



General Certificate of Secondary Education

Italian 3631

3631/S Speaking

Mark Scheme

2005 examination - June series

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.

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

Communication Mark	Range & Complexity Mark	Pronunciation & Accuracy Mark
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

* delete as appropriate

Centre No

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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	RC+PA ÷ 3 Q*	C+SF + Q T	C	S/F	R/C	P/A		
													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

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
1		Single number of suitable time eg: 8 a 8/8 ore	<i>Alle</i> + time including single number Full time (7.30) without <i>alle</i>
2	Something not possible to eat		Any one item eg: <i>pane</i> Verb not required
3	Something not possible to drink		Any one item eg: <i>caffè</i> Verb not required
4	Any other verb ending which causes loss of meaning	Flat intonation Half message eg: <i>Mangi?</i> <i>La colazione</i>	<i>Mangi/prendi/fai colazione?</i> <i>Mangi la mattina?</i> <i>Mangia or mangiate</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
1	Pisa da Pisa	<i>Biglietto di/a Pisa</i>	<i>Biglietto per (Pisa) Pisa per favore</i>
2	Anything implying the past, eg: <i>ieri, scorso</i>		Any one suitable piece of information, eg: <i>oggi, domani</i> , day or date, time.
3	Any other verb ending which causes loss of meaning, eg: <i>parti?</i>	Part message, eg: <i>Quando?</i> or <i>Parte? partire?</i>	<i>Quando/A che ora parte (il treno)? partire partiamo si parte</i>
4	<i>Gracias y adios</i>	One of the items only <i>gracias</i>	<i>Grazie e arrivederci/arrivederla/ciao</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
1	Something not in a town	Place only, eg: La banca Flat intonation	<i>Dov'è la banca? or any place in a town (Scusi) la banca per favore?</i>
2	Affermative response Any other verb ending which causes loss of meaning, eg: Non hai capito or Non capisci		<i>Non capisco Non (ho) capito/capire Scusi Come? Che?</i>
3			<i>(Quant)' è distante (Quant') è lontano? È vicino? Accept if is far as well as how far. Single words, eg: <i>lontano?</i></i>
4	<i>gracias y adios</i>	One of the items only gracias	<i>Grazie e arrivederci/arrivedeLa/ciao</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
1	Totally unsuitable adjective	One adjective only	Any two adjectives which could possibly describe a town, eg: <i>Bella e antica</i>
2	Completely ‘untouristy’ location		Any one tourist attraction, eg: <i>il castello, la chiesa, il museo, il ponte etc</i>
3	Location totally unsuitable to young people. Same as previous answer		Any one place young people might want to go. It must be different to previous answer, eg: <i>il cinema, la discoteca, il centro commerciale etc</i>
4	Any other verb ending which causes loss of meaning, eg: <i>abito?</i>	Part message only <i>abiti bit without ‘dove’</i>	<i>Dove abiti?/ vivi? abitare (infin)</i> <i>Accept abita/abitate</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
1	Cold drink Something not drinkable		Any hot drink, eg: <i>Un cappuccino (per favore)</i>
2	Something inedible <i>un indiano/cinese</i>		Any snack to eat. Detail not required, eg: <i>un panino (per favore)</i>
3		<i>Quanto?</i> <i>Costa?</i>	<i>Che cosa costa?</i> <i>Quanto costa/ano?</i> <i>Quant' è?</i> <i>Quanto viene?</i> <i>Il prezzo?</i>
4	Any other place	<i>Il gabinetto?</i> Flat intonation	<i>Dov'è il gabinetto?</i> or any suitable word for toilet <i>Il gabinetto per favore?</i> <i>Il gabinetto?</i> With interrogative intonation <i>il bagno?</i> <i>il cesso?</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
1		Flat intonation	<i>C'è una tavola/ un tavolo (per favore)? Una tavola/ un tavolo (per favore)?</i>
2			<i>Il menù (per favore)! La lista?</i>
3	Something inedible	Non restaurant food or main course eg: <i>un panino/patate fritte</i>	Any main course, eg: <i>pollo arrosto/ lasagne etc pizza un' insalata</i>
4	Something inedible or not vegetable course <i>eg pane</i>		<i>Any vegetable or salad, eg: patate/ insalata but different from above</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
1		Only one of the three details Number, hire or bikes missing	Only two of the three details <i>Vorrei 3 biciclette</i>		<i>È possibile avere 3 biciclette</i> <i>Hire + number + bikes</i> <i>Vorrei noleggiare 3 biciclette</i> or implied ' <u>hire</u> ' <i>Posso avere / prendere 3 biciclette</i>
!2	<i>oggi stasera</i>	time only <i>alle 7</i>			<i>Domenica</i> one detail required. There must be no indication that it is less than a few days, eg: <i>oggi</i>
3		One detail only	Two details only		Three personal details <i>Mi chiamo **</i> <i>sono all'albergo Roma,</i> <i>il numero del mio telefonino è**,</i> <i>ecco il mio passaporto</i>
4		One detail only	Two details only		Three details of the trip, eg: <i>Partiamo oggi dal campeggio,</i> <i>andiamo nelle montagne,</i> <i>dormiremo in un ostello</i>

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
1		Partial message			Car + breakdown <i>La [nostra] macchina è guasta rotta/non funziona /in panne or similar</i> <i>C'è un problema con la (nostra) macchina</i>
2		One detail			Any two details to locate car, eg: <i>in centro, vicino al supermercato</i>
13		One detail			Any two descriptors, eg: colour, make, size, number plate etc
4		One detail			Any personal details, eg: Name phone number, address etc

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
1	incorrect pronoun(s) eg <i>ti invito alla tua festa</i>	Idea of invitation or party but not both			Any form of invitation <i>Vuoi/puoi venire alla mia festa?</i> <i>Ti invito alla mia festa.</i> <i>Può venire alla mia festa?</i>
2		One of the three details	Two details		Where + When + time, eg: <i>A casa mia, domani alle 8</i>
3					Any direction to get to the party, eg: <i>È subito dietro la scuola</i>
4	Past tense indicators	One activity only <i>ballando e mangiare</i>			Two party activities, any kind of future indicator, eg: <i>ballare, ascolteremo la musica, possiamo mangiare etc</i> infinitive = minor errors

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
1		One detail	Two details only		Where + how long for + with whom, eg: <i>sono andato/a in Italia per 10 giorni con la mia famiglia</i>
!2	Present tense weather phrase French or Spanish	<i>era piove</i>			Any one weather phrase, eg: <i>(faceva) bello.</i> Verb, if given, must be in <i>past tense</i>
3		One activity in past tense	Two activities in the past tense. Three verbs in infinitive, eg <i>nuotare, mangiare, leggere</i>		Three holiday activities, eg: <i>Ho nuotato nel mare, ho mangiato la pizza e sono andato al cinema</i> sports nouns eg <i>basket, tennis, nuoto</i>
4	Past tense	Just place, no verb	<i>andare in Spagna</i>		<i>Vorrei andare in Spagna, andrò in Francia, L'anno prossimo vado in Grecia.</i> Verbs should have future indicators <i>Non lo so ancora</i>

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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
1	Other than past tense Other than shopping trip	One detail	Two details		What you did + where + with whom, eg: <i>Ho fatto lo shopping al centro commerciale con un amico</i>
2	Verb not in past	One detail	Two details		Two purchases and a cost in sterling or euros. Eg: <i>(Ho comprato) una maglia e un CD. Ho speso 30 sterline.</i> Verb if used must be past tense.
!3		One item only attributed			<i>La maglia è per me e il CD per mio padre.</i> Both items could be for the same person
4		Shop and no reason			Shop + reason <i>Il mio negozio preferito è Topshop, perché i vestiti non costano troppo</i>

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
1	Something other than luggage	either luggage or non arrival			<i>La mia valigia non è arrivata Ho perso ...</i>
2		One detail			Any two details of flight, eg: <i>Sono arrivato/a da Londra alle 6.</i>
!3		One item			Any two items in the luggage, eg: <i>(allora, dentro ci sono) i vestiti e un libro</i>
4					Any contact detail, eg: <i>ecco il mio numero di telefono</i>