

Mark Scheme Summer 2009

GCSE

GCSE Italian (1237)

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Summer 2009

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1237 Paper 1F Listening and Responding Mark Scheme

Question Number	Answer	Mark
1	B	(1)

Question Number	Answer	Mark
2	B	(1)

Question Number	Answer	Mark
3	A	(1)

Question Number	Answer	Mark
4	C	(1)

Question Number	Answer	Mark
5	B	(1)

Question Number	Answer	Mark
6	A	(1)

Question Number	Answer	Mark
7	A	(1)

Question Number	Answer	Mark
8	B	(1)

Question Number	Answer	Mark
9	C	(1)

Question Number	Answer	Mark
10	C	(1)

Question Number	Answer	Mark
11(i)	G	(1)

Question Number	Answer	Mark
11(ii)	C	(1)

Question Number	Answer	Mark
11(iii)	F	(1)

Question Number	Answer	Mark
11(iv)	D	(1)

Question Number	Answer	Mark
11(v)	E	(1)

Question Number	Answer	Mark
12(i)	F	(1)

Question Number	Answer	Mark
12(ii)	G	(1)

Question Number	Answer	Mark
12(iii)	E	(1)

Question Number	Answer	Mark
12(iv)	C	(1)

Question Number	Answer	Mark
12(v)	B	(1)

Question Number	Answer	Mark
12(vi)	A	(1)

Question Number	Answer	Mark
13(i)	D	(1)

Question Number	Answer	Mark
13(ii)	E	(1)

Question Number	Answer	Mark
13(iii)	G	(1)

Question Number	Answer	Mark
13(iv)	F	(1)

Question Number	Answer	Mark
13(v)	B	(1)

Question Number	Answer	Mark
14(i)	Elisa	(1)

Question Number	Answer	Mark
14(ii)	Marina	(1)

Question Number	Answer	Mark
14(iii)	Elisa	(1)

Question Number	Answer	Mark
14(iv)	Daniele	(1)

Question Number	Answer	Mark
15(i)	250	(1)

Question Number	Answer	Mark
15(ii)	26	(1)

Question Number	Answer	Mark
15(iii)	libera	(1)

Question Number	Answer	Mark
15(iv)	settembre	(1)

Question Number	Answer	Mark
15(v)	cane	(1)

Question Number	Answer	Mark
16(i)	dishes	(1)

Question Number	Answer	Mark
16(ii)	hoover	(1)

Question Number	Answer	Mark
16(iii)	bathroom	(1)

Question Number	Answer	Mark
16(iv)	car	(1)

Question Number	Answer	Mark
16(v)	garden	(1)

Question Number	Answer	Mark
17 (a)	Hot & sunny	(2)

Question Number	Answer	Mark
17 (b)	Storms	(1)

Question Number	Answer	Mark
18(a)	Good/sunny/hot/beautiful	(1)

Question	Answer	Mark
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Number		
18(b)	(Strong) winds	(1)

Question Number	Answer	Mark
19(a)	Heavy traffic/busy/jam	(1)

Question Number	Answer	Mark
19(b)	An accident	(1)

Question Number	Answer	Mark
19(c)	23	(1)

Question Number	Answer	Mark
20(a)	Traffic blocked/jam/stuck/not moving	(1)

Question Number	Answer	Mark
20(b)	Two hours	(1)

GCSE 1237 Italian
Paper 1F Listening and Responding Transcript
Summer 2009

This is the listening comprehension test for GCSE Italian Paper 1F Foundation Tier - Summer 2009

La spesa

Esempio

F1 Sara, puoi andare dal fruttivendolo per me?

Numero 1

F2 Va bene, mamma. Cosa compro?

F1 Delle banane.

Numero 2

F2 Quante?

F1 Mezzo chilo.

Numero 3

F2 Va bene, e poi?

F1 Dell'insalata.....

Numero 4

F1e tre pomodori maturi.

Numero 5

F2 Posso comprare anche delle fragole?

F1 Se non costano troppo.....!

Numero 6

F1 Fa presto perché il negozio chiude tra mezz'ora.

Numero 7

F2 Allora vado in bicicletta.

Numero 8

F1 Prendi lo zainetto. Ti sarà più facile portare la spesa.

Numero 9

F1 E non dimenticare i soldi!

Numero 10

F1 Mi puoi imbucare questa lettera per favore?

F2 Va bene. Ciao mamma.

Professioni

Prima di incominciare dobbiamo presentarci:

Esempio

M1 Io mi chiamo Alberto e sono medico.

Numero 11

M2 Io sono Giuseppe e sono musicista.

M1 Mi chiamo Paolo e sono dentista.

M2 Sono Francesco e faccio il meccanico.

M1 Sono Piero e faccio il cameriere.

M2 Sono Giuliano e faccio il poliziotto.

La festa di fine anno

Esempio

F1 La preside distribuirà i premi. Poi ogni classe farà qualcosa.

Numero 12

F1 La tua classe cosa organizza, Claudio?

M1 Una gara di atletica con corsa e salto in alto.

F1 Benissimo, e la tua, Valentina?

F2 Stiamo preparando un balletto.

F1 Silvana prepara delle torte da vendere.

F1 Fabrizio, hai pensato a qualcosa?

M2 Sì, un piccolo concerto di pianoforte, violino e tromba.

Roberta invece sta preparando un programma di canzoni napoletane.

F1 Tommaso?

M1 Abbiamo delle bellissime fotografie da esporre.

La mia casa

F1 Ti mostro la mia casa.

Esempio

F1 Questo è l'ingresso. Come vedi non c'è molta luce.

Numero 13

F2 Bella la cucina. È grande abbastanza per mangiarci!

F1 Sì, ma abbiamo anche una sala da pranzo.

F2 È in stile antico! Mi piace moltissimo.

F1 Ecco il salotto. Da qui si può andare sul terrazzo.

F2 Miriam, dal disordine posso indovinare che questa è la tua camera!

F1 Sì. Imbarazzante, vero?

F1 Vedi come è ordinata la camera dei miei genitori?

F2 Sì! Mi piace questa grande finestra. Entra molta luce.

Attività extrascolastiche

Esempio

M1 Marco, tu fai qualche attività extrascolastica?

M2 Faccio del volontariato in biblioteca. E tu, Daniele?

Numero 14

M1 Mi interessano molto i computer e ho trovato un corso molto interessante.

E tu Elisa, fai qualcosa?

F1 Sì: frequento un corso serale di spagnolo e prendo anche lezioni di violino.

M2 Perbacco! Anche tu Marina fai tante attività?

F2 No, io faccio abbastanza fatica a seguire il lavoro di scuola e mi basta quello!

Adotta un cane

Numero 15

Adotta un cane dal canile municipale e riceverai un contributo di 250 euro.

Attualmente il canile ospita 26 cani e il direttore vuole garantire a questi animali una vita più libera.

Si potrà adottare a partire da settembre.

I soldi del contributo dovranno essere spesi in servizi o oggetti per il cane adottato.

Lavori domestici

Esempio

F1 Daniela, tu aiuti in casa?

F2 Sì, mi piace stirare.

Numero 16

F1 E tu, Miriam?

F2 Spesso lavo i piatti dopo cena.

F1 Aiuti anche tu in casa, Vincenzo?

M1 Di solito passo l'aspirapolvere...

M1 ...e Antonella, mia sorella, pulisce il bagno.

F1 Scommetto che tu, Enrico, non fai niente in casa.

M2 È vero, però lavo sempre la macchina di papà...

M2 ...e Fabio invece, preferisce aiutare in giardino.

Weather forecast

Question 17

Tempo caldo e sole per tutto il pomeriggio.

Per la serata sono previsti temporali su tutte le regioni italiane.

Question 18

Domani riprenderà il bel tempo.....

.....ma lungo le coste della Liguria ci sarà un vento molto forte.

Traffic report

Question 19

Traffico molto intenso su tutte le strade e autostrade.

Sull'Autostrada del Sole, all'uscita per Firenze un incidente ha coinvolto 23 veicoli.

Question 20

Non ci sono feriti gravi ma il traffico rimarrà bloccato per almeno due ore.

1237 Paper 1H Listening and Responding Mark Scheme

Question Number	Answer	Mark
1(i)	250	(1)

Question Number	Answer	Mark
1(ii)	26	(1)

Question Number	Answer	Mark
1(iii)	libera	(1)

Question Number	Answer	Mark
1(iv)	settembre	(1)

Question Number	Answer	Mark
1(v)	cane	(1)

Question Number	Answer	Mark
2(i)	Elisa	(1)

Question Number	Answer	Mark
2(ii)	Marina	(1)

Question Number	Answer	Mark
2(iii)	Elisa	(1)

Question Number	Answer	Mark
2(iv)	Daniele	(1)

Question Number	Answer	Mark
3(i)	D	(1)

Question Number	Answer	Mark
3(ii)	E	(1)

Question Number	Answer	Mark
3(iii)	G	(1)

Question Number	Answer	Mark
3(iv)	F	(1)

Question Number	Answer	Mark
3(v)	B	(1)

Question Number	Answer	Mark
4(i)	C	(1)

Question Number	Answer	Mark
4(ii)	D	(1)

Question Number	Answer	Mark
4(iii)	F	(1)

Question Number	Answer	Mark
4(iv)	G	(1)

Question Number	Answer	Mark
4(v)	H	(1)

Question Number	Answer	Mark
5(i)	[parte] troppo/molto <u>presto</u>	(1)

Question Number	Answer	Mark
5(ii)	[più] comodo/meno stress	(1)

Question Number	Answer	Mark
5(iii)	[più] caro	(1)

Question Number	Answer	Mark
5(iv)	[il più] economico	(1)

Question Number	Answer	Mark
5(v)	scomodo/code sotto il sole/viaggio lungo	(1)

Question Number	Answer	Mark
6	Cross in boxes: (ii), (iii), (iv), (vii), (viii), (x)	(6)

Question Number	Answer	Mark
7(i)	A	(1)

Question Number	Answer	Mark
7(ii)	I	(1)

Question Number	Answer	Mark
7(iii)	B	(1)

Question Number	Answer	Mark
7(iv)	D	(1)

Question Number	Answer	Mark
8(i)	F	(1)

Question Number	Answer	Mark
8(ii)	G	(1)

Question Number	Answer	Mark
8(iii)	E	(1)

Question Number	Answer	Mark
8(iv)	C	(1)

Question Number	Answer	Mark
8(v)	B	(1)

Question Number	Answer	Mark
8(vi)	A	(1)

Question Number	Answer	Mark
9(a)	<ul style="list-style-type: none"> • June and September • too hot in July or August 	(2)

Question Number	Answer	Mark
9(b)	Too demanding/intense/heavy going/hard etc.	(1)

Question Number	Answer	Mark
9(c)	<ul style="list-style-type: none"> • lessons in the morning • sightseeing/lots to do/visit city <u>in the afternoon</u> (reject evening) 	(2)

Question Number	Answer	Mark
10(a)	Advantages: one of <ul style="list-style-type: none"> • opportunity to talk • good food Disadvantage: <ul style="list-style-type: none"> • Difficult to get on 	(2)

Question Number	Answer	Mark
10(b)	any two of <ul style="list-style-type: none"> • easier to get on • with people the same age (or equivalent idea, but not just "students") • can speak Italian anyway. 	(2)

Question Number	Answer	Mark
10(c)	students under control (or equivalent idea)	(1)

GCSE 1237 Italian
Paper 1H Listening and Responding Transcript
Summer 2009

This is the listening comprehension test for GCSE Italian Paper 1H Foundation Tier - Summer 2009

Adotta un cane

Numero 1

Adotta un cane dal canile municipale e riceverai un contributo di 250 euro.

Attualmente il canile ospita 26 cani e il direttore vuole garantire a questi animali una vita più libera.

Si potrà adottare a partire da settembre.

I soldi del contributo dovranno essere spesi in servizi o oggetti per il cane adottato.

Attività extrascolastiche

Esempio

M1 Marco, tu fai qualche attività extrascolastica?

M2 Faccio del volontariato in biblioteca. E tu, Daniele?

Numero 2

M1 Mi interessano molto i computer e ho trovato un corso molto interessante.

E tu Elisa, fai qualcosa?

F1 Sì: frequento un corso serale di spagnolo e prendo anche lezioni di violino.

M2 Perbacco! Anche tu Marina fai tante attività?

F2 No, io faccio abbastanza fatica a seguire il lavoro di scuola e mi basta quello!

La mia casa

F1 Ti mostro la mia casa.

Esempio

F1 Questo è l'ingresso. Come vedi non c'è molta luce.

Numero 3

F2 Bella la cucina. È grande abbastanza per mangiarci!

F1 Sì, ma abbiamo anche una sala da pranzo.

F2 È in stile antico! Mi piace moltissimo.

F1 Ecco il salotto. Da qui si può andare sul terrazzo.

F2 Miriam, dal disordine posso indovinare che questa è la tua camera!

F1 Sì. Imbarazzante, vero?

F1 Vedi come è ordinata la camera dei miei genitori?

F2 Sì! Mi piace questa grande finestra. Entra molta luce.

Il regalo

Esempio

F Dobbiamo comprare un regalo per la nonna...

Numero 4

...perché tra poco compie sessant'anni.

M Hai qualche idea?

F Avevo pensato a una borsa di pelle, ma quelle belle costano più di cento euro.

M Sei pazza? Dove trovo tanti soldi?

Compriamole una sciarpa. Costa meno!

F Certo, solo che la nonna ne avrà sei o sette di sciarpe!

M Allora decidi tu. Ma non spendere troppo!

Turismo studentesco

Numero 5

- M Vorrei fare un viaggio a Napoli, senza spendere molto.
- F I voli a basso costo hanno prezzi eccezionali, ma bisogna partire molto presto la mattina.
- F Il treno è un po' più caro, ma il viaggio è più comodo e meno stressante.
- F Poi c'è anche la corriera: è il mezzo più economico di tutti ma anche quello più scomodo. D'estate si rischia di fare lunghe code sotto il sole!

Fondazione Cannavaro Ferrara

Numero 6

Quasi tutti conoscono Fabio Cannavaro come un grande campione del calcio, capitano della squadra italiana che ha vinto il campionato del mondo e vincitore del premio "Pallone d'oro 2006".

Ma forse non tutti sanno che Cannavaro si occupa di problemi sociali.

Cannavaro è di Napoli ed insieme ad un altro calciatore napoletano, Ciro Ferrara, ha creato nel 2005 la Fondazione Cannavaro Ferrara.

Questa fondazione vuole aiutare i ragazzi napoletani in difficoltà con diversi progetti, per la salute, per lo sport e per l'istruzione, per dare loro un futuro migliore.

Il progetto di geografia

Esempio

M1 Non riuscirò a completare in tempo il progetto di geografia. Ho ancora molto da fare.

Numero 7

M1 Devo chiedere alla professoressa di darmi ancora qualche giorno. Tu l'hai finito, Lorenza?

F1 Mi manca poco, Paolo, ma non riesco a trovare delle fotografie decenti. Ho cercato dappertutto!

M1 Hai provato a cercare su Internet? Sono sicuro che ce n'è un sacco.

F1 Il mio computer è rotto.

M1 Puoi usare il mio computer.

F1 Grazie Paolo. Sei un amico.

La festa di fine anno

Esempio

F1 La preside distribuirà i premi. Poi ogni classe farà qualcosa.

Numero 8

F1 La tua classe cosa organizza, Claudio?

M1 Una gara di atletica con corsa e salto in alto.

F1 Benissimo, e la tua, Valentina?

F2 Stiamo preparando un balletto.

F1 Silvana prepara delle torte da vendere.

F1 Fabrizio, hai pensato a qualcosa?

M2 Sì, un piccolo concerto di pianoforte, violino e tromba.

Roberta invece sta preparando un programma di canzoni napoletane.

F1 Tommaso?

M1 Abbiamo delle bellissime fotografie da esporre.

Learning Italian in Florence

Question 9

F1 Giancarlo, quando consiglieresti di andare a frequentare un corso di Italiano a Firenze?

M1 Direi giugno o settembre. A luglio e agosto fa troppo caldo!

F1 Consiglieresti un corso intensivo, mattino e pomeriggio?

M1 Sarebbe troppo pesante. Io suggerirei lezioni solo al mattino, così nel pomeriggio si può visitare la città. C'è molto da vedere a Firenze!

Question 10

F1 È meglio stare con una famiglia italiana?

M1 Dipende. In famiglia ci sono molte opportunità di fare conversazione e si mangia bene, ma può essere difficile andare d'accordo con tutti.

F1 Allora è meglio stare in un ostello con altri studenti. È certamente più facile andare d'accordo con ragazzi e ragazze della stessa età e, se sono studenti di diversi paesi si parlerebbe in italiano comunque.

M1 È vero, ma i genitori solitamente insistono per la famiglia, perché così gli studenti sono più controllati!

GCSE ITALIAN (1237) PAPER 2 MARK SCHEME 2009

ROLE-PLAY A

Remember that the marks are awarded for communication, not accuracy.

N.B. This is intended to give guidelines regarding unusual or semi-correct utterances, but not to give every piece of vocabulary as presented on the cue-cards.

Please note that candidates often see things that we do not, so treat each unexpected utterance on its own merit.

The candidate's responses in the handbook are suggested, not mandatory.

	ACCEPT	REJECT	COMMENTS
A1	1. Any sensible interpretation of the pictures. 2. <i>Mezzo chilo / cinquecento grammi</i> 4. <i>Cerco / c'è?</i>	1. Anything not suggested by the pictures. 2. <i>Quanti? / Soldi? / Moneta? / Euro?</i> 4. Another place.	1. <i>Vorrei</i> not necessary. 2. Must have <i>chili / grammi</i> . 4. <i>Spiaggia</i> on its own: ½ conveyed; must sound like a question.
A2	2. Any sensible interpretation of the pictures. 3. <i>Quanto? / Quanto costo? / Costo?</i> 4. <i>Quale/che ora/e?</i>	2. Anything not suggested by the pictures. 3. <i>Quanti? / Soldi? / Moneta? / Euro?</i> 4. Any phrase with <i>tempo</i> .	2. <i>Vorrei</i> not necessary. 3. Must have <i>chili / grammi</i> . 4. Must sound like a question.
A3	2. Any sensible interpretation of the pictures. 3. <i>Quanto? / Quanto costo? / Costo?</i> 4. <i>Cerco / c'è?</i>	2. Anything not suggested by the pictures. 3. <i>Quanti? / Soldi? / Moneta? / Euro?</i> 4. Another place.	2. <i>Vorrei</i> not necessary. 4. <i>Stazione</i> on its own: ½ conveyed; must sound like a question.
A4	1. A number of tickets shown in the pictures. 2. <i>Quanto? / Quanto costo? / Costo?</i> 3. <i>Cerco / c'è?</i>	1. Another number of tickets. 2. <i>Quanti? / Soldi? / Moneta? / Euro?</i>	1. <i>Vorrei</i> not necessary. 3. <i>Gabinetto</i> on its own: ½ conveyed; must sound like a question.
A5	2. Any sensible interpretation of the pictures. 4. <i>A che ora è chiuso?</i>	2. Any flavour not suggested by the pictures.	1. <i>Vorrei</i> not necessary. 4. Must sound like a question.
A6	1. Any sensible interpretation of the pictures. <i>T-shirt</i> . 3. <i>Vorrei/preferisco rosso / in rosso/ una maglietta rossa</i>	1. Anything not suggested by the pictures. 2. Any other size.	1. <i>Vorrei</i> not necessary.

Role-play A	Communication and Content
9-10	Conveys all information required Interacts extremely well No prompting necessary.
7-8	Conveys most information required (At least 3 significant items) Little or no prompting necessary.
5-6	Conveys half the required information (At least two significant items) Little prompting necessary.
3-4	Conveys less than half of the required information (At least one significant item) Some prompting necessary.
1-2	One significant item conveyed Extremely hesitant, reliant on prompting.
0	No effective communication.

ROLE-PLAY B

Remember that the marks are awarded for communication, not accuracy.

N.B. Please note that candidates often see things that we do not, so treat each unexpected utterance on its own merit.

The candidate's responses in the handbook are suggested, not mandatory.

	ACCEPT	REJECT	COMMENTS
B1	<p>2. Any sensible town, reachable by train from Italy.</p> <p>3. <i>Alle / a / le ... / undici</i> on its own.</p> <p>4. <i>Si deve / è necessario ...</i></p>	<p>1. Number of tickets other than shown.</p> <p>3. Times other than shown.</p> <p>4. <i>Cambio</i>.</p>	<p>1. <i>Vorrei</i> not necessary.</p> <p>2. <i>Per</i> not necessary.</p>
B2	<p>2. <i>sette giorni / notti</i>.</p> <p>3. Any sensible ID.</p> <p>4. <i>Avete / dov'è l'ascensore?</i></p>	<p>1. Type of room other than shown.</p> <p>2. Length of time other than shown. <i>Sette</i> on its own.</p>	<p>1. <i>Vorrei</i> not necessary. <i>Una camera</i> on its own: ½ conveyed.</p> <p>2. Verb not necessary.</p> <p>4. <i>Ascensore?</i> on its own: ½ conveyed.</p>
B3	<p>1. <i>Perdo / Non trovo; telefonino / cellulare</i>.</p> <p>2. Any place in or near the disco.</p> <p>3. <i>Cosa fare? / Cosa faccio?</i></p> <p>4. <i>Sto / alloggjo / abito / in / al(l')</i></p>	<p>1. Objects other than shown.</p> <p>2. <i>Dimenticato</i>.</p> <p>4. Places other than shown.</p>	<p>1. Must have a verb.</p> <p>2. <i>Ho persuto</i>: ½ conveyed.</p> <p>4. Verb not necessary, but <i>campeggio</i> on its own: ½ conveyed.</p>
B4	<p>1. <i>negozio/ caffè / bar</i>.</p> <p>2. Any starting time.</p> <p>3. <i>Vorrei fare / farò...</i></p> <p>4. <i>Cosa/quale fai/farai/fare</i>.</p>	<p>1. Places other than shown.</p> <p>3. Activities other than shown.</p>	<p>1. <i>Lavoro</i> not necessary.</p> <p>2. Verb not necessary</p> <p>3. Must have a verb.</p> <p>4. Must have a verb. No <i>Natale</i>, take off 1 mark.</p>
B5	<p>2. Any sensible reason.</p> <p>3. <i>Quando ...</i></p> <p>4. <i>Non amo ...</i></p>	<p>1. Lessons other than shown.</p>	<p>1. Verb not necessary.</p> <p>2. <i>Perché</i> not necessary.</p> <p>3. <i>Finito</i>: ½ conveyed.</p> <p>4. Must have a verb.</p>
B6	<p>1. <i>si può / c'è da ...</i></p> <p>2. Any sensible length of time (up to 1 month?).</p> <p>3. <i>Andare a / in ...</i></p> <p>4. <i>È vicino</i>.</p>	<p>3. Activities other than shown.</p>	<p>1. Must have a verb; <i>visitato</i>: ½ conveyed.</p> <p>2. Verb not necessary.</p> <p>3. Must have a verb.</p>

Role-play B	Communication and Content
9-10	Conveys all information required Deals with unpredictable element with success Interacts well No prompting necessary (takes the initiative).
7-8	Conveys most of the information required One element with partial success Little hesitation Little or no prompting necessary.
5-6	Conveys most essential information One element omitted or unsuccessful A degree of hesitation.
3-4	Conveys some information Does not attempt some of the tasks Some prompting necessary.
2-1	Conveys only one relevant piece of information Extremely hesitant Reliant on prompting.
0	No effective communication.

ROLE-PLAY C

As role-play C is much more open-ended, it is difficult to pre-judge what may be said.

As in role-plays A and B, some candidates may interpret the stimulus material in an unexpected manner. Unusual (but after reflection - acceptable) interpretations should be judged sympathetically. Irrelevant material should be rejected.

	ACCEPT	REJECT	COMMENTS
C	Any sensible interpretation of stimulus material.	Anything resulting in the wrong message being conveyed.	Must have some expansion, especially when answering unpredictable questions.

Role-play C	Communication and Content
9-10	All prescribed elements conveyed without ambiguity and without prompting from the Teacher-Examiner. Takes the initiative and expands. Deals with both unpredictable elements without difficulty. Very little or no hesitation.
7-8	Conveys all predictable information required and attempts unpredictable with partial success (or) conveys both unpredictable elements and conveys most of the predictable information required. Produces extended replies. Minimal hesitation evident.
5-6	One element omitted or whole role-play attempted, but not successfully. A degree of hesitation evident but not unduly reliant on the Teacher-Examiner. Some significant language error which impedes communication to some extent. Unable to deal with unpredictable elements.
3-4	Conveys some of the prescribed elements without ambiguity. Hesitant and reliant to some extent on the Teacher-Examiner. Does not attempt some of the tasks.
1-2	Conveys only one element without ambiguity. Extremely hesitant Communication seriously impaired through poor pronunciation and language errors.

Assessment criteria - Conversation (Foundation and Higher Tiers)

Students can gain up to ten marks in *each* of the following:

Communication and Content

Application of Language

Accuracy.

Marks are not allocated separately for each topic but are awarded for performance throughout the full conversation (both topics). Please refer to the following assessment grid.

Conversation

Communication & Content		Application of Language		Accuracy	
9-10	Responds very well indeed to a wide range of question-types. Extremely responsive expands and develops relevant interchange on own initiative. Clearly expresses wide range of opinions and attitudes. Frequently justifies opinions.	9-10	Deploys a very wide range of structures and lexis as appropriate to questions Use of some more complex lexical items. Very competent use of present, past and future modes.	9-10	Very accurate indeed although isolated, usually insignificant errors, may occur. Pronunciation and intonation of a consistently good standard.
7-8	Responds well to a wide range of question types although occasional prompting required. Takes initiative/develops more elaborate responses. Conveys opinions without undue difficulty.	7-8	Generally at ease with subordination. Uses reasonably wide and mostly appropriate range of structure and lexis Unambiguous use of tenses other than the present.	7-8	Generally accurate in straightforward language but errors made (possibly basic) in more complex language pronunciation and intonation generally good.
5-6	Responds well to familiar, straightforward questions but experiences problems with more complex question forms. Conveys simple opinions. Deals with open questions but rarely expands. Dependent on Teacher-Examiner's structured language.	5-6	Offers some examples of subordination. Uses tenses without ambiguity. Mostly predictable lexical items deployed.	5-6	Generally accurate in simple, basic language despite a fair number of significant errors. Less accurate in more unfamiliar language situations. Some inconsistency. Pronunciation generally accurate.
3-4	Responses restricted to very straightforward questions. Answers invariably limited, short and very hesitant. Very dependent on Teacher Examiners' language and prompts. Opinions limited to basic likes and dislikes.	3-4	Short main clause structures predominantly used. Little or no awareness of tense concept other than the present. Inappropriate lexical items may impede communication at times. Deploys a very limited/ repetitive range of structure and lexis.	3-4	Communicates main points despite high incidence of errors. Some 'prelearnt' stereotypes correct but frequent and basic inaccuracy in manipulated language. Pronunciation inconsistent
1-2	Produces minimal responses (mainly one word replies or very short phrases) Limited comprehension of basic questions and limited response. Totally reliant on Teacher- Examiner's structured questions.	1-2	Operates only in most basic structures. Rarely offers complete sentences. Resorts frequently to non-target language.	1-2	Consistently inaccurate language. Pronunciation impedes basic communication most of the time. Offers only isolated examples of accurate language. Pronunciation very poor.
0	No rewardable communication/ content	0	No rewardable language	0	No rewardable language

1237 Paper 3F Reading and Responding Mark Scheme

Question Number	Answer	Mark
1(i)	From Left to Right: <ul style="list-style-type: none"> • 10% • 3% • 15% • 7% • 40% 	(5)

Question Number	Answer	Mark
2	Cross in Boxes; A, B, C, E, G	(5)

Question Number	Answer	Mark
3(i)	Pullman Accept: autobus	(1)

Question Number	Answer	Mark
3(ii)	13 ore Accept: 6.30-19.30 Reject: 6.30-7.30 if no am/pm indication	(1)

Question Number	Answer	Mark
3(iii)	6.30	(1)

Question Number	Answer	Mark
3(iv)	Any one of: Museo (dell'Accademia) / (statua di) David / Cattedrale (di Santa Maria del Fiore) Reject: statua on its own	(1)

Question Number	Answer	Mark
3(v)	Any one of: Borse / di pelle / gioielli / d'oro	(1)

Question Number	Answer	Mark
4(i)	Gemma	(1)

Question Number	Answer	Mark
4(ii)	Roberta	(1)

Question Number	Answer	Mark
4(iii)	Andrea	(1)

Question Number	Answer	Mark
4(iv)	Marco	(1)

Question Number	Answer	Mark
4(v)	Matteo	(1)

Question Number	Answer	Mark
5(i)	30 settembre 1964 or 30/09/1964 Reject: 30 settembre without the year of birth	(1)

Question Number	Answer	Mark
5(ii)	Perugia	(1)

Question Number	Answer	Mark
5(iii)	liceo / classico Reject: università	(1)

Question Number	Answer	Mark
5(iv)	francese	(1)

Question Number	Answer	Mark
5(v)	Parigi	(1)

Question Number	Answer	Mark
6(i)	Famiglia Accept: for all of these answers (q.6) accept spelling errors if chosen word is clear	(1)

Question Number	Answer	Mark
6(ii)	Ambiente Accept: for all of these answers (q.6) accept spelling errors if chosen word is clear	(1)

Question Number	Answer	Mark
6(iii)	Magra Accept: for all of these answers (q.6) accept spelling errors if chosen word is clear	(1)

Question Number	Answer	Mark
6(iv)	Viaggiare Accept: for all of these answers (q.6) accept spelling errors if chosen word is clear	(1)

Question Number	Answer	Mark
6(v)	Lavoro Accept: for all of these answers (q.6) accept spelling errors if chosen word is clear	(1)

Question Number	Answer	Mark
7(i)	C	(1)

Question Number	Answer	Mark
7(ii)	A	(1)

Question Number	Answer	Mark
7(iii)	D	(1)

Question Number	Answer	Mark
7(iv)	E	(1)

Question Number	Answer	Mark
7(v)	G	(1)

Question Number	Answer	Mark
8 A	(iii)	(1)

Question Number	Answer	Mark
8 B	(i)	(1)

Question Number	Answer	Mark
8 C	(i)	(1)

Question Number	Answer	Mark
8 D	(ii)	(1)

Question Number	Answer	Mark
8 E	(iii)	(1)

Question Number	Answer	Mark
9(a)	They have pictures of animals / elephants / lions / zebras / hippopotami	(1)

Question Number	Answer	Mark
9(b)	Milan / Rome Accept: Milano/Roma	(1)

Question Number	Answer	Mark
9(c)	Any two from: Send a text / write the name of the animal (you saw) / send your email address Reject: send an email/phone them	(2)

Question Number	Answer	Mark
9(d)	a holiday/trip/safari (for two/to Kenya)	(1)

Question Number	Answer	Mark
10(a)	Thirty days (before)/ one month	(1)

Question Number	Answer	Mark
10(b)	Tuesday	(1)

Question Number	Answer	Mark
10(c)	Lower prices Accept: discount/reduction/cheaper	(1)

Question Number	Answer	Mark
10(d)	You have to pay (for suitcases) Accept: cheaper/would cost more money	(1)

Question Number	Answer	Mark
10(e)	Meals are not included	(1)

1237 Paper 3H Reading and Responding Mark Scheme

Question Number	Answer	Mark
1(i)	Pullman Accept: autobus	(1)

Question Number	Answer	Mark
1(ii)	13 ore Accept: 6.30-19.30 Reject: 6.30-7.30 if no am/pm indication	(1)

Question Number	Answer	Mark
1(iii)	6.30	(1)

Question Number	Answer	Mark
1(iv)	Any one of: Museo (dell'Accademia) / (statua di) David / Cattedrale (di Santa Maria del Fiore) Reject: statua on its own	(1)

Question Number	Answer	Mark
1(v)	Any one of: Borse / di pelle / gioielli / d'oro	(1)

Question Number	Answer	Mark
2(i)	Gemma	(1)

Question Number	Answer	Mark
2(ii)	Roberta	(1)

Question Number	Answer	Mark
2(iii)	Andrea	(1)

Question Number	Answer	Mark
2(iv)	Marco	(1)

Question Number	Answer	Mark
2(v)	Matteo	(1)

Question Number	Answer	Mark
3(i)	Cross in boxes: (b) (c) (e) (h) (j)	(5)

Question Number	Answer	Mark
4(a)	(ex) calciatore/giocava or ha giocato a calcio	(1)

Question Number	Answer	Mark
4(b)	Any one from: perché ha sposato una ragazza britannica / sua figlia è nata lì / la sua vera casa è lì (accept first person)	(1)

Question Number	Answer	Mark
4(c)	lo stadio	(1)

Question Number	Answer	Mark
4(d)	(è piena di) cose da fare or campi da golf Reject: è piena	(1)

Question Number	Answer	Mark
4 (e)	il clima or la cucina	(5)

Question Number	Answer	Mark
5(i)-(iii)	In any order: viaggia in continuazione / conosce persone diverse / la paga è buona or la paga è 1500 euro Reject: parlare inglese	(3)

Question Number	Answer	Mark
5(iv)-(v)	Any two from: non ha molto tempo con la famiglia / i turni sono lunghi / è sempre stanca (+è necessario parlare perfettamente inglese/fare un corso di sei mesi/saper nuotare)	(2)

Question Number	Answer	Mark
6(i)	E	(1)

Question Number	Answer	Mark
6(ii)	A	(1)

Question Number	Answer	Mark
6(iii)	I	(1)

Question Number	Answer	Mark
6(iv)	C	(1)

Question Number	Answer	Mark
6(v)	J	(1)

Question Number	Answer	Mark
7(i)	30 settembre 1964 or 30/09/1964 Reject: 30 settembre without the year of birth	(1)

Question Number	Answer	Mark
7(ii)	Perugia	(1)

Question Number	Answer	Mark
7(iii)	liceo / classico Reject: università	(1)

Question Number	Answer	Mark
7(iv)	francese	(1)

Question Number	Answer	Mark
7(v)	Parigi	(1)

Question Number	Answer	Mark
8(i)	Famiglia Accept: for all of these answers (q.8) accept spelling errors if chosen word is clear	(1)

Question Number	Answer	Mark
8(ii)	Ambiente Accept: for all of these answers (q.8) accept spelling errors if chosen word is clear	(1)

Question Number	Answer	Mark
8(iii)	Magra Accept: for all of these answers (q.8) accept spelling errors if chosen word is clear	(1)

Question Number	Answer	Mark
8(iv)	Viaggiare Accept: for all of these answers (q.8) accept spelling errors if chosen word is clear	(1)

Question Number	Answer	Mark
8(v)	Lavoro Accept: for all of these answers (q.8) accept spelling errors if chosen word is clear	(1)

Question Number	Answer	Mark
9(a)	They ban television	(1)

Question Number	Answer	Mark
9(b)	<ul style="list-style-type: none"> • boys cannot watch sport programmes • girls miss out on their favourite soap 	(2)

Question Number	Answer	Mark
9(c)	not being allowed to go out (with friends)/to see friends/they are grounded	(1)

Question Number	Answer	Mark
9(d) (i)	No/less weekly pocket money/they don't get paid/get less pay	(1)

Question Number	Answer	Mark
9(d) (ii)	hand in their mobile phone to their parents	(1)

Question Number	Answer	Mark
9(e)	because youngsters hate feeling isolated from their friends	(1)

Question Number	Answer	Mark
9(f)	<ul style="list-style-type: none"> • they start socialising very early • their life is based on continuous contact with their mates/friends 	(2)

Question Number	Answer	Mark
9(g)	(iii)	(1)

1237 Paper 4F Writing

Question Number	Answer	Mark
1(a)(i)-(v)	Any five rooms/areas of the house.	(5)

Question Number	Answer	Mark
1(b)(i)-(v)	Any five things that can be reasonably found in a bedroom (furniture/accessories etc.)	(5)

Marked for communication only

Marks are awarded positively for each item/point communicated in such a way that a sympathetic native speaker can readily understand it. No marks are allocated for accuracy beyond that required for effective communication.

Question Number	Answer	Mark
2(a)	ricevo - libro	(2)

Question Number	Answer	Mark
2(b)	mangio - torta/dolce	(2)

Question Number	Answer	Mark
2(c)	incontro - amici	(2)

Question Number	Answer	Mark
2(d)	vado - ristorante/pizzeria/trattoria	(2)

Question Number	Answer	Mark
2(e)	ritorno - casa	(2)

Mark	Communication and Content
5	All phrases are completed, perhaps with minor ambiguity or omission.
4	Most of the phrases are completed. There may be some ambiguity or omission.
3	About half of the required phrases are completed, though with some ambiguity.
2	One or two phrases are completed but with some ambiguity.
1	There is little meaningful communication.
0	No effective communication.

Mark	Knowledge and Application of Language
5	Appropriate vocabulary. Correct syntax. Accurate spelling.
4	Appropriate vocabulary. Correct syntax. All verbs correctly spelt. Spelling errors do not affect communication.
3	Vocabulary mostly appropriate. Most verbs correctly spelt. Syntax, genders and agreements may be inaccurate.
2	Some appropriate vocabulary. At least one verb correctly spelt. Inaccuracy impedes communication.
1	Some appropriate vocabulary. No verbs correctly spelt. Isolated examples of correctly spelt words.
0	No language worthy of credit.

1237 Paper 4H writing

Question Number	Indicative content
3	<p>Candidates must write around 30 words in Italian with the following information:</p> <ul style="list-style-type: none"> • When you are going to Rome and with whom • How you are travelling/going • What you want to see there • What you would like to eat there

Mark	Communication and Content
5	The task is completed, perhaps with minor ambiguity or omission.
4	Most of the task is completed. There may be some ambiguity or omission.
3	About half of the task is completed, though with some ambiguity.
2	One or two elements of the task are completed but with some ambiguity.
1	There is little meaningful communication - single lexical items only.
0	No effective communication.

Mark	Knowledge and Application of Language
5	Appropriate vocabulary for the task. Correct syntax in simple phrases. Generally accurate with some lapses.
4	Basic errors evident but these rarely interfere with communication. Able to construct simple sentences with some lapses. Vocabulary and structures generally appropriate for the task. Some weakness in spellings, gender and verbs.
3	Inaccurate language sometimes impedes communication. Shows some ability to construct simple sentences. Vocabulary and structures adequate to the task. Genders, spellings, verb forms inconsistent.
2	Much inaccuracy which impedes communication. Some examples of simple sentence structure - pre-learned phrases. Spellings and genders are often inaccurate or weak. Very limited verb forms. Vocabulary and structures only just adequate for the task.
1	Frequent errors which prevent communication, only isolated examples of accurate recognisable language - odd words, phrases. No awareness of structure.
0	No language worthy of credit.

Question Number	Indicative content
4(a)	<p>Candidates must write about 70 or 80 words including the following information:</p> <ul style="list-style-type: none"> • Which shops there are in their area (present tense) • Whether they like shopping or not and why (opinion) • What they bought last time they went to the shops (past tense) • What they would like to do next time they go into town (future or conditional)

Question Number	Indicative content
4(b)	<p>Candidates must write about 70 or 80 words including the following information:</p> <ul style="list-style-type: none"> • What they generally do at Christmas (present tense) • Whether they like Christmas or not and why (opinion) • What they did at Christmas last year (past tense) • What they would like to do during the next school holidays (future or conditional)

Mark	Communication and Content
9-10	Task clearly understood and responds fully to stimulus. Ability to narrate, expand, give full descriptions and express opinions as appropriate to task. Time sequence/verb tenses clear with no ambiguity. Piece clearly linked as a whole and relevant to set task. Coherent, pleasant to read.
7-8	Responds fully to all or nearly all of the task although there may be some minor omissions. Task clearly understood. Shows ability to go beyond a minimal response, and provides evidence of description and opinion as appropriate to the task. Time sequence/verb tenses generally sound with occasional lapses. Coherent with some lapses. Fairly clear, and reasonable attempt to link the piece into a whole. May be rather pedestrian or alternatively, somewhat over ambitious.
5-6	Majority of task completed and relevant information conveyed although there may be some omissions. There may be some misunderstanding of the question leading to some irrelevance. Evidence of ability to go beyond a minimal response, beginning to expand ideas and express opinions etc suitable for factual/imaginative tasks. Appropriate use of verb tenses with some lapses, sometimes leading to ambiguity. Comprehensible overall with some attempt at linking piece into a whole. Ambiguous in places especially if more ambitious language is attempted.
3-4	Main points of question completed but some of the task may have been misunderstood. Some relevant information conveyed but there may be major omissions and /or irrelevance, repetition. Level of response minimal with no evidence of description or opinions etc appropriate to task. Some attempt at verb tenses but inconsistent and unreliable/insecure leading to ambiguity. Just about comprehensible overall. Is not easy to read.
1-2	Little relevant information conveyed. Much ambiguity and omission. Task generally

	misunderstood. Substantial degree of irrelevance and incoherence. Time indications/verb tenses required by the task are absent or unreliable. Except for isolated items would not be comprehensible to a native speaker.
0	No relevant communication.

Mark	Knowledge and Application of Language
5	Vocabulary and structures comfortably equal to the task. Variety of vocabulary, idiom and structures appropriate for narrative and description eg expressing and justifying opinions, ideas and points of view and to avoid repetition. Confident use of more complex structures such as pronouns, negatives, superlatives, range of tenses although there may be the occasional lapse. Clear ability to manipulate language to suit purpose.
4	Evidence of a range of vocabulary and structures appropriate to narrative and description, eg: - expressing opinions, justifying ideas and points of view. Some attempt to vary sentences by using more ambitious structures: subordinate clauses, pronouns, adverbial or other phrases, range of tenses, although these are unlikely to be wholly successful. Shows ability to manipulate language to suit purpose, albeit with mistakes.
3	Vocabulary and structures adequate to task. Language appropriate for purpose, there may be occasional mother-tongue influence, which does not impede communication. Style basic, correct syntax when using simple short sentences. Some longer sentences where syntax not always correct. Fairly correct use of standard idiom. Attempts enhancement of fact with adjectives and adverbial phrases with (some) success. Attempts to use subordinate clauses/simple linking. Evidence of correct formation of tenses with some lapses. Although there will be prelearned, set phrases and attempts to manipulate the language, this may be only partially successful.
2	Limited vocabulary and structures, only just adequate to the task. Language basic and sometimes inappropriate to the task, some mother-tongue influence and words in non-target language. Sentences simple and usually short, syntactically more or less correct, occasional use of standard idiom. Some evidence of correct formation and use of verbs/tenses though frequent lapses. Prelearned, set phrases predominate and there will be no evidence of any ability to manipulate the language. Some attempt at enhancement of fact with adjective or adverbial phrases though these are likely to be only partially successful. There may be some simple subordination.
1	Very limited language. Frequent use of mother-tongue or non-target language words greatly restricts communication. Language very basic and frequently inappropriate. Little understanding of language structures eg. the formation and use of tenses. There may be the occasional almost correct phrase or short sentence but this will be pre-learned or stereotyped.
0	No language worthy of credit.

Mark	Accuracy of Language
5	High level of accuracy though not necessarily faultless. Spellings, genders, agreements, verb forms generally mastered with the odd slip. Secure when using more complex language but again there may be minor errors.
4	Generally accurate in straightforward language, most verb forms correct, secure in genders and agreements but the odd lapse. Spellings mostly accurate. Accuracy can be more variable when more complex structures are attempted.
3	Fairly accurate in simple language. Some lapses in spellings and genders and verb endings. Inconsistency in verb forms but more correct than incorrect. Spellings of common words generally accurate. About half of what is written should be free of major errors, inaccuracy increases if attempts more complex structures. Despite error the message is communicated.
2	Many basic errors but main points communicated. Some correct phrases but frequent misspellings, inaccurate genders, incorrect verb endings.
1	Frequent basic errors and inaccuracies prevent communication. Isolate examples of correct language. Spellings and genders very weak. Little or no evidence of correct verb formation.
0	No language worthy of credit.

Question Number	Indicative content
1(a)	<p>Candidates must write about 70 or 80 words including the following information:</p> <ul style="list-style-type: none"> • Which shops there are in their area (present tense) • Whether they like shopping or not and why (opinion) • What they bought last time they went to the shops (past tense) • What they would like to do next time they go into town (future or conditional)

Question Number	Indicative content
1(b)	<p>Candidates must write about 70 or 80 words including the following information:</p> <ul style="list-style-type: none"> • What they generally do at Christmas (present tense) • Whether they like Christmas or not and why (opinion) • What they did at Christmas last year (past tense) • What they would like to do during the next school holidays (future or conditional)

Mark	Communication and Content
9-10	Task clearly understood and responds fully to stimulus. Ability to narrate, expand, give full descriptions and express opinions as appropriate to task. Time sequence/verb tenses clear with no ambiguity. Piece clearly linked as a whole and relevant to set task. Coherent, pleasant to read.
7-8	Responds fully to all or nearly all of the task although there may be some minor omissions. Task clearly understood. Shows ability to go beyond a minimal response, and provides evidence of description and opinion as appropriate to the task. Time sequence/verb tenses generally sound with occasional lapses. Coherent with some lapses. Fairly clear, and reasonable attempt to link the piece into a whole. May be rather pedestrian or alternatively, somewhat over ambitious.
5-6	Majority of task completed and relevant information conveyed although there may be some omissions. There may be some misunderstanding of the question leading to some irrelevance. Evidence of ability to go beyond a minimal response, beginning to expand ideas and express opinions etc suitable for factual/imaginative tasks. Appropriate use of verb tenses with some lapses, sometimes leading to ambiguity. Comprehensible overall with some attempt at linking piece into a whole. Ambiguous in places especially if more ambitious language is attempted.
3-4	Main points of question completed but some of the task may have been misunderstood. Some relevant information conveyed but there may be major omissions and /or irrelevance, repetition. Level of response minimal with no evidence of description or opinions etc appropriate to task. Some attempt at verb tenses but inconsistent and unreliable/insecure leading to ambiguity. Just about comprehensible overall. Is not easy to read.
1-2	Little relevant information conveyed. Much ambiguity and omission. Task generally

	misunderstood. Substantial degree of irrelevance and incoherence. Time indications/verb tenses required by the task are absent or unreliable. Except for isolated items would not be comprehensible to a native speaker.
0	No relevant communication.

Mark	Knowledge and Application of Language
5	Vocabulary and structures comfortably equal to the task. Variety of vocabulary, idiom and structures appropriate for narrative and description eg expressing and justifying opinions, ideas and points of view and to avoid repetition. Confident use of more complex structures such as pronouns, negatives, superlatives, range of tenses although there may be the occasional lapse. Clear ability to manipulate language to suit purpose.
4	Evidence of a range of vocabulary and structures appropriate to narrative and description, eg: - expressing opinions, justifying ideas and points of view. Some attempt to vary sentences by using more ambitious structures: subordinate clauses, pronouns, adverbial or other phrases, range of tenses, although these are unlikely to be wholly successful. Shows ability to manipulate language to suit purpose, albeit with mistakes.
3	Vocabulary and structures adequate to task. Language appropriate for purpose, there may be occasional mother-tongue influence, which does not impede communication. Style basic, correct syntax when using simple short sentences. Some longer sentences where syntax not always correct. Fairly correct use of standard idiom. Attempts enhancement of fact with adjectives and adverbial phrases with (some) success. Attempts to use subordinate clauses/simple linking. Evidence of correct formation of tenses with some lapses. Although there will be prelearned, set phrases and attempts to manipulate the language, this may be only partially successful.
2	Limited vocabulary and structures, only just adequate to the task. Language basic and sometimes inappropriate to the task, some mother-tongue influence and words in non-target language. Sentences simple and usually short, syntactically more or less correct, occasional use of standard idiom. Some evidence of correct formation and use of verbs/tenses though frequent lapses. Prelearned, set phrases predominate and there will be no evidence of any ability to manipulate the language. Some attempt at enhancement of fact with adjective or adverbial phrases though these are likely to be only partially successful. There may be some simple subordination.
1	Very limited language. Frequent use of mother-tongue or non-target language words greatly restricts communication. Language very basic and frequently inappropriate. Little understanding of language structures eg. the formation and use of tenses. There may be the occasional almost correct phrase or short sentence but this will be pre-learned or stereotyped.
0	No language worthy of credit.

Mark	Accuracy of Language
5	High level of accuracy though not necessarily faultless. Spellings, genders, agreements, verb forms generally mastered with the odd slip. Secure when using more complex language but again there may be minor errors.
4	Generally accurate in straightforward language, most verb forms correct, secure in genders and agreements but the odd lapse. Spellings mostly accurate. Accuracy can be more variable when more complex structures are attempted.
3	Fairly accurate in simple language. Some lapses in spellings and genders and verb endings. Inconsistency in verb forms but more correct than incorrect. Spellings of common words generally accurate. About half of what is written should be free of major errors, inaccuracy increases if attempts more complex structures. Despite error the message is communicated.
2	Many basic errors but main points communicated. Some correct phrases but frequent misspellings, inaccurate genders, incorrect verb endings.
1	Frequent basic errors and inaccuracies prevent communication. Isolate examples of correct language. Spellings and genders very weak. Little or no evidence of correct verb formation.
0	No language worthy of credit.

Question Number	Indicative content
2(a)	<p>Candidates must write around 150 words including the following information:</p> <ul style="list-style-type: none"> • a description of their local area (present tense) • what there is to do for young people in the local area (present tense) • what could be done to improve the local area (opinion/conditional or similar advice structures) • what they did last weekend there (past tense)

Question Number	Indicative content
2(b)	<p>Candidates must write around 150 words including the following information:</p> <ul style="list-style-type: none"> • what the argument was about (past tense) • what their reaction was (opinions and feelings) • what the consequences have been (possible future)

Mark	Communication and Content
13-15	Task clearly understood and responds fully to stimulus. Ability to narrate, expand, give full descriptions and express opinions as appropriate to task. Time sequence/verb tenses clear with no ambiguity. Piece clearly linked as a whole and relevant to set task. Coherent, pleasant to read.
10-12	Responds fully to all or nearly all of the task although there may be some minor omissions. Task clearly understood. Shows ability to go beyond a minimal response, and provides evidence of description and opinion as appropriate to the task. Time sequence/verb tenses generally sound with occasional lapses. Coherent with some lapses. Fairly clear, and reasonable attempt to link the piece into a whole. May be rather pedestrian or alternatively, somewhat over ambitious.
7-9	Majority of task completed and relevant information conveyed although there may be some omissions. There may be some misunderstanding of the question leading to some irrelevance. Evidence of ability to go beyond a minimal response, beginning to expand ideas and express opinions etc suitable for factual/imaginative tasks. Appropriate use of verb tenses with some lapses, sometimes leading to ambiguity. Comprehensible overall with some attempt at linking piece into a whole. Ambiguous in places especially if more ambitious language is attempted.
4-6	Main points of question completed but some of the task may have been misunderstood. Some relevant information conveyed but there may be major omissions and /or irrelevance, repetition. Level of response minimal with no evidence of description or opinions etc appropriate to task. Some attempt at verb tenses but inconsistent and unreliable/insecure leading to ambiguity. Just about comprehensible overall. Is not easy to read.
1-3	Little relevant information conveyed. Much ambiguity and omission. Task generally misunderstood. Substantial degree of irrelevance and incoherence. Time indications/verb tenses required by the task are absent or unreliable. Except for isolated items would not be comprehensible to a native speaker.

0	No relevant communication.
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Mark	Knowledge and Application of Language
9-10	Vocabulary and structures comfortably equal to the task. Variety of vocabulary, idiom and structures appropriate for narrative and description eg expressing and justifying opinions, ideas and points of view and to avoid repetition. Confident use of more complex structures such as pronouns, negatives, superlatives, range of tenses although there may be the occasional lapse. Clear ability to manipulate language to suit purpose.
7-8	Evidence of a range of vocabulary and structures appropriate to narrative and description, eg: - expressing opinions, justifying ideas and points of view. Some attempt to vary sentences by using more ambitious structures: subordinate clauses, pronouns, adverbial or other phrases, range of tenses, although these are unlikely to be wholly successful. Shows ability to manipulate language to suit purpose, albeit with mistakes.
5-6	Vocabulary and structures adequate to task. Language appropriate for purpose, there may be occasional mother-tongue influence, which does not impede communication. Style basic, correct syntax when using simple short sentences. Some longer sentences where syntax not always correct. Fairly correct use of standard idiom. Attempts enhancement of fact with adjectives and adverbial phrases with (some) success. Attempts to use subordinate clauses/simple linking. Evidence of correct formation of tenses with some lapses. Although there will be prelearned, set phrases and attempts to manipulate the language, this may be only partially successful.
3-4	Limited vocabulary and structures, only just adequate to the task. Language basic and sometimes inappropriate to the task, some mother-tongue influence and words in non-target language. Sentences simple and usually short, syntactically more or less correct, occasional use of standard idiom. Some evidence of correct formation and use of verbs/tenses though frequent lapses. Prelearned, set phrases predominate and there will be no evidence of any ability to manipulate the language. Some attempt at enhancement of fact with adjective or adverbial phrases though these are likely to be only partially successful. There may be some simple subordination.
1-2	Very limited language. Frequent use of mother-tongue or non-target language words greatly restricts communication. Language very basic and frequently inappropriate. Little understanding of language structures eg. the formation and use of tenses. There may be the occasional almost correct phrase or short sentence but this will be pre-learned or stereotyped.
0	No language worthy of credit.

Mark	Accuracy of Language
5	High level of accuracy though not necessarily faultless. Spellings, genders, agreements, verb forms generally mastered with the odd slip. Secure when using more complex language but again there may be minor errors.
4	Generally accurate in straightforward language, most verb forms correct, secure in genders and agreements but the odd lapse. Spellings mostly accurate. Accuracy can be more variable when more complex structures are attempted.
3	Fairly accurate in simple language. Some lapses in spellings and genders and verb endings. Inconsistency in verb forms but more correct than incorrect. Spellings of common words generally accurate. About half of what is written should be free of major errors, inaccuracy increases if attempts more complex structures. Despite error the message is communicated.
2	Many basic errors but main points communicated. Some correct phrases but frequent misspellings, inaccurate genders, incorrect verb endings.
1	Frequent basic errors and inaccuracies prevent communication. Isolate examples of correct language. Spellings and genders very weak. Little or no evidence of correct verb formation.
0	No language worthy of credit.

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