



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme

June 2003

GCSE

Polish

3686

Speaking

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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	$4 \times 4 = 16 \div 2 =$	8
Presentation & Discussion		12
Conversation		20
	Maximum Total	40

3 Role-playing Situations

- 3.1 You must mark role-plays in accordance with the criteria given in this booklet and with Part 2 of the mark scheme. You should also note the following information.
- 3.2 Material shown in brackets in the mark scheme may not need to be produced by the candidate. If it is produced incorrectly it may or may not affect the mark awarded, depending on its effect on the message conveyed. If produced it cannot be ignored. **All language produced by the candidate must be assessed.**
- 3.3 You should not penalise the candidate for making exactly the same mistake either of vocabulary, structure or pronunciation twice in one role-play. (This may be shown as n.f.p. [no further penalty] in Part 2 of the mark scheme).
- 3.4 If the teacher supplies **key** vocabulary, whether requested or not by the candidate, award no marks for the response, or, if a split response is identified in the detailed mark scheme, for that part of the response.
- 3.5 You should award no marks where a teacher repeats a question after the candidate has given a **complete** and **incorrect** answer. However, if a candidate's response shows that he/she has moved to another utterance, the teacher should go back and try to elicit the omitted response.
- 3.6 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
- 4.3 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

See overleaf.

5
GCSE Modern Languages Speaking Tests
Examiner's Detailed Mark Sheet

Exemplar Mark Sheet



Full/Short Course

* delete as appropriate

Language _____

Centre No

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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

Name.....(Examiner) (Please Print)

Sheet No	
Total sheets for this centre	

* Round up or down to the nearest whole number (ie. 1/2 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
<i>Quality of Language</i>	
Range and Complexity 6 marks	
Pronunciation and Accuracy 6 marks	4
Mark / 12 divided by 3	
TOTAL	12

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

SCALING TABLES FOR ROLE PLAY AND PRESENTATION & DISCUSSION

ROLE-PLAY GRID

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

PRESENTATION & DISCUSSION GRID

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

Mark Scheme – Part 2

SPEAKING TESTS

Abbreviations used:

t.c.	tout court	o.c.r.	otherwise correct response
Eng.	English	CCR	candidate's choice of response
pron.	Pronunciation	NFP	no further penalty
gram.	grammatical	()	words in brackets may be omitted

ROLE PLAY 1					
TASK	4	3	2	1	0
(a) CCR Say what you have lost	<i>Zgubilem portfel</i>	Gram. error e.g. <i>Zgubilem portfela</i>	<i>Nie mam portfela</i> (omission of <i>zgubilem</i>)	<i>Portfel</i> t.c. (no verb)	Wrong tense e.g. <i>Zgubię</i> <i>Znalazłem</i>
(b) CCR Describe the item (2 details)	<i>(Jest on) czarny i skórzany</i>	Gram. error e.g. <i>jest on czarna i skórzana</i>	<i>Jest on czarny</i> (only 1 detail given)	<i>Jest on czarna</i> (only 1 detail + gram. error)	
(c) ! CCR Say when and where you lost it	<i>(Zgubilem go) wczoraj w parku</i> <i>NFP zgubilem</i>	Gram. error e.g. <i>Zgubilem go wczoraj w park</i>	<i>Zgubilem go w parku</i> (only 1 detail given)	<i>Zgubilem go w park</i> (only 1 detail + gram. error)	
(d) CCR Say how you can be contacted	<i>Można się ze mną skontaktować telefonicznie.</i>	<i>ze mną</i> omitted in o.c.r. <i>kontaktować</i> in o.c.r. <i>telefonem</i> in o.c.r.	<i>Można się kontaktować telefonicznie</i>	<i>Można kontaktować telefon</i> (incorrect but message conveyed)	<i>Nie można się ze mną skontaktować</i>

ROLE PLAY 2					
TASK	4	3	2	1	0
(a) CCR Say which item of clothing you would like to buy	<i>Chcialbym kupić sweter</i>	Gram. error e.g. <i>Chcialbym kupić swetra</i>	<i>Chcialbym sweter</i> <i>Chcialbym kupować sweter</i>	<i>Kcialbym sweter / swetra</i> (errors but message conveyed) <i>Sweter t.c. (no verb)</i>	No garment mentioned
(b) CCR Say what size and colour	<i>(Potrzebuję rozmiar) średni, czarny</i>	Gram. error e.g. <i>Srednia. Czarna</i> in o.c.r.	<i>Potrzebuję rozmiar średni</i> (only 1 detail given)	<i>Rozmiar średnia</i> (only 1 detail + gram. error)	
(c) Ask if you may try it on	<i>Czy mógłbym (ten sweter) przymierzyć?</i> NFP <i>sweter</i>	Gram. error e.g. <i>mógłbyś</i> in o.c.r.	<i>Czy mogę</i> in o.c.r. <i>mierzyć</i> } in o.c.r. <i>zmierzyć</i> }	<i>Czy mogę ten swetra przymierzyć?</i> (gram. errors but message conveyed)	
(d) ! CCR Say what you think of the garment	<i>Bardzo mi się podoba</i> <i>Dobrze mi pasuje</i>	<i>Bardzo się podoba</i>	Wrong tense e.g. <i>Podobał mi się</i>	<i>Podoba t.c.</i> <i>Ładny t.c.</i>	No opinion expressed

ROLE PLAY 3					
TASK	4	3	2	1	0
(a) Ask where the railway station is	<i>Gdzie jest dworzec kolejowy?</i>	<i>Gdzie dworzec kolejowy?</i> Gram. error e.g. <i>Gdzie jest dworzec kolejowa?</i>	<i>Dworzec kolejowy?</i> t.c. (no verb)	<i>Gdzie jest dworca kolejowa?</i> (gram. errors but message conveyed)	<i>dworzec autobusowy</i>
(b) Ask if it is far	<i>Czy to jest daleko?</i>	<i>Czy daleko?</i>	<i>Czy daleka?</i> <i>Daleko? t.c.</i> <i>Jak daleko?</i>	<i>Daleka?</i>	<i>z daleka</i> <i>Blisko</i>
(c) CCR Say where you are planning to go and when	<i>(Jadę) do Krakowa jutro</i>	<i>Jadę do Kraków jutro</i>	<i>Jadę do Krakowa</i> (only 1 detail given)	<i>Jadę do Kraków</i> (only 1 detail + gram. error)	
(d) ! CCR Say why you are going there	<i>Ponieważ dużo słyszałem o tym mieście</i>	Gram. error e.g. <i>o tej mieście</i> etc.	2 gram. errors	Reason barely intelligible, e.g. <i>Dużo słyszał o tej miasta</i>	No reason / inadequate reason given

ROLE PLAY 4					
TASK	4	3	2	1	0
(a) Say you are feeling ill	<i>Źle się czuję / Jestem chory</i>	<i>Źle czuję</i>	<i>Źle mi jest</i>	<i>Chory t.c.</i>	Wrong tense e.g. <i>Źle się czułem</i>
(b) CCR Say what is wrong (2 symptoms)	<i>Boli mnie głowa i gardło</i>	Gram. error e.g. <i>Boli mnie</i> <i>Głowę i gardło</i>	<i>Boli mnie głowa</i> (only 1 symptom)	<i>Głowa. Gardło t.c.</i> (no verb) <i>Bolą mnie głowa</i> (1 symptom + gram. error)	No symptoms given
(c) CCR Say when you started to feel ill (2 details)	<i>(Zacząłem się źle czuć) wczoraj rano</i>	<i>Zacząłem źle czuć wczoraj rano.</i> Gram. error, e.g. <i>Zacząłem się źle czuje wczoraj rano</i>	<i>Zacząłem się źle czuć wczoraj</i> (only 1 detail given)	<i>Zacząłem się źle czuje wczoraj</i> (only 1 detail + gram. error)	
(d) ! CCR Say what you think caused your illness	<i>Zaraziłem się od kolegi który ma katar</i>	Gram. error e.g. <i>od kolega</i> in o.c.r. <i>Zaraziłem (się omitted)</i> in o.c.r.	Gram. errors, e.g. <i>Zaraziłem od kolega który ma katar</i>	Message barely intelligible, e.g. <i>Zarazić się od kolega który ma katar</i>	No cause given

ROLE PLAY 5					
TASK	4	3	2	1	0
(a) CCR Ask for 2 cold drinks	<i>(Poproszę o) sok pomarańczowy i lemoniadę</i>	Gram. error e.g. <i>Sok pomarańczowa</i> in o.c.r.	<i>Poproszę o sok pomarańczowy</i> t.c. (only 1 drink ordered) gram. errors e.g. <i>soka pomarańczowa i lemoniada</i>	<i>Poproszę o soka pomarańczowa</i> (only 1 drink + gram. errors)	No drinks ordered. <i>Kawę / herbatę</i> etc.
(b) CCR Ask for 2 kinds of sandwich	<i>(Poproszę o) kanapkę z szynką i kanapkę z serem</i>	Gram. error e.g. <i>Poproszę o kanapka</i> in o.c.r.	<i>Poproszę o kanapkę z szynką</i> t.c. (only 1 sandwich ordered)	<i>Poproszę o kanapka z szynką</i> (only 1 sandwich + gram. error)	No sandwiches
(c) ! CCR Say why you chose this café	<i>Wybrałem tą kawiarnię bo jest tu duży wybór kanapek</i>	Gram. error e.g. <i>duży wybór kanapki</i> in o.c.r.	Insufficient reason e.g. <i>Wybrałem tą kawiarnię bo lubię</i>	<i>Bo lubię</i> t.c. (not full sentence)	No reason given
(d) Ask for the bill	<i>Poproszę o rachunek</i>	<i>Rachunek</i> t.c. (no verb)	<i>Ile kosztuje?</i>	<i>Kosztuje?</i>	

ROLE PLAY 6					
TASK	4	3	2	1	0
(a) Say you would like some aspirins	<i>Chcialbym kupić / Prosze aspiryne</i>	Gram. error e.g. <i>Chcialbym kupić aspiryna</i>	<i>Chcialbym aspiryne</i> <i>Chcialbym kupować aspiryne</i>	<i>Kcialbym / Proszę aspiryna</i> (errors but message conveyed) <i>Aspiryne t.c. (no verb)</i>	<i>Tabletki / pigulki lekarstwo</i>
(b) ! CCR Say for what ailment and for whom	<i>Od bólu głowy</i> <i>Dla mamy</i>	Gram. error e.g. <i>Na ból głowa</i> in o.c.r.	<i>Na ból głowy</i> t.c. (only 1 detail given) gram. errors e.g. <i>Na ból głowa</i> <i>Dla mama</i>	<i>Dla mama t.c.</i> (only 1 detail + gram. error)	
(c) Ask how many should be taken and how often	<i>Ile trzeba brać i jak często?</i>	Gram. error e.g. <i>Ile trzeba bierzeć</i> in o.c.r.	<i>Ile trzeba brać?</i> t.c. (only 1 question)	<i>Ile trzeba bierzeć?</i> <i>Ile musim brać?</i> } (only 1 question + gram. error)	
(d) Ask the price	<i>Ile kosztuje? / Ile jestem winien?</i>	<i>Jak dużo kosztuje?</i>	<i>Ile pieniędzy?</i> (no verb)	<i>kosztuje? t.c.</i>	Wrong tense <i>Ile? t.c.</i>

GCSE POLISH SPEAKING TEST

ADDITIONAL INFORMATION FOR PART TWO MARK SCHEME

MINOR ERRORS

This information applies to Polish Specification Speaking Tests only.

The following are examples of minor errors.

- Informal register used instead of formal
- Mispronunciation of key words (as long as comprehension is maintained)
- Incorrect word order
- Omission of a minor part of the message
- Gender errors
- Wrong adjectival agreement
- Wrong case endings
- Confusion of singular/plural (e.g. singular verb with plural subject)
- Omission of reflexive pronoun

This list is not exhaustive and is to be used as a guide to the marking of the 2003 tests only.

There may be additional clarifications for the marking of the 2004 tests.