</i>	Place or time only.			<i>Era vicino al mare</i> Accept any reasonable place and time .
4					<i>Ho il telefonino e il numero è.....</i> <i>Or Stiamo vicino alla doccia</i> Any one contact required. (Verb not essential)

Role-Play 11 – Higher Tier					
Task	0 Message not communicated	1 Appropriate response / difficulty or ambiguity / some relevant information	2 Appropriate and unambiguous / minor errors or minor omissions	3 Appropriate and full response / minor errors cause no ambiguity / TWO minor errors max	4 Appropriate and correct response / task fully accomplished / NO SIGNIFICANT ERROR / ONE minor error max
(a)	Something you are unlikely to take to a disco, eg: <i>una valigia</i>	Just the idea of loss <i>La borsa?</i>			<i>Ho perso la mia borsa [nella discoteca]</i> Accept any means of explanation and any reasonable article
(b)		Either detail only			<i>Ho lasciato la borsa sotto la tavola e adesso non è più lì</i> Any 'time' acceptable.
!(c)		One adjective only			<i>(La borsa) è piccola e nera</i> Accept any reasonable descriptors
(d)	Problem not related to article lost	Partial answer			<i>Non ho soldi per il tassì.</i> Accept any problem, must be related to the item.

Role-Play 12 – Higher Tier					
Task	0 Message not communicated	1 Appropriate response / difficulty or ambiguity / some relevant information	2 Appropriate and unambiguous / minor errors or minor omissions	3 Appropriate and full response / minor errors cause no ambiguity / TWO minor errors max	4 Appropriate and correct response / task fully accomplished / NO SIGNIFICANT ERROR / ONE minor error max
(a)	Just <i>all'estero</i> or in Gran Bretagna (its in the stimulus)	The reason only			<i>(Preferisco le vacanze all'estero perché il tempo bello..in Gran Bretagna... The reason is the most important.</i>
!(b)	Verb in the present tense.	Destination or travelling companions			<i>(Ho/Sono andato) /in Italia con mia famiglia. Accept any destination and travelling companions</i>
(c)		One detail only. If all verbs in infinitives. (not perfect).	Two or three details		<i>(Durante la giornata) ho nuotato e ho letto e (la sera) ho mangiato in ristorante e ho fatto una passeggiata. Accept any 2 + 2 details. There may be some overlap.</i>
(d)		Opinion only or reason only			<i>(La vacanza) era fantastica perché mi piace il sole. Accept any opinion and a suitable reason.</i>

ADDITIONAL INFORMATION FOR PART TWO MARK SCHEME**MINOR ERRORS**

This information applies to Italian GCSE Speaking Tests only.

The following are examples of **minor** errors.

1. Nouns and articles

- incorrect article e.g. *uno ragazzo*
- incorrect noun plural e.g. *i fiore*

2. Gender

- incorrect gender e.g. *la mare*
(unless confusion arises from change of meaning)

3. Adjectives

- incorrect position of adjective e.g. *un rosso fiore*
(unless confusion arises from change of meaning)
- incorrect adjective agreement e.g. *un fiore rossa*

4. Pronouns

- incorrect inclusion/omission of article with possessives e.g. *il mio padre, mio libro*
- incorrect position of direct/indirect object pronoun e.g. *io ho lo visto, ho visto lo.*

5. Prepositions

- incorrect or lack of combination of preposition and definite article e.g. *a la chiesa*

6. Verbs

- incorrect use of piacere e.g. *mi piace le fragole*
- slightly incorrect verb forms e.g. *parlarò*

The above are errors which usually do not affect communication. They should be treated as minor **unless the Part Two Mark Scheme states otherwise.**

Using the incorrect person or tense of a verb is considered a **major** error **unless the Part Two Mark Scheme states otherwise.**

However, if a candidate uses a construction that requires the subjunctive mood but instead uses the indicative in the **correct tense and person**, this is classed as a **minor** error.

This list is not exhaustive and is to be used as a guide to the marking of the 2003 tests only. There may be additional clarifications for the marking of the 2004 tests.