



General Certificate of Secondary Education

Italian 3631

3631/W Writing

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.

WRITING TESTS - FOUNDATION AND HIGHER TIERS

PART ONE

Principles of Marking

- All marking is to be done in accordance with the published Criteria for Assessment.
- The stress is on effective communication. Credit should be given for the language successfully conveying the target message without ambiguity.
- There is no need to count the number of words used to answer each question. The sole criterion is completion of the tasks set.

MARK ALLOCATION

| Foundation | Communication | Quality of Language | Total |
|------------|---------------|---------------------|-------|
| List | 2 | | 2 |
| Message | 12 | 8 | 20 |
| Letter | 8 | 12 | 20 |
| Total | 22 | 20 | 42 |

| Higher | Communication | Quality of Language | Total |
|------------|---------------|---------------------|-------|
| Letter | 8 | 12 | 20 |
| Question 2 | 8 | 12 | 20 |
| Total | 16 | 24 | 40 |

FOUNDATION TIER QUESTION 1 - List Question

This question will be assessed for Communication only.

| Marks | Degree of Communication |
|-------|---|
| 1 | 1 - 2 words correct, without ambiguity. |
| 2 | 3 - 4 words correct, without ambiguity. |

Maximum mark - 2

QUESTION 2 - Message Question

This question will consist of six tasks and will be assessed for Degree of Communication and Quality of Language.

DEGREE OF COMMUNICATION

For each of the six tasks, the following criteria will be used.

| Marks | Degree of Communication |
|------------------|---|
| 0 | Required message not communicated. |
| 1 | Comprehension difficult or ambiguous. Some relevant information conveyed. |
| 2 | Required message conveyed without ambiguity even if not totally correct. |
| 6 x 2 = 12 marks | |

QUALITY OF LANGUAGE

A global mark out of 8 will be awarded. The mark awarded for Communication will determine the mark range available for Quality of Language according to the following criteria.

| Marks awarded for Communication | Marks available for Quality of Language | Quality of Language |
|--|--|---|
| 0 - 1 | 0 | Inaccuracy is almost always a barrier to communication. |
| 2 - 4 | 1 - 2 | Some of the messages are intelligible but the frequency of serious error makes communication difficult. |
| 5 - 6 | 3 - 4 | Several of the messages are intelligible, despite frequent error which creates ambiguity and requires effort from the reader. |
| 7 - 8 | 5 - 6 | Errors occur regularly but most intended messages can be understood, with hesitation but without undue difficulty. |
| 9 - 12 | 7 - 8 | Despite various errors, the piece is more accurate than inaccurate; intended meanings are usually clear. |

Maximum mark 12 + 8 = 20

QUESTION 3 - Letter Question

This question will consist of eight tasks and will be assessed for Degree of Communication, Range/Complexity and Accuracy, giving a maximum mark of 20.

DEGREE OF COMMUNICATION

- The assessment of Communication depends upon recognising an attempt to write something about the task.
- You should not take into account the quality of the language used, unless it interferes so much that communication would not take place.
- Candidates will be expected to go beyond the minimum level of response in order to score at least 3 marks. This means that the candidate will have added an additional detail (hereafter called a **Development**), which goes beyond the minimum required by the task.
- For a Development to be accepted, the quality of language should be the same as that which is required for a Communication task.
- Developments cannot be credited for a task which has been rejected.
- There can be only **one** Development per task in this question.

Tasks to Marks - Degree of Communication

| Tasks | Marks | Requirement | Degree of Communication |
|---------------|-------|---|---|
| 0 | 0 | | Nothing of merit; fails to communicate OR occasional words are recognisable within sentences but no complete messages are communicated. |
| 1 | 1 | | Communicates <i>a little</i> basic information (e.g. simple facts). |
| 2 – 8 (0 Dev) | 2 | | |
| 3 - 8 (1 Dev) | 3 | | <i>Some</i> basic information is conveyed; occasional additional details conveyed (e.g. description, simple opinion). |
| 3 - 8 (2 Dev) | 4 | | |
| 5 - 8 (3 Dev) | 5 | Must include an opinion, if not, revert to 4 marks | Communicates clearly <i>quite a lot</i> of relevant information, including personal opinions; regularly goes beyond a basic response to give more detailed information relating to descriptions and accounts. |
| 5 - 8 (4 Dev) | 6 | Must include an opinion, if not, revert to 4 marks | |
| 7 - 8 (5 Dev) | 7 | Must include justification of an opinion, if not, revert to 6 marks | Communicates <i>a lot</i> of relevant information; candidate can narrate events, give full descriptions and can express and justify ideas and points of view. |
| 7 - 8 (6 Dev) | 8 | Must include justification of an opinion, if not, revert to 6 marks | |

QUALITY OF LANGUAGE

- Marks will be awarded out of 6 for each of Range/Complexity and Accuracy. The marks will be added to make a total out of 12 for Quality of Language.
- The mark awarded under Range/Complexity must not be more than **one mark** higher than the mark awarded for Degree of Communication.
- The mark awarded under Accuracy must not be more than **one mark** higher than the mark awarded for Degree of Communication.
- If a mark is awarded for Communication this will inevitably lead to the award of a mark for Range/Complexity and for Accuracy.
- For the award of 4 marks or more under Range/Complexity there must be at least one reference to each of past, present and future events.

| Range / Complexity | Marks | Accuracy |
|--|--------------|--|
| Very little effective vocabulary. There are occasional recognisable words but they make little coherent sense. | 0 | There is little, if any, evidence of understanding of the most basic linguistic structures. |
| The vocabulary and structures used are simple, often repetitive, limited in range and may contain many cognates. | 1 | There is only limited understanding of the most basic linguistic structures and most sentences contain major errors. |
| Vocabulary is appropriate to the basic needs of the task. Structures are simple, often repetitive and are rarely linked. | 2 | Most sentences contain errors, many of a major nature, and verb forms are rarely accurate. |
| Vocabulary and structures are appropriate to the task with a little attempt at variety and there is some successful attempt to link structures together. | 3 | There are some major errors and frequent minor ones. Attempts at verb forms and tense formations are often unsuccessful. |
| There is some variety in the use of vocabulary and some successful attempts at a variety of structures including attempts at longer sentences using appropriate linking words. Some personal opinions are successfully expressed. There are successful attempts at using more than one time frame. | 4 | There are a number of minor errors and a few major ones, but the piece is more accurate than inaccurate. Verb forms and tense formations are not always correct, but the intended meaning is clearly recognisable. |
| There is a wider range of vocabulary and structure which communicates descriptions and opinions with some precision. Longer sentences, including the use of subordinate clauses, are used more regularly and with increasing success. | 5 | Inaccuracies are mainly of a minor nature although some major errors may occur when complex structures are attempted. Verb forms and tense formations are usually correct. |
| A wide range of vocabulary and structures appropriate to the topic is effectively used. Longer, more complex sentences are handled with confidence producing a fluent piece of coherent language. | 6 | There are hardly any major and few minor errors even in more complex structures. The overall impression is of accuracy and verb forms and tense formations are secure. |

The maximum mark for the Foundation Tier Paper is 42.

HIGHER TIER**QUESTION 1**

This question is the same as that set for Foundation Writing Question 3. It should therefore be marked in accordance with the instructions given for Foundation Tier Question 3.

QUESTION 2

This question will consist of *four* tasks and will be assessed for Degree of Communication, Range/Complexity and Accuracy, giving a maximum of 20.

DEGREE OF COMMUNICATION

- The assessment of Communication depends upon recognising an attempt to write something about the task. All responses should be self-contained and comprehensible without reference to the rubrics.
- Candidates will be expected to go beyond the minimum level of response in order to score at least 2 marks. This means that the candidate will have added an additional piece of information, in the form of a phrase or clause (hereafter called a **Development**), which goes beyond the minimum required by the task.
- For a Development to be accepted, the quality of language should be the same as that which is required for a Communication task.
- Developments cannot be credited for a task which has been rejected.
- There can be *up to two* developments per task in this question.

Tasks to Marks - Degree of Communication

| Tasks | Marks | Requirement | Degree of Communication |
|---------------|--------------|---|---|
| 0 | 0 | | Nothing of merit; fails to communicate OR occasional words are recognisable within sentences but no complete messages are communicated. |
| 1 – 4 (0 Dev) | 1 | | Communicates <i>a little</i> basic information (e.g. simple facts). |
| 1 - 4 (1 Dev) | 2 | | |
| 2 - 4 (2 Dev) | 3 | | <i>Some</i> basic information is conveyed; occasional additional details conveyed (e.g. description, simple opinion). |
| 2 - 4 (3 Dev) | 4 | | |
| 3 - 4 (4 Dev) | 5 | Must include an opinion, if not, revert to 4 marks | Communicates clearly <i>quite a lot</i> of relevant information, including personal opinions; regularly goes beyond a basic response to give more detailed information relating to descriptions and accounts. |
| 3 - 4 (5 Dev) | 6 | Must include an opinion, if not, revert to 4 marks | |
| 4 (6 Dev) | 7 | Must include justification of an opinion, if not, revert to 6 marks | Communicates <i>a lot</i> of relevant information; candidate can narrate events, give full descriptions and can express and justify ideas and points of view. |
| 4 (7 - 8 Dev) | 8 | Must include justification of an opinion, if not, revert to 6 marks | |

QUALITY OF LANGUAGE

- Marks will be awarded out of 6 for each of Range/Complexity and Accuracy. The marks will be added to make a total out of 12 for Quality of Language.
- The mark awarded under Range/Complexity must not be more than **one mark** higher than the mark awarded for Degree of Communication.
- The mark awarded under Accuracy must not be more than **one mark** higher than the mark awarded for Degree of Communication.
- If a mark is awarded for Communication this will inevitably lead to the award of a mark for Range/Complexity and for Accuracy.
- For the award of 4 marks or more under Range/Complexity there must be at least one reference to two of past/present/future events.

| Range / Complexity | Marks | Accuracy |
|--|--------------|--|
| Very little effective vocabulary. There are occasional recognisable words but they make little coherent sense. | 0 | There is little, if any, evidence of understanding of the most basic linguistic structures. |
| The vocabulary and structures used are simple, often repetitive, limited in range and may contain many cognates. | 1 | There is only limited understanding of the most basic linguistic structures and most sentences contain major errors. |
| Vocabulary is appropriate to the basic needs of the task. Structures are simple, often repetitive and are rarely linked. | 2 | Most sentences contain errors, many of a major nature, and verb forms are rarely accurate. |
| Vocabulary and structures are appropriate to the task with a little attempt at variety and there is some successful attempt to link structures together. | 3 | There are some major errors and frequent minor ones. Attempts at verb forms and tense formations are often unsuccessful. |
| There is some variety in the use of vocabulary and some successful attempts at a variety of structures including attempts at longer sentences using appropriate linking words. Some personal opinions are successfully expressed. There are successful attempts at using more than one time frame. | 4 | There are a number of minor errors and a few major ones, but the piece is more accurate than inaccurate. Verb forms and tense formations are not always correct, but the intended meaning is clearly recognisable. |
| There is a wider range of vocabulary and structure which communicates descriptions and opinions with some precision. Longer sentences, including the use of subordinate clauses, are used more regularly and with increasing success. | 5 | Inaccuracies are mainly of a minor nature although some major errors may occur when complex structures are attempted. Verb forms and tense formations are usually correct. |
| A wide range of vocabulary and structures appropriate to the topic is effectively used. Longer, more complex sentences are handled with confidence producing a fluent piece of coherent language. | 6 | There are hardly any major and few minor errors even in more complex structures. The overall impression is of accuracy and verb forms and tense formations are secure. |

The maximum mark for the Higher Tier paper is 40.

Writing – Part 2 Mark Scheme

Foundation Tier

Question 1

Principles of Marking

- Accept the **best** three replies out of four
- Spelling or grammar should not be penalised if it doesn't lead to ambiguities of understanding
- If the example is used it can not be credited
- Accept either gender for adjectives
- Adjectives may describe character or physical attributes
- If a candidate uses a phrase to describe his/her ideal friend this should be accepted
- Do not accept words in another language such as 'sympa', 'bavarde', 'amusant' but 'sympatico' with 'y' is ok.

Question 2

- Each task should be awarded 2, 1 or 0 marks.
- If there is no verb, award a maximum of 1 mark.
- Do not penalise spelling or grammatical errors if they do not cause ambiguity or difficulty in comprehension
- If more information than necessary is given ignore incorrect answers and credit correct ones.

Examples of possible answers and marks awarded:

Degree of Communication

| Task | 2 | 1 | 0 |
|-------|--|--|---|
| (i) | Sono in Italia Siamo in Italia Accept 'a' | (In) Italia (no verb) nationality e.g. spagnolo | Sei in Italia (wrong message) andiamo andr e vado..... |
| (ii) | sono con la mia famiglia | (con) la mia famiglia | |
| (iii) | fa caldo (accept past tense)  e caldo (or any appropriate weather) | caldo fare caldo | fai caldo future tense ho fatto caldo |

| | | | |
|------|---|---|-------------------------------------|
| (iv) | nuoto (durante il giorno is not necessary) accept past/future tense | nuotare | nuoti |
| (v) | vado/andiamo al ristorante/restorante/restaurante (la sera not required) mangio/mangiamo al ristorante | la sera ristorante andare al ristorante al ristorante | fai al ristorante what they eat. |
| (vi) | è divertente accept 'e' with no accent. | divertente c'è divertente wrong tense. | sei divertente |

If the candidate copies out the question and puts an answer without a verb after it give 1 mark.

Question 3 Foundation Tier

Degree of Communication

Examples of acceptable tasks with developments, opinions and justifications of opinions:

Only ONE opinion and ONE justification is required overall to access the higher mark bands for Degree of Communication.

T = task D = development O = opinion J = justification Pr = Present
Pa = Past F = Future.

A Development or Task may also be credited as an opinion or justification of an opinion.

- Task 1** Faccio il mio letto **(T) (Pr)** e faccio i piatti **(D)**. Accept general statement such as 'aiuto molto in casa', 'Non faccio molto'.
- Task 2** Secondo me faccio abbastanza**(T) (O)** perché ho molti compiti **(J) (D)**
- Task 3** Mia madre fa di più **(T)** perché non lavora **(D)**
- Task 4** Per la prima colazione prendo i cereali **(T)** e il succo di arancia **(D)**
- Task 5** E meglio/Preferisco mangiare di più a cena **(O) (T)** perché ho più tempo **(D) (J)**
- Task 6** Di solito **(D)** mangio alle 6 **(T)**
- Task 7** Questo fine settimana vado/andrò **(F)** al cinema con mia sorella **(T)** poi andremo a mangiare. **(D)** (Accept present but not past). Accept infinitive.
- Task 8** Questa settimana ho giocato **(Pa)** a badminton **(T)** e sono uscita **(D)** con i miei amici – Accept inifinitive but not **future** or **present**.

8 tasks, 8 developments + opinion and justification of opinion + past, future and present.

This response would receive maximum marks for degree of communication.

For Range/Complexity and Accuracy see Part One Mark Scheme.

- Accept infinitives as an attempt to answer the task
- Accept as a task – the question copied and a one word answer following it, but the language copied from the question cannot be credited as a time frame / for Quality of Language.
- Don't accept 'lavoro' for 'lavo' and vice versa
- Accept conditional in Task 7 as future time frame
- Accept past, present and future time frames correctly used anywhere in answer for Quality of Language marks.

Higher Tier

Question 1 Higher Tier

Degree of Communication

Examples of acceptable tasks with developments, opinions and justifications of opinions:

Only ONE opinion and ONE justification is required overall to access the higher mark bands for Degree of Communication.

T = task D = development O = opinion J = justification Pr = Present
Pa = Past F = Future.

A Development or Task may also be credited as an opinion or justification of an opinion.

- Task 1** Faccio il mio letto (**T**) (**Pr**) e faccio i piatti (**D**). Accept general statement such as 'aiuto molto in casa', 'Non faccio molto'.
- Task 2** Secondo me faccio abbastanza(**T**) (**O**) perché ho molti compiti (**J**) (**D**)
- Task 3** Mia madre fa di più (**T**) perché non lavora (**D**)
- Task 4** Per la prima colazione prendo i cereali (**T**) e il succo di arancia (**D**)
- Task 5** E meglio/Preferisco mangiare di più a cena (**O**) (**T**) perché ho più tempo (**D**) (**J**)
- Task 6** Di solito (**D**) mangio alle 6 (**T**)
- Task 7** Questo fine settimana vado/andrò (**F**) al cinema con mia sorella (**T**) poi andremo a mangiare. (**D**) (Accept present but not past). Accept infinitive.
- Task 8** Questa settimana ho giocato (**Pa**) a badminton (**T**) e sono uscita (**D**) con i miei amici – Accept infinitive but not **future** or **present**.

8 tasks, 8 developments + opinion and justification of opinion + past, future and present.

This response would receive maximum marks for degree of communication.

For Range/Complexity and Accuracy see Part One Mark Scheme.

- Accept infinitives as an attempt to answer the task
- Accept as a task – the question copied and a one word answer following it, but the language copied from the question cannot be credited as a time frame/for Quality of Language.
- Don't accept 'lavoro' for 'lavo' and vice versa
- Accept conditional in Task 7 as future time frame
- Accept past, present and future time frames correctly used anywhere in answer for Quality of Language marks.

Question 2 Higher Tier

Degree of Communication

Examples of minimum required to gain full marks.

- Task 1** Secondo me **(O)** i giovani hanno **(Pr)** molte possibilità di viaggiare **(T)** perché costa poco **(J)** **(D)** ed è facile **(D)**
- Task 2** Molti giovani bevono troppo **(O)** **(T)**, perché **(J)** non c'è molto da fare nel loro paese **(D)** e si annoiano **(D)**
- Task 3** Ho cercato **(P)** un lavoro per l'estate, ma ero troppo giovane **(T)** non avevo diciotto anni **(D)**. Devo aspettare l'anno prossimo **(D)** Either positive or negative. If they do both, choose the best one. The task should be credited only when you have understood what the experience was.
- Task 4** In futuro andrò di più in bicicletta **(T)** perché non inquina **(D)** e così c'è meno traffico.**(D)** - Must be first person singular or plural in answer.

For Range/Complexity and Accuracy see Part One Mark Scheme.

- Look for things to credit
- Phrase (must have a verb)
- First person singular and plural as well as third person plural (young person talking about themselves).

Task 1 & 2 Advantages/disadvantages open to various interpretations. Accept positive and negative views of young people as well.

Take a wide view of justification of opinion.

| | | | |
|-----|--------------------|---|------|
| e.g | I vantaggi...sono | } | (op) |
| | ci sono vantaggi | | |
| | list of advantages | | (J) |