



General Certificate of Secondary Education

Italian 3631

3631/S Speaking

Mark Scheme

2007 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.

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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	RC+PA ÷ 3 Q*	C+SF + Q T	C	S/F	R/C	P/A		
0001	<i>Garden, Lilly</i>	<i>H</i>	12	C	1	3	3	2	9	5	3	0	3 P/A 2	2	5	2	2	2	2	8	18

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

Sheet No	
Total sheets for this centre	

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

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		Either element	Domenica alle 12, 12 ore If time is expressed as a number only it must have 'alle' etc or it could be 8.30 which is less mistakable as a time Oggi
2	In aeroporto	Unclear or ambiguous all'aeroporto	[In] aereo Any reasonable means of transport
3		Unclear or ambiguous	[La mia] famiglia Any travelling companion or 'solo/a' a name
4	Other verb endings	Either element – or ambiguous Dove vacanza? tu vacanza? vacanza tu? tu dove?	Dove vai? [in vacanza] Accept va, andate Dove tu vacanza?

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		Either element	Una maglietta nera Any item of clothing and any colour. Agreement not required
2		Unclear or ambiguous	[Mio] padre Any person including a name. Possessive not required
3		Unclear or ambiguous	Quanto costa? Quanto costano? Quant'è? Quanto viene? Quanto? Costa? Il prezzo? Or any other suitable phrase.
4	Adjective not expressing an opinion – rosso.	Unclear or ambiguous	[È] brutto, bello, caro, [non] mi piace, piccolo, grande etc. Any descriptor expressing an opinion, negative or positive.

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		Time as a number only, eg, 9	Alle 3, 3 ore If time is expressed as a number only it must have 'alle'etc or it could be 8.30 which is less mistakable as a time
2		One adjective Unclear or ambiguous	positive or negative Lungo e noioso Any two adjectives
3		Unclear or ambiguous	[Fa] bello, brutto, piove, caldo, freddo etc Any weather phrase
4	Other verb endings La sera	Either element	Cosa fai/questa sera? Accept che, fa, stasera, tu fare as individual alternatives

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	Other relative fratelli	Just fratello Unclear or ambiguous	Un fratello
2	Adjectives of personality	One adjective Unclear or ambiguous	positive or negative Alto e bello Any two adjectives to describe physical appearance
3		Unclear or ambiguous	[Ha] 17 [anni] Any age
4	Other verb endings	Chiama? Nome?	[Come] si chiama? [Il] suo nome?

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		Either camera or descriptor Unclear or ambiguous	[Una] camera singola Accept any kind of room, eg con bagno, grande, tranquilla. accept stanza
2		3 giorni Either element Unclear or ambiguous	3 notti
3		<i>Unclear or ambiguous</i>	Quanto costa? Quanto costano? Quant'è? Quanto viene? Quanto? Costa? Il prezzo? Or any other suitable phrase.
4	Bar or other unsuitable place	Unclear or ambiguous ristorante?	C'è [un] ristorante? Accept pizzeria, trattoria etc

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	Other verb endings	Unclear or ambiguous	Come stai? Come va? Stai bene? Accept tu/Lei versions.
2		Unclear or ambiguous	[A] cinema
3	Name of a film	Unclear or ambiguous	Romantico, storico etc Accept any kind of film Accept other possibilities eg, interessante
4		Either element Unclear or ambiguous cinema 7	[A] cinema alle 7 Accept any place in the town. If time is expressed as a number only it must have 'alle'etc or it could be 8.30 which is less mistakable as a time

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 Example answer
1	Incorrect person of verb.	Either element.			Mi fa male la gamba Expression of hurting and a bit of the body.
2	Incorrect person of verb.	Either element.			Giocavo a tennis ieri. Any activity and a time expression.
!3		One element only			Venerdì mattina Any two details of departure time.
4		One detail	Two details		Mi chiamo ... sto all'albergo Roma, sono inglese. Any 3 similar details, eg. Age, date of birth, telephone etc

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 Example answer
1	Do not accept comprare for cambiare For that detail	One element	Two elements		Posso cambiare il mio biglietto. The 3 elements are want/need, exchange and ticket/booking
2					Perché mia nonna sta male. Any reason to have to return home urgently
3!		One element			Domani in aereo. Time and transport needed.
4					[Con] carta di credito, soldi, sterline 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 Example answer
1		One detail			[Il mio compleanno è/era] sabato scorso/il 16 aprile. Two details required.
2		One or two elements	Three elements		Ho un CD da mio fratello e i miei mi hanno regalato dei soldi. Any two gifts and from any two people [who could be the same so long as they are mentioned.] Four elements in total.
3!		One activity only.			Ho cenato in un ristorante e sono andata a ballare. Two activities needed.
4		One element only			Era bello perché mi piace ballare. One opinion and one reason required.

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 Example answer
1	Do not accept other activity or day of the week	One element only.			Sabato, sono andato ad una festa. Party and when required.
2		One element only.			[La festa era di] Marco perché era il suo compleanno. Person [or relationship] plus a reason required.
3		One activity only.	Two activities only.		Ho ballato, ho chiacchierato e ho ascoltato la musica. Three activities required, in past tense.
!4		One element only			Sì, [mi piacciono le feste] perché mi piace ballare. Yes/no plus a reason required. Accept past tense

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 Example answer
1		One element only.			La casa è grande ma vecchia. Something good and something bad about the house.
!2		One descriptor only	Two descriptors only		[La mia camera] è bella e grande e luminosa. Three descriptors required.
3	Non-shops eg, una piscina, un cinema etc. magazzino	One element only.	Two elements only		C'è un supermercato, una banca e una farmacia. Three shops required.
4		One activity only.			Ho fatto la spesa e ho giocato a tennis. Two activities required, in the past tense.

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 Example answer
1		Half the message, eg, non ho piu la mia borsa.			Qualcuno ha preso la mia borsa. Any explanation of the situation, in the past tense.
2		One element only.	Two elements only		A mezzogiorno aspettavo un amico in piazza. Action, place and time expression required.
3		One descriptor only.	Two descriptors only.		Alto, capelli rossi e una maglia verde. Any three descriptors needed.
4		One or two elements only.	Three elements only.		Grande e verde. Il telefonino e i soldi. Two descriptors and two contents required.

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 2007 tests only. There may be additional clarifications for the marking of the 2008 tests.