



General Certificate of Secondary Education

Italian 3631

3631/S Speaking

Mark Scheme

2006 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 (e.g. 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 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 (i.e. 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**

<i>Foundation Role-Play – Communication</i>	
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	Stai bene	Either item of information (Sono) buono	<i>Ciao / Salve / Buongiorno</i> or similar + [Sto] <i>Bene / Benissimo / Male / Così così</i> or similar <i>Sono bene</i>
2	pesche	Either item	<i>[Mi piace] l'insalata e il pesce</i> Alternatives eg: <i>lattuga, trota, salmone</i> etc
3		Either item	<i>[Mi piace/piacciono]</i> + any two fruit
4	Just <i>cioccolato</i> with no question intonation Just <i>piace</i> with no question intonation <i>Amo</i> or other unsuitable ending	Part idea eg: <i>tu cioccolato?</i> Just <i>cioccolato?</i> Just <i>piace?</i>	<i>Piace cioccolato?</i> <i>Ti piace il cioccolato?</i> Alternatives eg: <i>cioccolata, cioccolatini</i> <i>Ami?</i> [Accept other 'you' endings]

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		<i>Inglese?</i>	<i>In inglese?</i>
2	Unsuitable verb ending	Name only	<i>Mi chiamo ****</i> <i>Il mio nome è ****</i> <i>Sono ****</i> <i>io + Name</i>
3	Unsuitable possessive if given e.g. <i>tuo fratello</i>	One family member	Any two family members [possessive not required] Could be two of the same. e.g. <i>ho 2 fratelli</i>
4		One comment about Italy	<i>Bella e interessante</i> Two comments about Italy

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		Either half of the message	<i>Un tavolo per 4</i> Alternatives: <i>tavola, posto</i>
2	Something not edible, including drinks <i>Fritte</i> or other French word	Either part of the meal	Any possible main course item or sort, eg: <i>Pollo, pasta, pizza, carne.</i> Plus any vegetable or salad (Be lenient about combination)
3		One flavour	Any two possible ice cream flavours
4		<i>Il gabinetto</i> [no question]	<i>Dov'è/ dove sono i gabinetti, il bagno</i> or any other suitable word. <i>....per favore?</i> Just the word with question intonation

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	Any two suitable adjectives, eg: <i>piccola e moderna</i>
2	Something not possibly a school subject e.g. <i>Inghilterra</i>	One subject	Any two school subjects, eg: <i>la storia e l'inglese</i>
3	Negative comment, eg: <i>è orribile, troppo difficile</i>		One positive comment about a subject, eg: <i>è interessante</i>
4	Just <i>scuola</i> with no question intonation Just <i>piace</i> with no question intonation <i>Amo</i> or other unsuitable ending	Part idea eg: <i>tu scuola?</i> Just <i>scuola?</i> Just <i>piace?</i>	<i>Piace scuola?</i> (with question intonation) <i>Ti piace la scuola?</i> <i>Ami?</i> [Accept other 'you' endings]

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	e.g <i>Sedia</i>	Either element	[Vorrei] number + <i>biglietti</i> Number + <i>biglietti [per favore]</i> <i>posti</i>
2	<i>ieri</i> or past	Just a number or just a month	A date ie: number and month or alternatives, eg: <i>sabato / domani</i> etc
3		Quanto	<i>Quanto costa/costano?</i> <i>Quant'è?</i> <i>Quanto viene?</i> <i>Quanto? / Costa?</i> <i>Il prezzo?</i> or other suitable phrase
4	<i>Comincia</i>	Just <i>Quando?/A che ora?</i> Just <i>comincia?</i>	<i>Quando? A che ora comincia?</i> <i>..... inizia?</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	Any unsuitable verb ending if used	Just a number	[Ha] 2 anni. Any suitable age in weeks months or years
2	Unsuitable adjective/s	One adjective	Two suitable adjectives, eg: <i>piccolo e bianco</i>
3	Something not as a pet Unsuitable verb ending		[Ha] <i>un pesce rosso</i> or any other animal which could be a pet
4	Just <i>gli animali</i> with no question intonation Just <i>piace</i> with no question intonation <i>Amo</i> or other unsuitable ending	Part idea eg: <i>tu gli animali?</i> Just <i>animali?</i> Just <i>piace?</i>	<i>Piace gli animali?</i> <i>Ti piacciono gli animali?</i> <i>Ami?</i> Accept the name of an animal. Eg: <i>i gatti?</i> [Accept any other 'you' pronoun]

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	Negative ideas. <i>Mi piace perché è inquinata.</i>	One reason.			Any two positive reasons why the candidate could like the town. <i>[Mi piace la città perché] è bella e ci sono dei negozi.</i>
12	Positive ideas. <i>È bellissima.</i>	One idea.			Any two negative things about the town. <i>C'è troppo traffico e troppo grande.</i>
3	Present tense.	One activity in past			Two activities done in town. Past tense. <i>Sono andato/a al cinema e ho fatto le spese.</i>
4		One of the three elements.	Two of the three elements.		A place and two reasons. <i>Mi piacerebbe vivere in Italia perché è bella e fa caldo.</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		Either item or conflicting information.			One opinion [positive or negative] and why. <i>[L'albergo è] fantastico perché è molto grande.</i>
!2		One detail.			Two details of weather. <i>Fa freddissima e nevica.</i> or past tense accepted
3		Either element.			One activity and on opinion. <i>[Ieri sera] ho mangiato in un ristorante. Era ottimo.</i>
4		Either element.			When [any detail] and where from. <i>[Torno] domenica (alle tre) da Verona.</i> One time detail.

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		One detail.	Two details.		Type of shop, where it is and how many hours. <i>[Lavoro] in un supermercato vicino a casa mia per otto ore alla settimana.</i>
2		One reason.			Two positive reasons why the candidate likes to work. <i>Mi piace lavorare perché mi piace avere i soldi da spendere e sono più indipendente.</i> [Accept I like to buy + two things.]
3		One way.			Two ways the candidate spent the money. <i>Ho comprato un CD e sono andato/a al cinema.</i> Accept similar to number 2
!4	Other than future reference.				Type of work for the future. <i>(In futuro vorrei essere) medico.</i> Non lo so.

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 reason.			Two positive reasons to like school. [La mia scuola è fantastica] perché sono con i miei amici e i professori sono bravi.
2		Either element. <i>Mi piace</i> rather than conditional.			What the candidate would change and why. [<i>Mi piacerebbe cambiare</i>] l'uniforme perché non mi piace il colore.
3		One activity in past			Two things done in school yesterday. <i>Ho studiato l'italiano e ho parlato con i miei amici.</i> Accept 2 subjects – 1 verb.
!4		Either element.			Would the candidate like to be a teacher and why/not. <i>Sì, perché le vacanze sono lunghe.</i>

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	Programme title.	Either element.			Type of programme and why liked. <i>[Mi piacciono] i documentari perché sono interessanti.</i>
!2		Either element.			What watched last night and why watched. <i>[Ieri sera ho visto] Eastenders ed era molto divertente.</i>
3					A disadvantage of watching too much television. <i>[Se guardiamo troppa televisione] non facciamo sport.</i>
4		One activity.			Two other leisure activities. <i>Gioco a tennis e leggo il giornale.</i> Accept the same verb twice.

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	Past tense.	One element.	Two elements		Where [day and time] and when the party is to be. <i>[La festa di Stefano] è Sabato alle otto a casa sua.</i> Do not accept past tense times.
12		Either element.			Means of transport and time. <i>[Vado] in tassì e [vado] alle 8.30.</i>
3		Either element.			A possible gift and why it Would be liked. <i>Forse un CD perchè gli piace la musica.</i>
4		One way in past.			Two ways the candidate celebrated last birthday. [Past tense] <i>Ho mangiato in un ristorante e ho ballato in discoteca.</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.