
GCSE

Italian

Unit 4 Writing
Mark scheme

4630
June 2015

Version 1: Final Mark Scheme

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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.

Further copies of this mark scheme are available from aqa.org.uk

Assessment Criteria**Content**

Marks	Criteria
13-15	Very Good Fully relevant and detailed response to the task. Sound ability to convey information clearly, express and explain ideas and points of view. Well organised structure.
10-12	Good Mostly relevant response to the task and shows ability to convey a lot of information clearly, express and explain ideas and points of view.
7-9	Sufficient Response to the task is generally relevant with quite a lot of information clearly communicated. Points of view are expressed and ideas are developed.
4-6	Limited Limited response to the task with some relevant information conveyed. Simple opinions are expressed and there is some development of basic ideas.
1-3	Poor Very limited response to the task with little relevant information conveyed. No real structure.
0	The answer shows no relevance to the task set. A zero score will automatically result in a zero score for the answer as a whole.

Range Of Language

Marks	Criteria
9-10	Wide variety of appropriate vocabulary and structures. More complex sentences are handled with confidence and verb tenses are used successfully.
7-8	Good variety of appropriate vocabulary and structures used. More complex sentences are attempted and are mostly successful.
5-6	Some variety of vocabulary and structures used, including attempts at longer sentences using appropriate linking words which are sometimes successful.
3-4	Vocabulary is appropriate to the basic needs of the task and structures are mostly simple.
1-2	Inappropriate vocabulary with little understanding of language structure.
0	No language produced which is worthy of credit.

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Accuracy

Marks	Criteria
5	Largely accurate, although there may still be some errors especially in attempts at more complex sentences. Verbs and tense formations are secure.
4	Generally accurate with errors occurring in attempts at more complex sentences. Verb and tense formations are usually correct.
3	More accurate than inaccurate. Verb forms and tense formations are sometimes unsuccessful. The intended meaning is clear.
2	Many errors which often impede communication. Verb forms are rarely accurate.
1	Limited understanding of the most basic linguistic structures. Frequent errors regularly impede communication.
0	No language produced which is worthy of credit.

- The mark awarded for Range of Language must not be more than one band higher than the mark awarded for Content. (See table below).
- The mark awarded for Accuracy must not be more than one band higher than the mark awarded for Content. (See table below).
- If a mark is awarded for Content, this will inevitably lead to the award of a mark for Range of Language and for Accuracy.
- If a mark of zero is awarded for Content, this will automatically result in a zero score for Range of Language and for Accuracy.

Content Mark	Marks for Range of Language	Marks for Accuracy
0	0	0
1 – 3	1 – 4	1 - 2
4 – 6	1 – 6	1 - 3
7 – 9	1 – 8	1 - 4
10 – 12	1 – 10	1 - 5
13 – 15	1 – 10	1 - 5

Assessment issues

1. Task Planning Forms (TPF)

If more than 40 words have been used, examiners will ignore when awarding a mark, the parts of the student's response (ie the phrases or clauses) which use words noted on the TPF beyond the first 40.

If a conjugated verb appears on the TPF, examiners will ignore the clause(s) where that verb is used when awarding a mark for Range of Language and Accuracy. If the sentence (with the conjugated verb discounted) still communicates, then it may be counted towards the mark for Content. The same applies to the use of codes.

Visuals on Task Planning Forms are not permitted in June 2012 and beyond.

2. Exactly what do examiners mark?

- They mark the student's response **to the title**.
- They do **not** mark a response to the bullet points which have the status of guidance. The student may choose to ignore the bullet points completely.
- The response must be relevant to the title.

3. Must the title relate directly to the Contexts defined in the specification?

No. The title can be anything.

4. How do examiners identify the title?

- The title is the task.
- The task and the scene-setting may seem blurred or merged together. The focus is the task.
- See examples in *Additional Exemplar Tasks: Controlled Assessment Writing and Speaking* on our website within Example answers for your language at <http://www.aqa.org.uk/subjects/italian/gcse/italian-4630/past-papers-and-mark-schemes> where the task and scene setting are clearly separated.

5. What is a relevant response?

- The response must be relevant to the task.
- Students are not penalised for not responding to the scene setting details.

6. And what if there is a significant amount of irrelevant material?

- It would affect the mark for CONTENT.
- Only the material which is relevant should still be assessed for RANGE OF LANGUAGE and ACCURACY.

7. What if a student has omitted an entire aspect of the title?

A student with the task 'Home, local area and special occasions' who writes nothing about home area, for example, could be considered to have completed two thirds of the task. The piece could therefore be eligible for the 10-12 band for Content, assuming the piece fulfils the criteria for that band in other ways. This would still allow the student access to all mark bands for language.

8. What if there is a significant duplication of material across the two pieces of work submitted?

- The same material cannot be credited twice.
- Incidental and occasional overlap do not count as duplication.

9. What if it is clear the student's entire response is identical (ie exactly the same, word for word) to model answers in a textbook or to the wording of tasks from other students at the same centre?

The work would be referred to our Irregularities/Malpractice Department.

10. Does the number of words affect assessment?

- The quality not the quantity of work affects the assessment outcome.
- 200-350 words across both tasks if aiming at grades D-G, 400-600 if aiming at grades A*-C, is for **guidance** only.
- Obviously, the shorter the assignment, the more difficult it becomes to meet the upper bands of assessment criteria for CONTENT (and therefore other categories).
- There is no *upper* limit on the number of words. The whole piece will be read and marked by the examiner.

11. How does the CONTENT mark affect the marks for RANGE OF LANGUAGE and ACCURACY?

Content Mark	Maximum Mark for Range of Language	Maximum Mark for Accuracy
0	0	0
1-3	1-4	1-2
4-6	1-6	1-3
7-9	1-8	1-4
10-12	1-10	1-5
13-15	1-10	1-5

12. The criteria for assessment

All of the criteria should be considered when deciding on a mark, but the following guidelines will prove particularly useful.

(a) CONTENT

GENERAL OVERVIEW

If the descriptor fits the piece exactly, then the examiner will award the middle mark in the band. If there is strong evidence of the descriptors and/or the examiner had been considering the band above, the highest of the three marks would be awarded. If there is just enough evidence and/or the examiner had been considering the band below, then the lowest mark in the band would be awarded.

13-15 marks

- Students provide a **fully relevant** and **detailed** response with **almost all** information conveyed **clearly** and **developed**.
- They must offer ideas / opinions / points of view (minimum 2) and at least two of them must be explained or justified.
- The piece should have a well organised structure, ie a sound ordering of ideas but **not** necessarily a formal essay structure or an introduction, conclusion, etc.

10-12 marks

- The response will be **mostly** relevant and **a lot** of information will still be provided and conveyed **clearly** and will **generally** be developed.
- There is a requirement to give **and explain** ideas / opinions / points of view (minimum 2)

7-9 marks

- The response will be **generally** relevant with **quite a lot** of information conveyed **clearly**.
- There will still be evidence of an ability to **develop** ideas.
- There is a requirement to give opinions / points of view (minimum 2).

4-6 marks

- The response is **limited** but **some** relevant information will be conveyed.
- There will be **some development** of basic ideas.
- There is a requirement to give opinions (minimum 2). These could be very simple, eg: 'I like Italian. I like Spanish. Italy is good.' = 3 simple opinions.

1-3 marks

- The response is **very limited** with **little** relevant information conveyed.
- There will be **no real structure**.

0 marks

- No relevant information is communicated in a coherent fashion. If zero is awarded for Content, zero must also be awarded for Range of Language and Accuracy.

DETAILED CONSIDERATION OF ISSUES

i) **Relevance** This refers to relevance to the title (ignoring scene-setting, etc). Examiners look out particularly for the following scenarios:

- The piece on a specific topic that strays into other areas (eg *My School Routine* should not have long digressions on work experience or future career).
- The piece with a title covering a range of topics which only mentions one of them (eg the title is *School and Future Career* but the student only mentions 'school').
- The piece which starts with a long preamble about the student which is not relevant to the title.
- Work where there is a significant duplication of material across the two tasks submitted. The same material cannot be credited twice. Examiners do not count incidental and occasional overlap as duplication.
- Examiners are aware of the principle of balance. The piece on *My holiday last summer* which includes a couple of sentences on what the student generally does/will do next year is perfectly acceptable but if the student takes $\frac{1}{3}$ of the piece talking about what (s)he usually does and $\frac{1}{3}$ of the piece dealing with next year's plans then the work should not be judged 'fully relevant' unless the student has been able to link this material clearly to the title. Similarly with the task on *My Work Experience* where a large part of the piece is taken up with what the student will do next year.
- Irrelevant material in the work is taken into account in awarding the marks, even if there is sufficient relevant material to meet the recommended word length. For example, if a student has written 600 words and 300 words are relevant to the title, the examiner cannot simply ignore the 300 words of irrelevant material and deem the piece to be fully relevant.

In practice, the vast majority of tasks will be fully relevant but many will not score in the top band for Content because of other limitations. However, any piece which is not judged fully relevant cannot be awarded a mark in the top band. Where it is obvious from the task sheet that the bullet points have led the student into including irrelevant material, the examiner will treat the lack of relevance as leniently as possible. Material which is deemed irrelevant will be discounted when assessing Range of Language and Content.

ii) Information conveyed

- It is necessary to consider the amount of information given and the extent to which it is developed. (Development of information/ideas means going beyond a basic response to give additional detail.)

Note that a piece which does not reach the recommended length specified in the specification (minimum 200 words across both pieces for grades G-D, minimum 400 words across both pieces for grades C-A*) is unlikely to score highly for Content, ie a piece of less than about 100 words is likely to fall into the Limited or Poor band, a piece of less than about 200 words is unlikely to score above the Sufficient band. However, a piece of 200+ words will in theory have access to the full mark range. The examiner is assessing primarily quality rather than quantity and precision and clarity of expression are more important than the number of points made.

- There is no *upper* limit on the number of words. The whole piece will be read and marked.

iii) Expression and explanation of ideas/points of view/opinions

- Ideas, points of view and opinions must be viewed as one notion and are the same for assessment purposes.
- To score 4+ for Content there must be at least **two** opinions/points of view/ideas expressed.
- To score 10+ for Content, at least **two** opinions must be expressed **and explained / justified**. At a basic level, explanation of an opinion is most likely to consist of a statement of the opinion followed by *perché...*, but more able students may find more subtle ways of justifying their opinions. For example, the explanation may come before the opinion (see below).

Information/Opinions – Examples

13-15 marks	Detailed response – almost all information developed . A number (at least two) opinions expressed and explained in some detail.	<i>A Sheffield c'è tanto da fare e così mi piace molto vivere qui. Ci sono teatri, discoteche, bar e anche una pista di pattinaggio, ma il mio locale preferito è il cinema in centro. Di solito vado lì il sabato con i miei amici soprattutto se c'è un film d'orrore. Preferiamo i film che fanno paura, sono più emozionanti dei film romantici. Tutto sommato, a Sheffield c'è molto movimento e così direi che è una città ideale per i giovani.</i>	
10-12 marks	A lot of information- generally developed . At least two opinions expressed and explained .	<i>Mi piace vivere a Sheffield perché, anche se è industriale, secondo me, è una città molto interessante. C'è molto da fare qui, per esempio, la pista di pattinaggio. Mi piace anche andare al cinema in centro con i miei amici. Preferiamo vedere i film d'orrore perché sono emozionanti.</i>	
7-9 marks	Quite a lot of information. At least two opinions. Some development of information and opinions.	<i>Mi piace vivere a Sheffield. È una città interessante ma è industriale. Mi piace andare al cinema in centro con i miei amici per vedere i film d'orrore.</i>	
4-6 marks	Limited response – some information – some development . At least two basic opinions expressed	<i>Vivo a Sheffield. Sheffield è grande. È industriale. Mi piace Sheffield. Mi piace il cinema.</i>	
1-3 marks	Very limited – little information. Few or no basic opinions	<i>Vivo a Sheffield. Sheffield è grande.</i>	
0 marks	No relevant information communicated.	<i>Io Sheffield. Sheffield mi bello.</i>	

iv) Clarity of expression In order to gain a mark of 7+ for Content, there is a requirement that information, opinions and development of points be conveyed **clearly**. The following are the factors most likely to affect clarity of expression:

- incorrect choice of vocabulary/dictionary errors (eg *collegio* for *istituto superiore ubriaco* for *ho bevuto*, *ventilatore* for *fan/tifoso*, etc)
- gross grammatical errors which hinder communication. Errors with verb endings, particularly the wrong person of the verb, are particularly important here.
- omissions of words, phrases or whole sentences. These generally occur where the student has attempted to learn by heart a draft version of the task and remembered it imperfectly so that the sense of the sentence or paragraph is impaired.
- (occasionally) gross errors of punctuation

v) Organisation For the top Content band there is a requirement that the piece should have a **well organised structure**. Pieces scoring in the bottom band may have **no real structure**. Note the following points:

- A well organised structure means a sound ordering of ideas but not necessarily a formal essay structure with an introduction, conclusion, etc.
- Students are, however, required to produce a continuous piece of writing rather than a series of answers to the bullet points on the task sheet. A piece which cannot be fully understood without reference to the task sheet is unlikely to demonstrate a well organised structure.
- In the vast majority of cases, the requirement for a piece placed in the top band for Content to have a well organised structure will not be an issue. It will be other factors which determine whether it scores in the top band and many pieces placed in lower bands will also be well organised.

13-15 marks	Well organised structure	<i>Di solito vado in vacanza in Francia con la mia famiglia. Generalmente passiamo due settimane ad agosto in un albergo. Però, l'anno scorso abbiamo deciso di andare in Spagna e siamo stati in un albergo a Madrid.</i>
10-12 marks (and below)	(Structure less well organised – can only be fully understood by reference to the task sheet)	<i>Vado in vacanza in Francia con la mia famiglia. Ci stiamo due settimane in agosto e stiamo in albergo. Siamo stati in Spagna e siamo stati in un albergo a Madrid.</i>
1-3 marks	No real structure	<i>Vado in Francia. Siamo stati in Spagna. Siamo stati a Madrid. Vado con la mia famiglia. Stiamo in albergo.</i>

CONTENT – SUMMARY

- **Content not fully relevant** Examiners will not award a mark above 12
- **Structure obviously not well organised** Examiners will not award a mark above 12
- **Fewer than 2 opinions explained** Examiners will not award a mark above 9
- **Only one opinion or no opinions expressed** Examiners will not award a mark above 3
- **Deciding on a mark within the Content band** If the descriptor fits the piece exactly examiners will award the middle mark in the band. If there is strong evidence of the descriptors and/or examiners considered the band above, then examiners will award the highest of the three marks; if there is only just enough evidence and/or examiners considered the band below, then examiners will award the lowest mark.

In the top (Very Good) band, a performance which matches the descriptor **exactly** will be awarded the middle mark of 14; the top mark (15) **comfortably** fulfils all of the criteria and *may* even go beyond them.

	Relevance	Information conveyed	Opinions expressed / explained	Clarity of expression	Organisation
Very Good 13-15 marks	Fully relevant	Detailed response – almost all information developed	A number (at least two) opinions expressed and explained in some detail.	Almost all information conveyed clearly	Well organised structure
Good 10-12 marks	Mainly relevant	A lot of information - generally developed	At least two opinions expressed and explained	A lot of information conveyed clearly	(Structure less well organised – can only be fully understood by reference to the task sheet)
Sufficient 7-9 marks	Generally relevant	Quite a lot of info - some development	At least two opinions. Some development of opinions.	Some information conveyed clearly	
Limited 4-6 marks	Some relevant information	Limited response- some information – some development	At least two basic opinions expressed	Clarity of expression generally a problem	
Poor 1-3 marks	Little relevant information	Very limited - little information	Few or no basic opinions expressed		No real structure
0 marks	No relevant information communicated in a coherent fashion				

(b) RANGE OF LANGUAGE

9-10 marks

- A variety of **tenses** must be used **successfully**. This means two or more tenses and a minimum of one instance of a tense use which is other than the default tense used. The tenses could come from the same time frame (for example the perfect and the imperfect) but a greater range of tenses will add to the complexity of the language used. An overall judgement needs to be made as to whether “verb tenses are used successfully.” There needs to be evidence that the student can communicate messages successfully in more than one tense. There may be minor spelling errors but provided they do not prevent communication they can be credited.
- The use of different tenses, although not automatically a ‘passport’ to the 9-10 band, may well constitute evidence of more complex sentences.
- There must be evidence of successful use of complex structures. This could be:

- Use of connectives such as ‘perché, ma, però, invece di and e’ to form longer sentences:

e.g. Mi piace L’Italia **perché** è bella.
 Bevo l’acqua **ma** non bevo il vino.
 Mio fratello va spesso in Italia **però** io preferisco andare in Francia.
Invece di mangiare il cioccolato mangio la frutta.
 Il weekend guardo la tivù **e** esco con gli amici.

- Use of subordinate clauses introduced by ‘se, quando, dove, perché, come, mentre, visto che, che, con cui, quello che...’

e.g. **Se** piove guardo la tivù.
Quando fa bel tempo vado al mare.
 Vado in città **dove** vedo i miei amici.
 Mi piace leggere **perché** è divertente.
Come uscivo ho visto un mio amico.
 Mentre leggo ascolto della musica.
Visto che faceva caldo sono andata in piscina.
 Ho visto un film **che** era molto interessante.
 L’amica **con cui** sono andata in vacanza è molto buffa.
 Ho mangiato tutto **quello che** mi piaceva.

- Use of the present subjunctive after verbs of opinion:

e.g. Penso che **sia** interessante.

- Use of infinitive constructions after prepositions:

e.g. Ho finito **di** leggere

Ho smesso **di** mangiare il cioccolato.
 Ho cominciato **a** studiare.
 Provo **a** mangiare molta verdura.
Prima di uscire faccio i compiti.
Ho intenzione di andare in Italia.

- Use of the infinitive after modal and other verbs:

e.g. **Voglio fare** il dottore.
Si può riciclare.
Devo studiare.
Preferisco andare al cinema.
 Mi **piace nuotare** ma **detesto giocare** a calcio.

- Use of the infinitive after certain adjectives:

e.g. **È facile parlare** italiano.
È difficile leggere in francese.

- Use of object pronouns:

e.g. Non **lo** vedo spesso.
Gli piace guardare la tivù.

- The use of 'Piacere' in the Perfect Tense:

e.g. **Mi è piaciuto ...**'

- A wide variety of tenses, used well, with agreements as appropriate, or not just in the first person may constitute evidence of 'more complex sentences'.

It is not necessary, even in the highest mark band, for a candidate to use examples of complex sentences from all of these categories. They may well be examples from only one category. The above are examples of what could be accepted as evidence of a complex sentence.

- There needs to be a **wide range of vocabulary**. This means that students will not be too repetitive in the words they use.

7-8 marks

- **Mainly successful** use of complex sentences. The note above about what constitutes complexity for the 9-10 band will also apply here.
- No specific requirement to use more than one tense but the use of different tenses may constitute evidence of 'more complex sentences.'
- There must be a **good range** of vocabulary, so students in this band will again be trying to avoid repetition of the more common words.

5-6 marks

- There will be some attempts made at longer sentences using appropriate linking words. At this level this will often mean repeated dependence on simple connectives such as 'and' / 'but', though 'because' will also be found fairly

frequently when students attempt to explain ideas and points of view. Use of other forms of complex sentences will often not be wholly successful.

- There should be **some variety** of vocabulary, though students will generally be using a more basic range of vocabulary than in the higher bands and there may be more repetition.

3-4 marks

- Language will be basic, with **short, simple sentences**. Attempts at longer sentences and more difficult constructions will usually not be successful.
- Vocabulary will generally be appropriate to the basic needs of the task but will be **limited**, with a lot of repetition and overuse of a few common verbs such as *to be*, *to have*, *to like*, *to go*.

1-2 marks

- Little understanding of language structure shown with just the occasional short phrase which is correctly used.
- Vocabulary will be very **basic**, with only isolated words correctly used. Vocabulary will often be anglicised.

GENERAL OVERVIEW

DETAILED CONSIDERATION OF ISSUES

i) Variety of vocabulary

Consider particularly:

- use of synonyms, eg *preferisco*, *amo*, *mi piace molto* rather than just *mi piace*, *fantastico*, *emozionante*, *stupendo*, *meraviglioso*, etc, rather than just *buono* etc.
- use of 'Higher Tier'/more sophisticated vocabulary – though this may vary somewhat from centre to centre depending on course books used, etc.
- dictionary use – frequent poor dictionary use is likely to have a limiting effect on the mark available

ii) Variety of structures

Consider:

- use of infinitive constructions introduced by prepositions (*a*, *per*, *di*, *senza*, *dopo aver*, *prima di*), adjectives (*È facile farlo*), and after verbs (*preferisco andare*, *mi piace viaggiare*, *so suonare il piano*)
- use of object pronouns (*lo faccio*, *la vedo*)
- use of connectives such as: *così...*, *non solo... ma anche...*, *da una parte... dall'altra (parte)*, *oltre a...*, *ma... però... forse...*, *purtroppo...*, *quindi...*
- use of adverbs and adverbial phrases such as *comunque*, *a causa di*, *anche*, *per esempio*
- use of *da* constructions and constructions such as *sono 5 anni che studio l'italiano*
- use of comparative expressions (*così ... come*, *tanto ... quanto*, *più... di / che*, *meno... di / che...*)

- use of demonstrative adjectives and pronouns (*questo, quello* etc)
- use of complex sentences and a range of tenses (see below)

iii) Use of complex/longer sentences

Consider:

- use of subordinate clauses introduced by eg *se, quando, dove, perché, come, mentre, visto che* and relative pronouns such as *che, con cui, quello che*
- use of the present subjunctive after verbs of opinion: *pensare che, credo che*

and, when considering use of longer sentences:

- use of co-ordinating conjunctions: *e, però, ma, perché*

iv) Use of tenses

- To score 9 or 10 marks for Range of Language a variety of **tenses** must be used **successfully**. This means two or more tenses and a minimum of one instance of a tense use which is other than the default tense used. The tenses could come from the same time frame (for example the preterite and the imperfect). A greater range of tenses will add to the complexity of the language used.

An overall judgement needs to be made as to whether “verb tenses are used *successfully*.” There needs to be evidence that the student can communicate messages successfully in more than one tense. There may be minor spelling errors but provided they do not prevent communication they can be credited.

- A present tense verb with a future time marker (eg *La settimana prossima vado a Roma; Fra due anni spero di andare all'università.*) does not count as a future tense.
- The present subjunctive does not count as a separate tense from the present indicative. A construction using the present tense to refer to the past (eg *Suono la chitarra da tre anni / Studio l'italiano da quattro anni*) counts as the present tense.
- The imperfect subjunctive and the passive voice are not required for active use in this specification but should be credited if used.
- The use of different tenses is not a ‘passport’ to the 9-10 band.
- Below the 9-10 band, use of a range of tenses is a factor to take into consideration when judging use of a variety of structures/complex language.

RANGE OF LANGUAGE – SUMMARY

- **Only one tense used** Examiners do not award a mark above 8
- **Only one or no longer/complex sentences** Examiners do not award a mark above 4
- **The Range of Language mark must not be more than one band higher than the mark awarded for Content.**

	Variety of vocabulary	Variety of structures	Use of complex / longer sentences	Use of tenses
9-10 marks	Wide variety of vocabulary. Avoidance of repetition. Use of 'Higher Tier'/more sophisticated vocabulary	Wide variety of structures used successfully	Successful use of complex sentences – handled with confidence to produce a fluent piece of coherent language	At least two tenses used successfully
7-8 marks	Good variety of vocabulary – some attempts to avoid repetition	Good variety of structures used with some success, enabling the student to communicate with some degree of precision.	Mostly successful use of complex sentences	No requirement to use more than one tense, but, when used, a range of tenses can be considered under variety of structures
5-6 marks	Some variety of vocabulary but repetition of some common words	Some variety of structures, though more difficult structures may not always be used successfully	At least two attempts at longer sentences using appropriate linking words (eg <i>y</i> , <i>pero</i> , <i>porque</i>)	
3-4 marks	Limited vocabulary but appropriate to the basic needs of the task. A lot of repetition. Overuse of common words such as <i>ser</i> , <i>tener</i> , <i>ir</i> , <i>gustar</i> , <i>hay</i> , <i>bueno</i> . There may be poor dictionary use.	Basic language using simple structures which are rarely linked. Attempts at difficult constructions will often be unsuccessful	Sentences mainly short and simple. Attempts at longer sentences may be flawed	
1-2 marks	Very limited vocabulary, often anglicised or containing many cognates. Incorrect use of some words. Sometimes, only isolated words used correctly.	Little understanding of language structure. An occasional short phrase or sentence may be correctly used.		
0 marks	No language produced which is worthy of credit			

Examples

9-10 marks	<i>Abito a Dundee e mi piace molto perché c'è una grande varietà di negozi, ciò che è tanto importante per me visto che adoro fare shopping. La città si trova sulla riva nord del fiume Tay ed è molto pittoresca. Dundee è una città dinamica – ci sono un'università, un teatro ed un centro culturale eccellente, dove mostrano i film italiani. Nell'ottocento molti Irlandesi sono venuti a Dundee, perché in quei tempi in Irlanda la gente moriva di fame.</i>
7-8 marks	<i>Una delle persone con cui lavoravo si chiamava Martina ed era un'amica di famiglia. Ha i capelli corti e neri e porta gli occhiali. Andavo d'accordo con lei perché è molto simpatica e non è severa. Nel futuro mi piacerebbe essere fiorista. Secondo me è un lavoro molto interessante e mi piacciono i fiori.</i>
5-6 marks	<i>Nel mio tempo libero mi piace pattinare perché è facile. Mi piace anche navigare in Internet con il mio portatile. Odio fumo e alcol. Mi piace fare le foto, perché è divertente. Vado matto per la musica rock. Mi piace il fast food e mi piace la coca cola, perché è deliziosa. Però ha più calorie.</i>
3-4 marks	<i>Vorrei descrivere il cantante Justin Bieber. Mi piace molto la musica di Justin. La sua data di nascita è il primo marzo 1994. Justin ha i capelli corti e castani e gli occhi castani. Justin non ha fratelli o sorelle. E nato in Canada.</i>
1-2 marks	<i>Mia famiglia e io sano. Mangiare – frutta, pollo, pesce e verdura. Bere – acqua. Quando giovane io malsano non mangiare – frutta, pollo, pesce e verdura, mangiare – patate, fritte e caramelle. Non fare – calcio, golf e rugby.</i>
0 marks	<i>Io lavoro aperto lunedì. Venerdì aperto otto e all collega be molto simpatico avec mi.</i>

**(c) ACCURACY
GENERAL OVERVIEW**

NB. Range of tenses is assessed under RANGE OF LANGUAGE. The range of tenses is not considered when assessing Accuracy.

5 marks

- **Largely accurate.**
- Major errors only usually appear in complex structures.
- There may be some minor errors (eg gender).
- Verbs and tenses are **secure**.

4 marks

- Errors occur but the piece is **generally accurate**. Mistakes made will not generally impede communication.
- Verbs and tenses are **usually correct**.

3 marks

- **More accurate than inaccurate**, though there will often be fairly frequent errors.
- The intended **meaning is clear**.
- Verbs and tenses are **sometimes unsuccessful**.

2 marks

- **Many errors.**
- Mistakes **often impede communication.**
- Verbs are **rarely accurate.**

1 mark

- **Frequent errors.**
- Mistakes **regularly impede communication.**
- **Limited understanding** of basic linguistic structures.

DETAILED CONSIDERATION OF ISSUES

- There are only 5 marks available to cover the whole range of ability (ie 8 grades). Each mark will therefore cover a relatively wide range of performance and a mark of 5 will represent more than an A* performance.
- The mark awarded for Accuracy must not be more than one band higher than the mark awarded for Content.
- Examiners are not over-influenced by the standard of accuracy in the last part of a piece – this will probably be the most inaccurate bit. If in doubt, they re-read the whole piece.
- A repeated major error (ie one where communication is impeded) should be considered each time it occurs. Repeated minor errors will incur no further penalty after the first occurrence.

		Major errors	Minor errors	Verbs/tenses
5 marks	Largely accurate	Hardly any, usually only in attempts at more complex sentences	A few (eg mistakes of gender, minor spelling mistakes)	Secure
4 marks	Generally accurate	A few, usually only in attempts at more complex sentences	Some	Mostly correct
3 marks	More accurate than inaccurate	Some gross errors but the intended meaning is clear	Fairly frequent	Sometimes correct
2 marks	Many errors	Many – communication is often impeded	Many errors – most sentences contain mistakes	Rarely correct
1 mark	Frequent errors	Frequent – errors regularly impede communication	Frequent – Limited understanding of basic linguistic structures	Limited understanding
0 marks	No language produced which is worthy of credit Little, if any understanding of the most basic linguistic structures			

Examples

5 marks	<i>Ho fatto un'esperienza lavorativa in una scuola primaria. Ho lavorato dalle nove alle tre e sono andato alla scuola in macchina o a piedi. Generalmente durante la settimana scolastica mi alzo alle sette, ma durante la settimana lavorativa mi alzavo alle sette meno un quarto.</i>
4 marks	<i>La settimana scorsa sono andato a cavallo con mia madre. Questo sport è pericoloso, ma è anche facile e emozionante. Dopo siamo andati al ristorante e mangiare pollo e patate fritte e bere limonata. Domenica sono stato al parco con i miei amici e ho mangiato il fast food e ho bevuto Sprite, ho giocato a calcio con i miei amici. Ci siamo divertiti molto.</i>
3 marks	<i>La settimana scorsa sono stato al centro commerciale perché molti negozi, sono stato con i miei amici e anche mia sorella. Siamo andati in macchina. Ho comprato molto per esempio pantaloni azzurri e camicie e anche scarpe. Sono stato in ristorante e ho mangiato pollo e patate fritte e bevuto coca cola. Poi siamo andati mio amico casa. Ho speso quaranta sterline in ristorante e speso sessanta sterline per mio vestiti.</i>
2 marks	<i>Generalmente prendo mai colazione, qualche volta mi piace colazione. Quando mangio mi piace toast. Mamma dire colazione e sano. Odio fumare e rivoltante un malsano. In mio opinione alcol mi piace ma è pericoloso.</i>
1 mark	<i>In futuro io e mia famiglia era mangiare sano e molto esercizio. Bere molto sugo di frutta e meno coca e anche mangiare meno fast food e molto verdura, pollo e sana mangiare. In mio opinione vita sano importante. Anche non mettere suo peso in mio opinione.</i>
0 marks	<i>Io imparad molto sopra la lavorare e la compagny. Mi piace lo molto perche io imparad molto perche meno industriale e piccolo persone essere molto buono with me.</i>

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.

Converting Marks into UMS marks

Convert raw or scaled marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator www.aqa.org.uk/umsconversion