

Teacher Resource Bank

GCSE Italian

Exemplar Material

- **Controlled Assessment Speaking and Writing Spring 2009**



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Speaking

Student 1

- Task
- Commentary with approach to task
- Transcript
- Task Planning Form & Candidate

Record Form

(The Task Planning Forms & Candidate Record Forms are draft versions and subject to change. Final versions will be available on AQA's website as soon as possible).

Student 1

Task: Conversation about Holidays

You are going to have a conversation with your friend about holidays. Your teacher will play the part of the friend.

Your teacher will ask you the following questions:

- Are holidays important to you? Why or why not?
- Do you like spending holidays in Great Britain or abroad? Why?
- What kind of things do you like to do on holiday?
- Describe a past holiday. What was your opinion of it and why?
- With whom do you like to go on holiday?
- What plans do you have for your next holiday?
- !

! Remember at this point you will have to answer a question which you have not prepared.

The conversation will last between 4 and 6 minutes.

Note for teachers

! The unpredictable item could be;

- If you were to win the Lottery, where would you go?

Commentary on Student 1

How the task was approached

Stage 1

The teacher devised a set of questions on the topic of holidays taking into account the demands of the specimen tasks provided by AQA, the criteria for assessment and the interests of the students.

The task was prepared to give the students the opportunity to speak in a variety of timescales, to express opinions and to cope with an unprepared question.

The topic of holidays was taught using a variety of sources and methods. This included class teaching using text books, power point items, work and resources sheets and dictionaries. Students did some independent research and brainstormed in class. Students collected a bank of topic-associated vocabulary and suitable structures. They also did some revision of basic grammar, including verb tenses. A very large number of possible questions was devised and practised with the teacher, the foreign language assistant and in groups and pairs. They were also made aware of the criteria for assessment so they knew 'what they had to do.' They were also reminded of the target length of the conversation. Homework etc was marked in the usual way.

NB - Stage 1 is the stage which takes the longest time by far.

Stage 2

The students were given the task and the questions in English. At this point the students prepared their answers to the set questions and considered possible unprepared questions using all the materials as above but unaided by the teacher, the assistant or any other person including more able classmates. Students were made aware of the importance of honesty and seriousness of cheating.

Unaided, the students prepared a Task Planning Sheet showing up to 40 words, either in English or Italian, to act as prompts and which contained no conjugated verbs. The teacher checked that this was the case and any unsuitable material was removed.

Limited feedback was given via the front of the Task Planning Sheet. This focussed on the extent to which the task was being completed and not on any aspect of the language produced.

Stage 3

The candidates 'performed' the conversation with the teacher and it was recorded for marking and moderation purposes. The task would be marked by the teacher in accordance with the criteria for assessment and some submitted for moderation by AQA.

Marking

Communication

Whilst this is not a confident performance, some simple information is conveyed, if inaccurately. All the questions were attempted. Answers included some opinions, eg *Mi preferisco vacanza con mia amica perché è rilassante.*

4/10 marks awarded.

Range and Accuracy of Language

The candidate uses limited and repetitive vocabulary. Almost every utterance contains basic errors often obscuring the meaning. The only the only way she extends a sentence is with *perché.*

4/10 marks awarded.

Pronunciation and Intonation

Whilst her performance is grammatically inaccurate, her pronunciation is generally correct with just a few lapses. Her intonation is generally natural.

3/5 marks awarded.

Interaction and Fluency

The candidate tries really hard to sustain a conversation and her replies are mostly 'ready'. However, she shows little initiative and is unable to contribute to the conversation herself.

3/5 marks awarded.

Communication	Range & Accuracy	Pronunciation & Intonation	Interaction & Fluency	Total
4	4	3	3	14/30

Transcript for Student 1

Teacher Allora buongiorno.
Student Buongiorno.
Teacher Come stai Hannah?
Student Così così.
Teacher Così così, benissimo, allora oggi parliamo delle vacanze. Va bene?
Student Mi piace ..
Teacher Va bene che parliamo delle vacanze? Sì?
Student Sì, sì.
Teacher Benissimo, dimmi in generale, **** . Le vacanze sono importanti per te?
Student Sì le vacanze c'est veramente importante perché mi piace rilassante alla mare.
Teacher Allora ti piace andare al mare?
Student Sì.
Teacher Sempre? Sempre al mare? Mai in montagna qualche volta?
Student No. Mi piace non la montagna.
Teacher Ok. E perché ti piace andare al mare?
Student Perché mi piace nuotare e rilassante.
Teacher Va bene, ok. Preferisci andare al mare in Inghilterra o all'estero.
Student All'estero perché che tempo fa bello la estero.
Teacher È vero. In vacanza, che cosa ti piace fare?
Student Mi piace la Italia, Francio, perché ..
Teacher Quali attività ti piacciono fare?
Student Nuotare, mi piace giocato tennis e mangiato.
Teacher Ok, brava. Mi puoi descrivere una vacanza che hai fatta? Dove sei andata?
Student In ..
Teacher Sei andata in Italia? O in Francia?
Student No, in l'America.
Teacher Ok, con chi?
Student Con mia amica. Mi preferisco vacanza con mia amica perché è rilassante.
Teacher È vero. E che cosa hai fatto? Per esempio hai visitato qualcosa? Hai fatto la spesa? Che cosa hai fatto?
Student Ho visitato la Lincoln Monument e la Rockies.
Teacher E qual è la tua opinione di questa vacanza?
Student Per mi, la vacanza era fantastico perché mi piace la sole.
Teacher Allora, quali progetti hai per l'anno prossimo? La vacanza di quest'estate? Dove andrai?
Student Mi piace la Ruski perché è .. perché ..
Teacher Non importa. Allora, andrai in Russia?
Student mmm
Teacher Non importa. Un' ultima domanda che non hai preparata. Se vincessi alla lotteria, se avessi tanti soldi, dove andresti?
Student Andrò a la Spagna.
Teacher Perché?
Student Perché è caldo.
Teacher Benissimo. Abbiamo fatto benissimo. Hai fatto molto bene grazie Hannah.

5 minutes

Language [please tick] GCSE Italian 46303/4 **Unit 3 Speaking**
 GCSE French 46553/4 **Unit 4 Writing**
 GCSE German 46653/4 [please tick]
 GCSE Spanish 46953/4

Centre Name:..... High Hill High School Centre no:

1	2	3	4	5
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Candidate Name:..... Student 1 Candidate no:

9	8	7	5
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If you want to prepare a plan for your Unit 3 Speaking Task/Unit 4 Writing task, you must use this sheet, so that your teacher can give you some feedback before you produce your final version. Your teacher can only give you feedback on your plan, he/she cannot give you feedback on your draft or the final version.

Teacher Comments on the Plan

This section should be completed by the teacher/assessor. The sheet should then be returned to the candidate, who should ensure that it is submitted with the completed piece of work and handed in to the teacher/assessor.

Please tick the relevant box(es)

	✓
Make sure that what you say/write* fits the title.	
Make sure that you have covered the task fully.	
Remove the conjugated verbs/ complete sentences/codes * from the plan.	✓
Your plan is too short/ long * (40 words max).	✓

*delete as applicable

Further feedback (if not covered by the boxes above). Please note this must be restricted to the extent to which the candidate is meeting the requirements of the task and must not include comments on the actual language used.

Candidate Signature..... A. Learner Date..... 16/2/09
 Teacher Signature..... [Signature] Date..... 16/2/09

- Do not write more than 40 words in total. You must not use conjugated verbs or complete sentences.
- We would advise you to write in the target language, but you can write in English if you prefer. Do not use any codes. You can include drawings and diagrams.
- You can only produce one plan per task and you must prepare this on your own.

TASK
TITLE:

Holidays

PLAN:
(40
words
max)

mare

rilassare

sole

nuotare

all'estero

caldo in estate

monumenti interessanti

~~giocare~~ a tennis

mangiato

fatto spesa

America

con i miei amici perché

~~giocare~~

vacanza in Russia

~~giocare~~ russo

interessante

No of words used = 31

APPENDIX 2

Language [please tick]:

GCSE French 46553

GCSE German 46653

GCSE Spanish 46953

GCSE Italian 46303

Total

60

Unit 3 Speaking

Centre number

12345

Centre name

High Hill High School

Candidate's full name

Student 1

Candidate number

9875

Notice to candidate The work you submit for assessment must be your own. If you copy from someone else or allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified.

To be completed by the candidate

1. Have you received any help or information from anyone other than your subject teacher(s) in the production of this work?

Yes No

2. If you have answered yes, give details below and on a separate sheet if necessary.

Candidate declaration I have read and understood the above and can confirm that I have produced the attached work without assistance other than that which is acceptable under the scheme of assessment.

As part of AQA's commitment to assist students, AQA may make your work available on a strictly anonymous basis to teachers, examining staff and students in paper form or electronically, through the Internet or other means, for the purpose of indicating a typical mark or for other educational purposes. In the unlikely event that your work is made available for the purposes stated above, you may object to this at any time and we will remove the work on reasonable notice. If you have any concerns, please contact AQA.

Candidate Signature

Date

16/2/09

Teacher declaration I confirm that the candidate's work was conducted under the conditions laid out by the specification. I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate.

Teacher Signature

Date

16/2/09

The completed form should be attached to the candidate's work and retained at the centre or sent to the moderator as required.

To be completed by the teacher

Marks must be awarded in accordance with the instructions and criteria in the specification.

TASK TITLE Holidays

		Task 1	
Assessment criteria	Maximum mark	Mark awarded	
Communication	10	4	
Range and Accuracy of Language	10	4	
Pronunciation and Intonation	5	3	
Interaction and Fluency	5	3	
	Total	30	14

Was a Task Planning Sheet used for this task? (if yes, it must be submitted with the candidate's work) (*delete as applicable)	Yes/No*
---	---------

Have you submitted a copy of the task with the candidate's work?	Please tick	<input checked="" type="checkbox"/>
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TASK TITLE _____

		Task 2	
Assessment criteria	Maximum mark	Mark awarded	
Communication	10		
Range and Accuracy of Language	10		
Pronunciation and Intonation	5		
Interaction and Fluency	5		
	Total	30	

Was a Task Planning Sheet used for this task? (if yes, it must be submitted with the candidate's work) (*delete as applicable)	Yes/No*
---	---------

Have you submitted a copy of the task with the candidate's work?	<input type="checkbox"/>
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Total for both tasks

(Please transfer this total to the top of the front page)

Details of additional assistance given (if any) Record here details of any assistance given to this candidate which is beyond that given to the class as a whole and beyond that described in the specification. Continue on a separate sheet if necessary.

To see how AQA complies with the Data Protection Act 1988 please see our Privacy Statement at aqa.org.uk

Speaking

Student 2

- Task
- Commentary with approach to task
- Transcript
- Task Planning Form & Candidate

Record Form

(The Task Planning Forms & Candidate Record Forms are draft versions and subject to change. Final versions will be available on AQA's website as soon as possible).

Student 2

Task: Conversation about self, family and free time.

You are going to have a conversation with an Italian friend about yourself, your family and your free time. Your teacher will play the part of the friend.

Your teacher will ask you the following questions:

- Describe yourself including what you look like and what kind of person you are.
- Describe the rest of your family.
- Who do you get on well with in your family and why?
- What leisure activities do you do together as a family?
- What was the last thing you did together and what was your opinion of the activity?
- How do you celebrate your birthday?
- Do you prefer to celebrate with your family or your friends and why?
- !

! Remember, at this point, you will have to respond to something you have not yet prepared.

The conversation will last between 4 and 6 minutes.

Note for teachers

! The unpredictable item could be:

Tell me about your other pastimes.

Commentary on Student 2

How the task was approached

Stage 1

The teacher devised a set of questions on the topic of self, family and free time, taking into account the demands of the specimen tasks provided by AQA, the criteria for assessment and the interests of the students.

The task was prepared to give the students the opportunity to speak in a variety of timescales, to express opinions and to cope with an unprepared question.

The topics of self and family were revised and the pastimes topic was taught using a variety of sources and methods. This included class teaching using text books, power point items, work and resources sheets and dictionaries. Students did some independent research and brainstormed in class. Students collected a bank of topic-related vocabulary and suitable structures. They also did some revision of basic grammar, including verb tenses. A very large number of possible questions was devised and practised with the teacher, the foreign language assistant and in groups and pairs. They were also made aware of the criteria for assessment so they knew 'what they had to do.' They were also reminded of the target length of the conversation. Homework etc was marked in the usual way.

NB - Stage 1 is the stage which takes the longest time by far.

Stage 2

The students were given the task and the questions in English. At this point the students prepared their answers to the questions and considered possible unprepared questions using all the materials as above but unaided by the teacher, the foreign languages assistant or any other person including more able classmates. Students were made aware of the importance of honesty and seriousness of cheating.

Unaided, the students prepared a Task Planning Sheet showing up to 40 words, either in English or Italian, to act as prompts and which contained no conjugated verbs. The teacher checked that this was the case and any unsuitable material was removed.

Limited feedback was given via the front of the Task Planning Sheet. This focussed on the extent to which the task was being completed and not on any aspect of the language produced.

Stage 3

The candidates 'performed' the conversation with the teacher and it was recorded for marking and moderation purposes. The task would be marked by the teacher in accordance with the criteria for assessment and some candidates' work submitted for moderation by AQA.

Marking

Communication

The candidate answers everything she is asked, very fully and with confidence. She includes many opinions. Towards the end she is slightly less clear about her birthday celebrations. She answers the unprepared question but repeats the sport idea.

9/10 marks awarded

Range and Accuracy of Language

Her language is mostly accurate, including adjective agreements. Some sentences are extended using *perché*, *e* and one with *però* but there is not a 'wide range of complex structures'. Most verbs are well handled but are weaker towards the end.

8/10 marks awarded

Pronunciation and Intonation

Her pronunciation and intonation are very good and only falter occasionally, eg: *inglesse*.

4/5 marks awarded

Interaction and Fluency

The candidate consistently responds readily with full answers delivered at good speed.

5/5 marks awarded

Communication	Range & Accuracy	Pronunciation & Intonation	Interaction & Fluency	Total
9	8	4	5	26/30

Transcript for student 2

Teacher Allora, buongiorno.
Student Buongiorno.
Teacher Come stai?
Student Bene grazie.
Teacher Benissimo. Allora parliamo un po' di te, della tua famiglia e del tuo tempo libero. OK? Va bene?
Student Sì, va bene.
Teacher Cominciamo allora. Parlami un po' di te, come ti chiami, come sei, che tipo di persona sei, eccetera.
Student Sì, mi chiamo Ella. Abito a Pensford in Inghilterra. Sono inglese e sono nata a Bristol. Ho i capelli lunghi, biondi e ricci. Ho gli occhi blu. Sono abbastanza piccola, simpatica e non molto impulsiva, però, qualche volta sono un po' disordinata. I miei amici dicono che sono pazza!
Teacher Sei pazza? Secondo te, sei pazza?
Student Sì.
Teacher Sì? Ok, benissimo, brava. Descrivimi un po' le altre persone nella tua famiglia, in quanti siete, chi sono eccetera.
Student Sì siamo in quattro. Mia madre si chiama Jane, mio padre si chiama Mark e mio fratello che si chiama Louis e io. Anche abbiamo due dei gatti, si chiamano Jess e Beau. Mia madre è segretaria e mio padre è l'uomo d'affari. Hanno 46 e 47 anni y ...e mio fratello ha 16 anni. È studente.
Teacher OK, dove studia?
Student A St Brendon's in Brislington cerca de Bristol.
Teacher Sì, ho capito, benissimo, allora una bella e grande famiglia. Con chi nella famiglia vai più d'accordo?
Student Vado d'accordo con mia madre perché è molto simpatica. Conosce le cose che mi piacciono e mi capisce bene e mi aiuta molto.
Teacher In che modo ti aiuta? Come ti aiuta?
Student Con mi lavoro per scuola e con mi amici.
Teacher Benissimo. Che cosa fai insieme alla tua famiglia? Cosa fate insieme?
Student Mia famiglia e io facciamo lo sport per esempio lo sci perché è molto bene per la salute e molto divertente fare le cose insieme.
Teacher Bravissimo. E qual è l'ultima cosa che avete fatto insieme. Parlami di una cosa che avete fatto insieme.
Student L'ultima volta che siamo usciti insieme abbiamo guardato il mio film favorito, che si chiama la vacanza con Jack Black e Cameron Diaz. È un film romantico ambientato a Londra e a Los Angeles nei tempi moderni. Dopo abbiamo giocato di carte.
Teacher A casa?
Student Sì. Benissimo.
Teacher E qual è la tua opinione di questa serata?
Student Secondo me è molto bello perché è romantico.
Teacher Il film era romantico?
Student Sì.
Teacher Sì, ma l'attività, la serata con la famiglia, tutti quanti e giocare a carte insieme a loro?
Student Sì, andiamo al cinema insieme o mangiamo in una ristorante.
Teacher OK. Ho capito benissimo. Dimmi, quando è il tuo compleanno?
Student Il mio compleanno è 5 ottobre. Avrò 18 fra 5 mesi.
Teacher Dimmi, come ti piace festeggiare il tuo compleanno? Cosa fai?
Student Selezbrerai mio compleanno in città con i miei amici. Sarà molto divertente. Andremmo nei club e bar e ballare ***. Però con la mia famiglia selebrerò mio compleanno in mia casa con molto cibo!

Teacher OK. Benissimo. Preferisci festeggiare con la famiglia o con gli amici?
Student Mmm preferisco celebrare mio compleanno miei amici e la mia famiglia.
Teacher Benissimo. Un'ultima domanda che non hai preparato, dimmi, quali altri passatempo hai? Che cosa fai nel tuo tempo libero?
Student In mi tempo libero ho fatto li sport acquatico perché è molto bello per salute e molto divertente.
Teacher Altra cosa? Ti piace per esempio ballare o ...?
Student Sì, perché mi piace .. mi piace ballare perché è divertente e in un club o un bar con i miei amici.
Teacher Ok, benissimo Ella, hai fatto molto bene, grazie mille.

6 minutes

Language [please tick] GCSE Italian 46303/4 **Unit 3 Speaking**
 GCSE French 46553/4 **Unit 4 Writing**
 GCSE German 46653/4 [please tick]
 GCSE Spanish 46953/4

Centre Name: High Hill High School Centre no:

1	2	3	4	5
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Candidate Name: Student 2 Candidate no:

9	8	7	6
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If you want to prepare a plan for your Unit 3 Speaking Task/Unit 4 Writing task, you must use this sheet, so that your teacher can give you some feedback before you produce your final version. Your teacher can only give you feedback on your plan, he/she cannot give you feedback on your draft or the final version.

Teacher Comments on the Plan

This section should be completed by the teacher/assessor. The sheet should then be returned to the candidate, who should ensure that it is submitted with the completed piece of work and handed in to the teacher/assessor.

Please tick the relevant box(es)

	✓
Make sure that what you say/ write * fits the title.	✓
Make sure that you have covered the task fully.	
Remove the conjugated verbs/complete sentences/codes* from the plan.	
Your plan is too short/long* (40 words max).	

*delete as applicable

Further feedback (if not covered by the boxes above). Please note this must be restricted to the extent to which the candidate is meeting the requirements of the task and must not include comments on the actual language used.

Candidate Signature: A. Student Date: 17/2/09
 Teacher Signature: A. J. Black Date: 17/2/09

- Do not write more than 40 words in total. You must not use conjugated verbs or complete sentences.
- We would advise you to write in the target language, but you can write in English if you prefer. Do not use any codes. You can include drawings and diagrams.
- You can only produce one plan per task and you must prepare this on your own.

TASK
TITLE:

Self, family and free time

PLAN:
(40
words
max)

Ella
Pensford
Bristol
capelli
occhi
però
amici
pazza

4
parenti
fratelli
gatti

madre
cose
aiuto

sci
divertente
salute
film favorito
ambientato
romantico
giocare a carte

Compleanno
Fra mesi
cinema
celebrare
città
ballare
amici
tutti e due

No of words used = 36

APPENDIX 2

Language [please tick]:

GCSE French 46553

GCSE German 46653

GCSE Spanish 46953

GCSE Italian 46303

Total

60

Unit 3 Speaking

Centre number

Centre name

12345

High Hill High School

Candidate's full name

Candidate number

Student 2

9876

Notice to candidate The work you submit for assessment must be your own. If you copy from someone else or allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified.

To be completed by the candidate

1. Have you received any help or information from anyone other than your subject teacher(s) in the production of this work?

Yes

No

2. If you have answered yes, give details below and on a separate sheet if necessary.

Candidate declaration I have read and understood the above and can confirm that I have produced the attached work without assistance other than that which is acceptable under the scheme of assessment.

As part of AQA's commitment to assist students, AQA may make your work available on a strictly anonymous basis to teachers, examining staff and students in paper form or electronically, through the Internet or other means, for the purpose of indicating a typical mark or for other educational purposes. In the unlikely event that your work is made available for the purposes stated above, you may object to this at any time and we will remove the work on reasonable notice. If you have any concerns, please contact AQA.

Candidate's Signature

Date

17/2/09

Teacher declaration I confirm that the candidate's work was conducted under the conditions laid out by the specification. I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate.

Teacher's Signature

Date

17/2/09

The completed form should be attached to the candidate's work and retained at the centre or sent to the moderator as required.

To be completed by the teacher

Marks must be awarded in accordance with the instructions and criteria in the specification.

TASK TITLE Self, Family and Free Time

		Task 1	
Assessment criteria	Maximum mark	Mark awarded	
Communication	10	9	
Range and Accuracy of Language	10	8	
Pronunciation and Intonation	5	4	
Interaction and Fluency	5	5	
	Total	30	26

Was a Task Planning Sheet used for this task? (if yes, it must be submitted with the candidate's work) (*delete as applicable)	Yes/No*
--	---------

Have you submitted a copy of the task with the candidate's work?	Please tick	<input checked="" type="checkbox"/>
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TASK TITLE _____

		Task 2	
Assessment criteria	Maximum mark	Mark awarded	
Communication	10		
Range and Accuracy of Language	10		
Pronunciation and Intonation	5		
Interaction and Fluency	5		
	Total	30	

Was a Task Planning Sheet used for this task? (if yes, it must be submitted with the candidate's work) (*delete as applicable)	Yes/No*
--	---------

Have you submitted a copy of the task with the candidate's work?	<input type="checkbox"/>
--	-------	--------------------------

Total for both tasks

(Please transfer this total to the top of the front page)

Details of additional assistance given (if any) Record here details of any assistance given to this candidate which is beyond that given to the class as a whole and beyond that described in the specification. Continue on a separate sheet if necessary.

To see how AQA complies with the Data Protection Act 1988 please see our Privacy Statement at aqa.org.uk

Writing

Student 1

- Task
- Approach to task
- Student's Work
- Task Planning Form & Candidate Record Form
- Commentary

(The Task Planning Forms & Candidate Record Forms are draft versions and subject to change. Final versions will be available on AQA's website as soon as possible).

Student 1 – Task

Task: Holidays

Write an article for your school magazine about what you do in your holidays.

You could include:

- why you like holidays;
- where you have been recently;
- what the accommodation was like;
- typical activities;
- what the weather was like;
- your opinion of the holiday;
- where you intend going for a future holiday.

Remember, in order to score the highest marks you must answer the task fully, developing your response where it is appropriate to do so.

Student 1 - Approach to task

Holidays

Stage One - Preparation

- Revision of vocabulary and topics related to holidays: weather, transport, accommodation, countries, food, leisure activities, seasons and months.
- Various reading and listening activities based on the theme of holidays.
- Introduction of and practice of key phrases related to holidays.
- Revision of opinions with justifications in all tenses.
- Revision of connectives and ways to extend sentences.
- Revision of tenses related to holidays.
- Oral exploitation of questions and answers related to holidays.
- Discussion of common errors to avoid.

Stage Two - Students are provided with the task

- Ensured students had understood the task and what was required of them.
- Stressed the importance of developing each point fully.
- Stressed the importance of including opinions and justifying them.
- Stressed the importance of using a variety of different tenses.
- Students completed Task Planning Form (optional).
- Students produced a draft having access to reference materials including dictionaries, course books, the Internet.

Stage Three - Task

- Students spent one hour writing the final version under supervision with access to the task, a dictionary and their Task Planning Form only. They were not allowed any other materials including their draft.

Holidays

Mi piacciono le vacanze perché posso rilassarmi ed anche incontrare con i miei amici. La mia vacanza preferita è la vacanza di estate perché ci sono sei settimane senza scuola. Di solito in vacanza vado nella roulotte in Cornovaglia per due settimane con la mia famiglia. In Cornovaglia ci rilassiamo e spesso andiamo in spiaggia per fare il surf e nuotare nel mare. Mi piace Cornovaglia

ma siamo andati là per gli ultime tre anni, dunque è abbastanza noioso.

Quest anno sono andato negli Stati Uniti e ho visitato San Francisco, Las Vegas ed anche Los Angeles. Sono andato alla fine di luglio per due settimane con la mia famiglia. Abbiamo viaggiato in aereo da Londra a San Francisco. Il viaggio era molto lungo e faticoso ma ho guardato molti film e ho ascoltato alla musica. Mi è piaciuto il viaggio perché c'era una televisione per ognuno per divertimento.

Negli Stati Uniti siamo rimasti in tre alberghi. Gli alberghi erano molto belli, ma mio albergo preferito era il albergo a Las Vegas si chiama "The Venetian". Era un albergo magnifico che come Venezia con le gondole.

Il primo giorno a San Francisco, abbiamo camminato sul lungomare e quindi abbiamo visitato Alcatraz. Alcatraz è un carcere molto famoso perché c'erano detenuti noti come Al Capone. Mi piace San Francisco molto, perché è una città bella e interessante.

Gli altri giorni siamo andati a Las Vegas dove abbiamo visitato molte attrattive. Mia attrattiva preferita era la fontana di Bellagio; davanti un albergo molto impressionante. A Las Vegas abbiamo fatto gli acquisti nei negozi belli. Mi piace molto Las Vegas perché è grande e imponente.

Quando siamo andati a Los Angeles, sono andato in spiaggia spesso per fare il surf. Mi piace rilassarmi sulla spiaggia perché posso abbronzarmi. Anche, per mia piccola sorella abbiamo visitato "Disneyland", ma ho pensato che era abbastanza noioso. Invece, mi piace Los Angeles perché ci sono molte spiagge belle e tranquille.

Qualche volta di sera sono andato alla discoteca dove ho ballato. Anche a volte sono andato alla palestra per tenere in forma. Di solito abbiamo mangiato con la mia famiglia nel ristorante. Mi piace il cibo negli Stati Uniti perché è buono e pure è economico.

Purtroppo a San Francisco ha fatto freddo. C'era spesso nebbia e il vento è stato forte. Invece a Las Vegas ha fatto molto caldo. Mi piace il tempo a Las Vegas, ma ho preferito il tempo a Los Angeles perché ha fatto bel tempo. A Los Angeles c'era praticamente sempre sole e c'era una brezza leggera.

Mi è piaciuta la vacanza perché gli Stati Uniti sono molto bello, contemporaneo e eccitante. Il tempo era fantastico, dunque ho nuotato e ho fatto il surf nel mare caldo. Mi piacerebbe ritornare negli Stati Uniti per visitare Nuova York perché è grande e c'è molta cultura.

L'anno prossimo andrò in Cornovaglia con i miei amici perché è dopo gli esami. Campeggeremo vicino il mare e durante il giorno andremo in spiaggia e faremo il surf. Di sera faremo una grigliata e poi di notte andremo alla discoteca.

$$C = 15$$

$$Rogk = 10$$

$$A = 5$$

$$\text{Total} = \begin{array}{r} 30 \\ \hline 30 \end{array}$$

Language [please tick] GCSE Italian 46303/4 GCSE French 46553/4 GCSE German 46653/4 GCSE Spanish 46953/4

Unit 3 Speaking Unit 4 Writing [please tick]

Centre Name: FICTITIOUS HIGH SCHOOL Centre no:

0	1	2	3	4
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Candidate Name: JOE BLOGGS Candidate no:

0	0	1	2
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If you want to prepare a plan for your Unit 3 Speaking Task/Unit 4 Writing task, you must use this sheet, so that your teacher can give you some feedback before you produce your final version. Your teacher can only give you feedback on your plan, he/she cannot give you feedback on your draft or the final version.

Teacher Comments on the Plan

This section should be completed by the teacher/assessor. The sheet should then be returned to the candidate, who should ensure that it is submitted with the completed piece of work and handed in to the teacher/assessor.

Please tick the relevant box(es)

	✓
Make sure that what you say/write* fits the title.	
Make sure that you have covered the task fully.	
Remove the conjugated verbs/ complete sentences/codes * from the plan.	✓
Your plan is too short/long* (40 words max).	

*delete as applicable

Further feedback (if not covered by the boxes above). Please note this must be restricted to the extent to which the candidate is meeting the requirements of the task and must not include comments on the actual language used.

Candidate Signature J. Bloggs Date 8/1/09

Teacher Signature J. Jones Date 10-01-09

- Do not write more than 40 words in total. You must not use conjugated verbs or complete sentences.
- We would advise you to write in the target language, but you can write in English if you prefer. Do not use any codes. You can include drawings and diagrams.
- You can only produce one plan per task and you must prepare this on your own.

TASK
TITLE:

Le Vacanze

PLAN:
(40
words
max)

Perché ~~una vacanza~~ le vacanze
 una vacanza nel passato - con chi, quanto
 l'alloggio tempo
 le attività, di giorno, di sera
 il tempo
 opinione della vacanza
 la prossima vacanza

No of words used = 27

Language *[please tick]*:

- GCSE Italian 46304
- GCSE French 46554
- GCSE German 46654
- GCSE Spanish 46954

Unit 4 Writing

Centre number 01234 Centre name FICTITIOUS HIGH SCHOOL

Candidate's full name JOE BLOGGS Candidate number 0012

Notice to candidate The work you submit for assessment must be your own. If you copy from someone else or allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified.

To be completed by the candidate

- Have you received any help or information from anyone other than your subject teacher(s) in the production of this work?
Yes No
- If you have answered yes, give details below and on a separate sheet if necessary.

Candidate declaration I have read and understood the above and can confirm that I have produced the attached work without assistance other than that which is acceptable under the scheme of assessment.

As part of AQA's commitment to assist students, AQA may make your work available on a strictly anonymous basis to teachers, examining staff and students in paper form or electronically, through the Internet or other means, for the purpose of indicating a typical mark or for other educational purposes. In the unlikely event that your work is made available for the purposes stated above, you may object to this at any time and we will remove the work on reasonable notice. If you have any concerns, please contact AQA.

Candidate signature
J. Bloggs.

Date 8/1/09

Teacher declaration I confirm that the candidate's work was conducted under the conditions laid out by the specification. I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate.

Teacher signature
J. Jones.

Date 10-01-09.

The completed form should be attached to the candidate's work and sent to the examiner.

To be completed by the teacher

Please tick

I confirm that I have submitted a copy of the full tasks with the candidate's work.

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Student 1 – Commentary

Task - Holidays

Content - 15

Everything written by the candidate is **fully relevant** to the task and **clearly communicated**. There are minor grammatical errors which do not in any way interfere with the clarity of communication.

This is a **detailed** response with a **lot** of information.

There are well **justified opinions**: *'mi piacciono le vacanze perché posso rilassarmi'*; *'La mia vacanza preferita è la vacanza di estate perché ci sono sei settimane senza scuola'*; *'Mi è piaciuto il viaggio perché c'era una televisione'*.

The task is **well structured**, beginning with an opinion on holidays in general, and an account of where the candidate usually goes on holiday, followed by an account of a recent holiday the candidate has enjoyed, and ending with where the candidate would like to go on holiday in the future.

Range of Language - 10

There is a wide variety of appropriate structures:

Tenses: present, perfect, imperfect, future, conditional

Modal verbs + infinitive

Reflexive verbs

Good use of connectives and more complex sentences handled with confidence:

'In Cornovaglia ci rilassiamo e spesso andiamo in spiaggia per fare il surf e nuotare nel mare'; *'Mi piace il tempo a Las Vegas, ma ho preferito il tempo a Los Angeles perché ha fatto bel tempo'*; *'Mi piacerebbe ritornare negli Stati Uniti per visitare Nuova York perché è grande e c'è molta cultura'*.

Verb tenses are used successfully.

Accuracy - 5

Verb and tense formations are secure. The only mistakes are *era* instead of the subjunctive *fosse* and the infinitive *tenere* instead of the reflexive infinitive *tenermi*.

The candidate uses an extremely wide range of tenses and different verb endings accurately.

Largely accurate. Errors occur only occasionally and are always minor, in no way interfering with communication.

Total = 30 out of 30

Writing

Student 2

- Task
- Approach to task
- Student's Work
- Task Planning Form & Candidate Record Form
- Commentary

(The Task Planning Forms & Candidate Record Forms are draft versions and subject to change. Final versions will be available on AQA's website as soon as possible).

Student 2 – Task

Task - Home and Local Area

Write an article for your local tourist office advertising your home town and area.

You could include:

- why it would be an ideal place for a holiday;
- what there is to do for tourists;
- accommodation possibilities;
- things to visit in the surrounding area;
- which countries tourists have come from in the past;
- what tourists have said about their holiday.

Remember, in order to score the highest marks you must answer each task fully, developing your response where it is appropriate to do so.

Student 2 - Approach to task

Home and Local Area

Stage One - Preparation

- Revision of vocabulary and topics related to Home Town and Area: weather, transport, accommodation, food, leisure activities, tourist attractions seasons and months.
- Various reading and listening activities based on the theme of Home Town and Area.
- Introduction of and practice of key phrases related to Home Town and Area and Tourism.
- Revision of opinions with justifications in all tenses.
- Revision of connectives and ways to extend sentences.
- Revision of tenses related to Home Town and Area.
- Oral exploitation of questions and answers related to home Town and Area.
- Discussion of common errors to avoid.

Stage Two – Students are provided with the task

- Ensured students had understood the task and what was required of them.
- Stressed the importance of developing each point fully.
- Stressed the importance of including opinions and justifying them.
- Stressed the importance of using a variety of different tenses.
- Students completed Task Planning Form (optional).
- Students produced a draft having access to reference materials including dictionaries, course books, the Internet.

Stage Three - Task

- Students spent two separate sessions of 30 minutes writing the final version under supervision with access to the task, a dictionary and their Task Planning Form only. They were not allowed any other materials including their draft.

The task was kept by the teacher between the two sessions.

RHUTHUN

Rhuthun sarebbe il posto ideale per una vacanza perché c'è qualcosa per ognuno. Rhuthun è un paese piccola però è molto bello e anche tranquillo. È un paese storico perché c'è un castello medioevale. Il paese è situato nella campagna e intorno Rhuthun ci sono molte montagne e colline. Il paesaggio è mozzafiato. A



Rhuthun c'è cultura, storia, giovinezza e divertimento. Rhuthun sarebbe il posto ideale per una vacanza per una famiglia, una coppia o un gruppo di amici giovani.

Molti turisti vengono a Rhuthun ogni anno da tutto il mondo. Il weekend molti inglesi vengono a Rhuthun quindi possono scappare dalla città impegnata.

A Rhuthun di un giorno bello, spesso, i turisti camminano nella campagna. Qualchevolta, vanno al parco o al centro ricreativo dove possono giocare a tennis e calcio. Anche, i turisti possono visitare le attrazione turistica.



I turisti gli piaciono Rhuthun perché è bello e tranquillo ma con molti attrazione in Rhuthun ed anche è vicino a altre città .

I turisti possono dormire nel castello che ora è un albergo lussuoso. Ciò nonostante, ci sono molti alberghi con un prezzo ragionevole.

I turisti possono mangiare nella "Manor House" o nella "Picture House". Questi sono le ristorante piu buoni a Ruthin perche i pasti sono bellissimi.

Per i giovani c'è una discoteca si chiama "The Venue". Anche, ci sono molti autobus che vanno a "Chester" e "Cheshire Oaks" dove ci sono molti negozi belli.



I turisti possono visitare il carcere, che ora è un museo, perché è molto interessante. Anche, a Rhuthin c'è un castello e i turisti visitano qui perché del giardino bello. Il castello è famoso perché un eroe Gallese, si chiama Owain Glyndwr, lui conquistato le inglese chi hanno invaso Galles.

I turisti possono visitare altra città come Chester e Caernarfon vicino a Rhuthun. A Chester ci sono molti negozi piu bello che Rhuthun e a Caernarfon c'è un grande castello. Anche, a Caernarfon c'è una spiaggia molto bella, dove i turisti possono prendere il sole ed anche nuotano

I turisti, spesso vanno a Snowdon, la montagna piu grande in Galles. Snowdon è magnifico e impressionante ma purtroppo è abbastanza lontano da Rhuthun.

I turisti dovrebbero venire a Rhuthun in primavera o estate perché c'è molta natura bella in particolare gli alberi e i fiori. Anche, in estate di solito fa bel tempo, e in primavera è sereno.

I turisti possono mangiare nei ristorante o bere nei pub. I giovane possono andare nella "Venue" una discoteca dove possono ballare e incontrarsi i nuovi amici.

Sarrebbe bello visitare il Galles perché ci sono molti autobus che vanno a Chester e Cheshire Oaks. Anche, c' è un autobus a Wrexham e poi ci sono molti treni che vanno a Londra e Manchester.



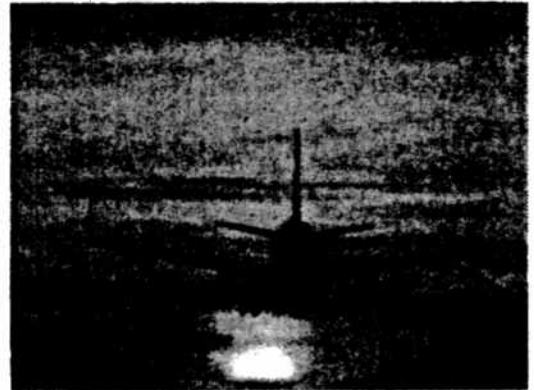
Il Galles è diverso dall' Italia perché fa più freddo in Galles. Anche, il cibo è diverso perché in Galles è famoso per molta carne come agnello e manzo. In Italia bevono più vino ma in Galles bevono più birra. Anche, gli Italiani amano il calcio ma i Gallesi amano il rugby più di calcio. Invece, Galles e Italia sono molto belli e ci sono molte attrazioni e cultura.

Dall' Italia possono venire a Liverpool in aereo e poi ci sono gli autobus da Liverpool a Rhuthun.

C'erano tantissimi turisti da tutto il mondo che sono venuti a Rhuthun l'anno scorso.

Hanno visitato il carcere a Rhuthun, Caernarfon, Snowdon, Chester, e Cheshire Oaks. Qualchevolta hanno visitato Manchester e Londra ma i turisti spesso pensano che sono troppo lontano.

I turisti erano contenti perché il tempo era fantastico e le attrazioni erano molto interessanti. Anche, il cibo era buono e il paesaggio era mozzafiato.



$$C = 14$$

$$Roh = 9$$

$$A = 4$$

$$\text{Total} = \frac{27}{30}$$

Language [please tick] GCSE Italian 46303/4 Unit 3 Speaking
 GCSE French 46553/4 Unit 4 Writing
 GCSE German 46653/4 [please tick]
 GCSE Spanish 46953/4

Centre Name: Fictitious High School Centre no:

0	1	2	3	4
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Candidate Name: Joe Bloggs Candidate no:

0	0	1	2
---	---	---	---

If you want to prepare a plan for your Unit 3 Speaking Task/Unit 4 Writing task, you must use this sheet, so that your teacher can give you some feedback before you produce your final version. Your teacher can only give you feedback on your plan, he/she cannot give you feedback on your draft or the final version.

Teacher Comments on the Plan

This section should be completed by the teacher/assessor. The sheet should then be returned to the candidate, who should ensure that it is submitted with the completed piece of work and handed in to the teacher/assessor.

Please tick the relevant box(es)

	✓
Make sure that what you say/write* fits the title.	
Make sure that you have covered the task fully.	
Remove the conjugated verbs/complete sentences/codes* from the plan.	
Your plan is too short /long* (40 words max).	✓

*delete as applicable

Further feedback (if not covered by the boxes above). Please note this must be restricted to the extent to which the candidate is meeting the requirements of the task and must not include comments on the actual language used.

Your plan is too long - you need to delete at least 4 words.

Candidate Signature: Joe Bloggs Date: 8.2.09
 Teacher Signature: [Signature] Date: 9.2.09

- Do not write more than 40 words in total. You must not use conjugated verbs or complete sentences.
- We would advise you to write in the target language, but you can write in English if you prefer. Do not use any codes. You can include drawings and diagrams.
- You can only produce one plan per task and you must prepare this on your own.

TASK
TITLE:

Rhuthun

PLAN:
(40
words
max)

Il posto ideale per una vacanza.

Molti turisti da tutto il mondo.

al parco, giocare a tennis e calcio

dormire nel castello - albergo lussuoso

visitare altra città

~~Il posto ideale per una vacanza.~~

Snowdon la montagna piu grande

I turisti - contenti perché il tempo - fantastico

No of words used = 39

Language [please tick]: GCSE Italian 46304
 GCSE French 46554
 GCSE German 46654
 GCSE Spanish 46954

Unit 4 Writing

Centre number 01234 Centre name Fictitious High School
 Candidate's full name Joe Bloggs Candidate number 0012

Notice to candidate The work you submit for assessment must be your own. If you copy from someone else or allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified.

To be completed by the candidate

1. Have you received any help or information from anyone other than your subject teacher(s) in the production of this work?
 Yes No
2. If you have answered yes, give details below and on a separate sheet if necessary.

Candidate declaration I have read and understood the above and can confirm that I have produced the attached work without assistance other than that which is acceptable under the scheme of assessment.

As part of AQA's commitment to assist students, AQA may make your work available on a strictly anonymous basis to teachers, examining staff and students in paper form or electronically, through the Internet or other means, for the purpose of indicating a typical mark or for other educational purposes. In the unlikely event that your work is made available for the purposes stated above, you may object to this at any time and we will remove the work on reasonable notice. If you have any concerns, please contact AQA.

Joe Bloggs signature

Date 8.3.09

Teacher declaration I confirm that the candidate's work was conducted under the conditions laid out by the specification. I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate.

Joe Jones signature

Date 12.3.09

The completed form should be attached to the candidate's work and sent to the examiner.

To be completed by the teacher

I confirm that I have submitted a copy of the full tasks with the candidate's work.

Please tick

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Student 2 – Commentary

Task – Home and Local Area

Content - 14

Everything written by the candidate is **fully relevant** to the task and **clearly communicated**. Although there are some grammatical errors they very rarely interfere with the clarity of communication and even on the rare occasions that they do, they just cause a slight delay in comprehension; they do not prevent communication taking place.

The mark of 14 instead of 15 is awarded because of the slight delay in comprehension at times. The mark is no lower because the delay in communication is very rare and the piece strongly fulfils all the other criteria needed for 15 marks.

This is a **detailed** response with a **lot** of information.

There are well **justified opinions**:

'Rhuthun sarebbe il posto ideale per una vacanza perché c'è qualcosa per ognuno'; 'Questi sono le ristorante piu buoni a Ruthin perche i pasti sono bellissimi'; 'I turisti dovrebbero venire a Rhuthun in primavera o estate perché c'è molta natura bella in particolare gli alberi e i fiori'.

The task is **well structured**, beginning with an opinion on why Ruthun would be the ideal place for a holiday in general, followed by a description of the town, suggestions for things for tourists to do in town, where to stay and where to eat. There are then suggestions on things to visit in the area, reasons why Ruthun would appeal to Italians and suggested ways to arrive in Ruthin. There is then an account of things tourist have done and most enjoyed in the past.

Range of Language - 9

There is a wide variety of appropriate structures:

Tenses: present, perfect, imperfect, conditional

Modal verbs + infinitive

Comparatives

Good use of connectives and more complex sentences handled with confidence:

'Qualche volta vanno al parco o al centro ricreativo dove possono giocare a tennis e calcio'; 'I turisti possono dormire nel castello che ora è un albergo lussuoso'; 'I turisti possono visitare il carcere, che ora è un museo, perché è molto interessante'.

Verb tenses are used **almost always** successfully.

A mark of 9 instead of 10 is given because very occasionally there is a mistake in a verb form. The mark is not lower because the piece strongly fulfils all the other criteria for 9-10 marks and given the large number of verb forms used mistakes are very rare.

Accuracy - 4

Verb and tense formations are usually correct. Generally accurate with errors occurring in attempts at more complex sentences.

'I turisti gli piacciono Rhuthun perché è bello e tranquillo ma con molti attrazione in Rhuthun ed anche è vicino a altre città'.

Total = 27 out of 30