



General Certificate of Secondary Education

Italian 3631 *Specification*

3631/S Speaking

Mark Scheme

2008 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.

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

GCSE Italian 2008

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	Food	One drink only	Any 2 different hot drinks, eg: un caffè e un tè.
2	A drink or something unreasonable from a bar.	Unclear or ambiguous	Any one item you could reasonably buy in a bar, eg: una pizza.
3		Unclear or ambiguous	Quanto costa? Quanto costano? Quant'è? Quanto viene? Quanto? Costa? Il prezzo? Or any other suitable phrase
4	Un telefonino	Unclear or ambiguous telefono no intonation	C'è un telefono? Un telefono per favore? (Un) telefono? [With intonation]

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	A number plus biglietti
2		Just ritorno	Any type of ticket, eg: andata e ritorno.
3		Unclear or ambiguous	Quanto costa? Quanto costano? Quant'è? Quanto viene? Quanto? Costa? Il prezzo? Or any other suitable phrase.
4	Any time in the past, eg: ieri, martedì scorso etc	Unclear or ambiguous	Any detail of departure, eg: adesso, oggi, domani, a time, a date, a day, più tardi or any other suitable phrase.

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	Just La città	Unclear or ambiguous	Una pianta, una piantina, una carta, una mappa or similar.
2		Unclear or ambiguous	Any 'visitabile' place, eg: il castello, il museo, il centro, il mercato, la piscina, lo stadio or other suitable place.
3	Any time in the past, eg: ieri, martedì scorso etc	Unclear or ambiguous	Any detail of when, eg: adesso, oggi, domani, a time, a date, a day, più tardi or any other suitable phrase.
4		Unclear or ambiguous	Quanto costa? Quanto costano? Quant'è? Quanto viene? Quanto? Costa? Il prezzo? Or any other suitable phrase.

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	Unsuitable verb endings, eg: va, andate etc	Either element	Dove andiamo/vai/vado in citta?
2		Unclear or ambiguous	Any opinion of football, eg: mi piace/non mi piace. Amo, adoro, odio etc il calcio. [Il calcio] è fantastico or other suitable adjective.
3			Any place to meet, eg: (allo) stadio, (alla) stazione, (in centro) città or other suitable place. Preposition not needed.
4	Unsuitable transport, eg: in aereo		Any suitable means of transport, eg: [a] piedi, [in] autobus etc.

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	Non energetic activity, eg: guardo la televisione.	Unclear or ambiguous	Any suitable activity, eg: [gioco a] tennis.
2	Times in the past	Either element	A time and a person, eg: sabato con un amico. Accept frequency, names and [da] solo/a.
3		Unclear or ambiguous	Any reason, eg: fa bene alla salute, è interessante.
4	Mi piace or other unsuitable pronoun.	Either element	Ti piace lo sport? or similar phrase. Le piace. Must have pronoun. A named sport, eg: il nuoto

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	Unsuitable adjective	Unclear or ambiguous	Any opinion of school lunch, eg: fantastico/orribile etc
2		Unclear or ambiguous	Any meal, eg: il pollo
3	Unacceptable time, eg: alle sei	Unclear or ambiguous Number only	Any reasonable time for school lunch, eg: alle 12, 12 ore If time is expressed as a number only, it must have 'alle' etc or it could be mistakable as not a time.
4	Cosa or similar only	Just verb	Cosa mangi/prendi [a scuola]?

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	Non recyclable items.	One element	Two elements		Three recyclable things, eg: il vetro, la carta, le latine.
2		One element			Any two details of where recycle bins are, eg: nel parcheggio del supermercato
3	Recycling ideas	One idea			Two environmentally friendly ideas, eg: andare in bicicletta e non usare troppa acqua.
! 4		Just place (in sentence) or just reason			An opinion about living in the town or city, eg: in città perché i miei amici sono in città.

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	Reasons not to like school	One reason			Two reasons to like school, eg: La scuola è piccola e i professori sono bravi.
2		One descriptor	Two descriptors		Name and any three descriptors, eg: Signor Brown. È intelligente, divertente e bravo.
! 3		One detail			Two details of school uniform [L'uniforme è] nera e brutta.
4		Either element			Two disadvantages of the school, eg: [Ci sono] troppi compiti e le lezioni sono noiose.

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	Any verbs in other than the past tense.	One element	Two elements		Seaside holiday, where, how long and with whom, eg: sono andato/a in Spagna per quindici giorni con la mia amica.
! 2		One idea Two ideas in present tense			Any two weather ideas in past/ eg:(Faceva) bello e caldo. Or no verb.
3		One thing Three things in present tense	Two things		Three things done on the beach, eg: Ho nuotato, ho giocato a calcio, ho fatto un castello di sabbia.
4		One reason			Two reasons for returning, or not, to this place, eg: Sì, perché è bello e c'è molto da fare.

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		One element			Which job and where seen, eg: Il lavoro di babysitter. Ho visto l'annuncio su Internet
2		One reason	Two reasons		Three reasons why you would be good at this job, eg: Faccio il babysitter da 3 anni, sono gentile e parlo italiano.
3		Either piece of information			Starting date, eg: adesso, oggi, domani a date, a day, or any other suitable phrase and for how long available, eg: per 3 mesi, 2 settimane, fino a
4	Unsuitable details	One detail	Two details		Three personal details, eg: Mi chiamo, ho 16 anni, abito a

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 detail			Two details of a booking , eg: Ho una prenotazione per oggi per 10 giorni.
! 2	Unsuitable details	One detail	Two details		Three personal details, eg: Mi chiamo, ho 16 anni, sono inglese.
3	Details of the hotel rather than the room.	One detail	Two details		Three details about a room, eg: Vorrei una camera singola con doccia e televisione.
4	Details rather than problems	One problem			Two problems on the journey, eg: il viaggio era lunghissimo e c'era tanto traffico.

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	Non-bedroom descriptions	One detail	Two details		Three details of bedroom, eg: È grande, luminosa e dà sul parco.
2	Non-house descriptions	Either element			One advantage and one disadvantage of the new HOUSE., eg: La casa è lontana dalla città ma ha un bel giardino.
3		One thing	Two things		Three things to help in the house, eg: lavo i piatti, passo l'aspirapolvere e porto fuori il cane.
4		One idea	Two or three ideas		Where to live in the future and why, eg: (vorrei vivere) a Londra perché mi piacciono le grandi città.

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.