Mark scheme
June 2003

GCSE

Modern Hebrew

3676
Speaking

SPEAKING TESTS

PART ONE

1   Principles of Marking

1.1   The Speaking Tests are marked in accordance with the Criteria for Assessment, given on subsequent pages of this booklet.

1.2   Part 2 of the mark scheme, given in a separate booklet, gives written details of suggested marks for possible utterances made by candidates in the role-playing situations. This guidance obviously cannot cover all possibilities and should be used in conjunction with the Criteria for Assessment.

1.3   No allowance can be made for poor teacher conduct of the Tests. You can only assess what you hear.

2   Mechanics of Marking

Please ensure that the grids on the Examiner's Detailed Mark Sheet are completed accurately. Please conform to the layout shown in the exemplar Mark Sheet given in this booklet. **Please note in particular that the Presentation & Discussion and the Conversation marks should be recorded in order: Communication, Spontaneity & Fluency, Range & Complexity, and Pronunciation and Accuracy.**

Role–plays 1 - 6	4 x 4 = 16 ÷ 2 =	8
Presentation & Discussion		12
Conversation		20
	Maximum Total	40

3   **Role-playing Situations**

3.1   You must mark role-plays in accordance with the criteria given in this booklet and with Part 2 of the mark scheme. You should also note the following information.

3.2   Material shown in brackets in the mark scheme may not need to be produced by the candidate. If it is produced incorrectly it may or may not affect the mark awarded, depending on its effect on the message conveyed. If produced it cannot be ignored. **All language produced by the candidate must be assessed.**

3.3   You should not penalise the candidate for making exactly the same mistake either of vocabulary, structure or pronunciation twice in one role-play. (This may be shown as n.f.p. [no further penalty] in Part 2 of the mark scheme).

3.4   If the teacher supplies **key** vocabulary, whether requested or not by the candidate, award no marks for the response, or, if a split response is identified in the detailed mark scheme, for that part of the response.

3.5   You should award no marks where a teacher repeats a question after the candidate has given a **complete** and **incorrect** answer. However, if a candidate's response shows that he/she has moved to another utterance, the teacher should go back and try to elicit the omitted response.

3.6   It is possible that the candidate's answers will not be produced in the order anticipated. This is quite legitimate. **You should enter your marks on the Mark Sheet in the order in which the responses occur in the mark scheme.**

4   **Presentation & Discussion and Conversation**

4.1   You must the Presentation & Discussion and the Conversation in accordance with the criteria in this booklet. You should also note the following information.

4.2   Presentation & Discussion is marked separately from the Conversation. You must assess, and award marks for, each of the four categories separately - **Communication, Spontaneity & Fluency, Range & Complexity, Pronunciation & Accuracy -** for the Presentation Discussion and then again for the Conversation. N.B. In the Presentation & Discussion the mark for **Spontaneity and Fluency** is awarded on the basis of the Discussion element only. You may need to listen to each candidate more than once, especially in the early stages of your marking to ensure that you are marking each category individually.

4.3

Communication	Range & Complexity
0	0
1	1 or 2
2	2 or 3
3	Max 4
4	Max 6

The mark for Spontaneity & Fluency is not limited by the Communication mark. This applies to both Foundation and Higher Tiers.

4.4

Communication	Pronunciation & Accuracy
0	0
1	1 or 2
2	Max 4
3	Max 5
4	Max 6

4.5   The following table is a summary in tabular form of paragraphs 4.3 and 4.4.

Communication Mark	Range & Complexity Mark	Pronunciation & Accuracy Mark
0	0	0
1	1 or 2	1 or 2
2	Max 3 3 marks **must** include **two** of Past/Present/Future	Max 4
3	Max 3 3 marks **must** include **two** of Past/Present/Future Max 4 4 marks **must** include Past **and** Present **and** Future **and** opinion	Max 5
4	Max 6 4 marks or more **must** include Past **and** Present **and** Future **and** opinion	Max 6

To score 3 marks or more for Range and Complexity the candidate needs to show the ability to refer to any two of past, present and future events.

To score 4 marks or more for Range and Complexity the candidate needs to show the ability to refer to past, present and future events and to express an opinion. These would require an attempt at an appropriate verb form. One example of each is required in the Presentation & Discussion and one in the Conversation. "an attempt at an appropriate verb form" = a verb which is recognisable but may not be completely correct. Principal Examiners will give language-specific examples at Standardisation Meetings.

4.6   You should stop marking the Presentation & Discussion approximately 3 minutes after the start of that section. You should stop marking the Conversation approximately 6 minutes (Foundation) or 8 minutes (Higher) from the start of that section of the test.

4.7   If the candidate produces a Conversation which consists **largely** or **entirely** of material outside the scope of the prescribed Topics, you should treat the irrelevant material as if it were silence and mark accordingly for Communication. It is emphasised that this situation is **very rare.**

4.8   If the candidate speaks on only **one** Topic throughout the Conversation, you should find the appropriate band for Communication and then award up to a maximum of 2 marks. **N.B.** this affects the maximum marks available for Pronunciation & Accuracy and Range & Complexity. Given the breadth of the Topic areas and the links between them, this situation is **very rarely** encountered, if at all.

5   Exemplar Mark Sheet

Role Play 1

Reject	Accept	
תשובה לא מלאה (רק שם המקצועות)	2 דברים לא רק מקצועות	(1)
תשובה לא מלאה (רק שם המקצועות)	2 דברים לא רק מקצועות	(2)
אני להיות.... מדינה אחרת במקום ישראל (2-) או כל מקום בישראל	רק ישראל	(3)
	כולל: לראות / לבקר חברים, משפחה, אתרים, ערים	(4)

Role Play 2

Reject	Accept	
	לא מחייב תשובה מלאה	(1)
	לא מחייב תשובה מלאה	(2)
לא מציין/ת סיבה ו/או משתמש בשני הדברים (2-) מבלי לציין העדפה. או שהתשובה אינה קשורה לתשובה למענה שניתן לשאלה 2		(3)
רק דבר אחד: "שני דברים שאני אוהב לעשות בבית" מבלי לציין את הדברים.		(4)

Role Play 3

Reject	Accept	
אני לא מרגיש/ה (2-) בלי 'טוב', אני לא רגיש/ה טוב(ה) (2-) אני לא טוב (4-)	חולה	(1)
	כל סיבה בריאותית	(2)
תשובה שאינה בעבר		(3)
	לא מחייב תשובה מלאה. "לסרט", "להצגה" וכו'	(4)

Role Play 4

Reject	Accept	
אֲ בדתי (במקום איבדתי)	אבד לי / איבדתי / הלך לי / לא מוצא תיק / מזוודה /ילקוט / שקית /שק	(1)
היה איש / אני לראות איש		(2)
"מה הוא לבש" מבלי לתת פירוט		(3)
		(4)

Role Play 5

Reject	Accept	
לראות קולנוע / הצגה	ללכת / לראות / לסרט / ללכת לקולנוע	(1)
	לצאת / ללכת/ לבלות , לצאת מהבית	(2)
יש אין דבר מעניין , יש שום דבר מעניין (1-)	הכל משעמם	(3)
לציין שעה ולהוסיף 'בבוקר'		(4)

Role Play 6

Reject	Accept	
	רוצה עובד/ לעבוד / עבודה	(1)
מוכרח/ה, ממון (2-)	להרוויח כסף	(2)
יכול/ה אוכל/ת, מה שאינו קשור לעבודה בסעדה	יכול/ה מבשל/ת או כל עבודה אחרת הקשורה לעבודה במסעדה	(3)
כתובת חייבת להיות מלאה **בישראל**: (4-) רחוב, עיר, מספר (הסדר לא חשוב)		(4)

5   **Exemplar Mark Sheet**

GCSE Modern Languages Speaking Tests

AQA

Examiner's Detailed Mark Sheet   Language _____   Full/Short Course

* delete as appropriate

Centre No ☐☐☐☐☐   Tape No _____

Cand No.	Candidate's Name	Tier	R-P No.	Conv Card.	Role Play Marks				T	T ÷ 2*	Presentation/Discussion					General Conversation				T	Total
											C	S/F	R/C P/A	RC+PA ÷ 3 Q*	C+SF + Q T	C	S/F	R/C	P/A		
0001	**Garden, Lilly**		6	C	1	3	3	2	9	5	3	0	3 / 2	2	5	2	2	2	2	**8**	18
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Name……………………………………………………….(Examiner) (Please Print)

Sheet No	
Total sheets for this centre	

* Round up or down to the nearest whole number (ie. ½ rounded up, $^1/_3$ rounded down, $^2/_3$ rounded up)

CRITERIA FOR ASSESSMENT

Role-Playing Situations

Communication and Quality of Language	
0	Required message not communicated.
1	Appropriate response, although inaccuracy or loss of part of the message may cause difficulty or ambiguity for comprehension. The task may not be fully accomplished, but some relevant information is communicated.
2	Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message.
3	Appropriate and full response. Quality of language is such that minor errors would cause no difficulties of comprehension.
4	Appropriate and correct response. The task is accomplished fully and without significant error. *
4 tasks x 4 = 16/2 = 8 marks	

*without significant error" = grammatically correct (but may contain **one** minor error.)
If an answer contains more than one minor error a maximum of 3 marks may be awarded.

PRESENTATION & DISCUSSION AND GENERAL CONVERSATION

Communication	
0	Nothing relevant communicated or what is said consists of individual words making no coherent sense.
1	A little relevant information is communicated. The candidate responds to some questions but replies are very brief.
2	Some messages/responses communicated, with occasional development.
3	Most of the responses communicated and developed.
4	Candidate communicates and develops all that is required with only very occasional omissions.

Spontaneity and Fluency	
0	Very hesitant and disjointed.
1	Sometimes hesitant; little natural flow of language.
2	Ready responses; some evidence of an ability to sustain a conversation; little, if any, initiative.
3	Answers without hesitation and extends responses beyond minimal requirements with some flow of language; may sometimes take the initiative.
4	Responds readily and shows some initiative; conversation sustained at a reasonable speed; language expressed fluently.

Quality of Language

Range & Complexity	Marks	Pronunciation & Accuracy
Occasional words which make little coherent sense.	0	The language used makes comprehension almost impossible.
Simple vocabulary in lists, phrases or short sentences which sometimes communicate.	1	Frequency and type of errors in pronunciation and structure often make comprehension difficult.
Responses dependent on structures and vocabulary from stimulus but limited in breadth and variety. Some responses in simple complete sentences.	2	Pronunciation generally recognisable but with quite frequent error. Messages usually communicated but errors quite frequent.
Responses generally in simple sentences with limited vocabulary and sentence structure. There may be the occasional complex sentence. There is some evidence of a few messages going beyond a direct response to the stimulus.	3	Errors are frequent in pronunciation and structures but do not usually provide a barrier to communication. There is evidence of accurate use of basic structures in simple sentences.
Some complex sentences with a wider range of vocabulary successfully attempted. Responses go beyond the basic requirements of the stimulus, using appropriate reference to past, present and future events.	4	Errors of structure and / or pronunciation cause only occasional problems with communication. Some more complex sentences are accurately produced. Time frames are used as appropriate but not always well formed.
Wide range of vocabulary and structure used appropriately in complex responses, many of which show considerable independence of the stimulus.	5	Structures and pronunciation generally accurate causing only very occasional problems with communication. There is accurate use of a variety of tenses.
Wide ranging vocabulary and structures appropriately used in complex and extended answers.	6	Only very minor errors in structure and pronunciation. Good accent and intonation. All messages fully communicated in accurate target language using a variety of tenses.

The marks for Presentation & Discussion and Conversation will be allocated and scaled as follows.

Presentation & Discussion		**Marks**
Communication (in Presentation and Discussion)		4
Spontaneity and Fluency (in Discussion only)		4
Quality of Language Range and Complexity 6 marks Pronunciation and Accuracy 6 marks Mark / 12 divided by 3		4
	TOTAL	**12**

General Conversation		**Marks**
Communication		4
Spontaneity and Fluency		4
Quality of Language Range and Complexity 6 marks Pronunciation and Accuracy 6 marks		12
	TOTAL	**20**

SCALING TABLES FOR ROLE PLAY AND PRESENTATION & DISCUSSION

ROLE-PLAY GRID

RAW MARK	SCALED MARK
16	8
15	8
14	7
13	7
12	6
11	6
10	5
9	5
8	4
7	4
6	3
5	3
4	2
3	2
2	1
1	1
0	0

PRESENTATION & DISCUSSION GRID

RAW SCORE FOR QUALITY OF LANGUAGE	SCALED MARK
12	4
11	4
10	3
9	3
8	3
7	2
6	2
5	2
4	1
3	1
2	1
1	0
0	0