

# GCSE 2004

## *June Series*



# Mark Scheme

## Polish

### *(Speaking)*

---

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from:

Publications Department, Aldon House, 39, Heald Grove, Rusholme, Manchester, M14 4NA  
Tel: 0161 953 1170

or

download from the AQA website: [www.aqa.org.uk](http://www.aqa.org.uk)

Copyright © 2004 AQA and its licensors

#### COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

## 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 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 marked.**
- 3.3 You should not penalise the candidate for 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 The Presentation & Discussion are 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.
- 4.3 If the Presentation or Discussion is missing, a maximum of 2 marks can be awarded for Communication.
- 4.4 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.
- 4.5 The mark for Spontaneity and Fluency is not limited by the Communication mark, **except when the Communication mark is 0.** In this case the mark for Spontaneity and Fluency will also be 0.

## 4.6

Communication Mark	Range & Complexity Mark	Pronunciation & Accuracy Mark
0	0	0
1	1 or 2 marks	1 or 2
2	2 or 3 marks 3 marks <b>must</b> include <b>two</b> of Past/Present/Future	Max 4
3	2, 3, 4 marks 3 marks <b>must</b> include <b>two</b> of Past/Present/Future  4 marks <b>must</b> include Past <b>and</b> Present <b>and</b> Future <b>and</b> opinion	Max 5
4	4, 5, 6 marks 4 marks or more <b>must</b> include Past <b>and</b> Present <b>and</b> Future <b>and</b> opinion Revert to 3 if 2 time frame only Revert to 2 if 1 time frame only	Max 6

If a mark is awarded for Communication this will inevitably lead to the award of marks for Range and Complexity and Pronunciation and Accuracy (eg 1+0+0 would not be possible).

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.

- 4.7 You should stop marking the Presentation & Discussion approximately 3 minutes after the start of that section. You should stop marking the Conversation approximately 8 minutes from the start of that section of the test.
- 4.8 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**.

- 4.9 If the candidate speaks on only **one** Topic throughout the Conversation, you should find the appropriate band for Communication and then move down two bands to find the appropriate mark. 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.



# GCSE Modern Languages Speaking Tests

## 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	<b>Garden, Lilly</b>		6	C	1	3	3	2	9	5	3	0	3 2	2	5	2	2	2	2	8	18	

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

\* Round up or down to the nearest whole number (ie. 1/2 rounded up, 1/3 rounded down, 2/3 rounded up)

Sheet No	
Total sheets for this centre	

**CRITERIA FOR ASSESSMENT**

## Role-Playing Situations

<b>Communication and Quality of Language</b>	
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**

<b>Communication</b>	
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.
<b>Spontaneity and Fluency</b>	
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.



<b>Quality of Language</b>		
<b>Range &amp; Complexity</b>	<b>Marks</b>	<b>Pronunciation &amp; Accuracy</b>
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.

<b>Presentation &amp; Discussion</b>	<b>Marks</b>
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 Mark / 12 divided by 3	4
<b>TOTAL</b>	<b>12</b>

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

**SCALING TABLES FOR ROLE PLAY AND PRESENTATION & DISCUSSION****ROLE-PLAY GRID**

<b>RAW MARK</b>	<b>SCALED MARK</b>
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**

<b>RAW SCORE FOR QUALITY OF LANGUAGE</b>	<b>SCALED MARK</b>
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:

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

ROLE PLAY 1					
TASK	4	3	2	1	0
(a) <b>CCR</b> Say what you would like to buy	<i>(Poproszę o) bochenek chleba</i>	gram. error e.g. <i>Bochenka chleba</i> in o.c.r.	2 errors e.g. <i>bochenka chleb</i> in o.c.r. <i>Zamówić</i> in o.c.r.	<i>Kcę kupić bochenka chleb</i> (errors but message conveyed)	wrong item (not from bakery) Eng. word, e.g. doughnut
(b) Ask if you can order a cake	<i>Czy mógłbym zamówić tort? / ciasto?</i>	gram. error e.g. <i>tortów</i> in o.c.r.	<i>Czy mógłbym kupić tort?</i>	<i>Chcę kupić torta</i> (message barely conveyed)	<i>deser odmówić</i>
(c) <b>! CCR</b> Say why (2 details)	<i>Ponieważ dzisiaj są imieniny mojej mamy</i>	gram. error e.g. <i>Na imieniny moja mama</i>	<i>Bo lubię</i> t.c. <i>Ponieważ dzisiaj są imieniny</i> (only 1 detail given)	<i>Na imienina</i> (only 1 detail + gram. error)	No reason given
(d) Ask the total cost	<i>Ile kosztuje(razem)? Ile płacę?</i>	<i>Jak dużo kosztuje?</i>	<i>Ile pieniędzy?</i> (no verb) <i>Czy mogę zapłacić?</i>	<i>kosztuje?</i> t.c.	wrong tense <i>Ile?</i> t.c.

<b>ROLE PLAY 2</b>					
<b>TASK</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
(a) <b>CCR</b> Say hello, give your name, ask your friend how he/she is feeling	<i>Halo / Cześć</i> <i>Tu mówi ....</i> <i>Jak się {masz?</i> <i>czujesz?</i>	<i>Halo. Jak się masz?</i> <i>(name omitted)</i> <i>Tu mówi ....</i> <i>Jak się masz?</i> <i>(Halo omitted)</i>	<i>Halo. Tu mówi ....</i> <i>(Jak się masz?</i> <i>omitted)</i>	<i>Gram. error, e.g. Jak się czuję? t.c.</i>	<i>Do widzenia</i>
(b) <b>CCR</b> Suggest a meeting	<i>Czy chciałbyś się ze mną spotkać? or</i> <i>Może się spotkamy?</i>	<i>ze mną omitted in o.c.r.</i> <i>Chcesz spotykać się ze mną?</i>	<i>gram. error. e.g Czy chciałbyś się ze mną spotkać?</i>	<i>Czy kciałbyś się spotkać?</i> (errors but message conveyed)	<i>Wrong tense e.g. Spotkaliśmy się</i> <i>Czy chcesz utożyć zebranie?</i>
(c) <b>CCR</b> Say where you would like to go	<i>Chciałbym pójść do kina</i>	<i>gram. error e.g. do kino in o.c.r.</i>	<i>2 errors, e.g. dla kino in o.c.r.</i>	<i>Kciałbym pójde dla kino (vestige of meaning)</i>	<i>Unsuitable place, e.g do fabryki</i>
(d) <b>! CCR</b> Say where and at what time to meet	<i>(Spotkamy się) u mnie, o (godzinie) 7-mej</i>	<i>gram. error e.g. o godzina 7 – ma in o.c.r.</i>	<i>(Spotkamy się) u mnie t.c. (only 1 detail given)</i>	<i>o godzina 7 – ma t.c. (only 1 detail + gram. error)</i>	<i>No place or time mentioned</i>

<b>ROLE PLAY 3</b>					
<b>TASK</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
(a) <b>CCR</b> Say which sporting event you would like to watch	<i>Chciałbym</i> { <i>zobaczyć</i> <i>obejrzeć</i> <i>mecz piłki nożnej</i>	gram. error e.g <i>mecz piłka nożna</i> in o.c.r. <i>Chciałbym <u>bilet</u></i> in o.c.r.	<i>Chciałbym obejrzeć mecz</i> t.c. (no sport mentioned)	<i>Chiałbym zobaczył mecza</i> (errors but vestige of meaning)	No sporting event mentioned
(b) <b>! CCR</b> Say what kind of seat you would like (2 details)	<i>(Chciałbym miejsce) z przodu, po lewej stronie</i>	gram. error e.g <i>po lewa strona</i> in o.c.r.	<i>(Chciałbym miejsce) z przodu</i> t.c. (only 1 detail given)	<i>(Chciałbym miejsce) na przód</i> (only 1 detail + gram. error) <i>czwarte</i> t.c.	No description of seat
(c) Ask at what time it begins	<i>O której (godzinie) się zaczyna?</i>	<i>O której zaczyna?</i> <i>O jakiej godzinie</i> in o.c.r.	<i>O która zaczyna?</i> <i>Która godzina się zaczyna?</i>	<i>Kiedy zaczyna?</i>	<i>kończy</i> Wrong tense, e.g. <i>zaczął</i>
(d) Ask the price of a ticket	<i>Ile kosztuje bilet?</i> <i>W jakiej cenie jest bilet?</i>	<i>Jak dużo kosztuje bilet?</i> <i>Ile kosztuje?</i>	<i>Ile pieniędzy?</i> (no verb)	<i>Kosztuje?</i> t.c.	Wrong tense e.g. <i>Ile kosztował bilet?</i> <i>Ile</i> t.c.

<b>ROLE PLAY 4</b>					
<b>TASK</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
(a) Ask for the bill	<i>Poproszę o rachunek</i>	<i>Rachunek t.c. (no verb)</i> <i>Poproszę o rachunka</i>	<i>Ile kosztuje?</i>	<i>Kosztuje?</i>	<i>Ile?</i> <i>bilet</i>
(b) <b>CCR</b> Say how you wish to pay	<i>Chcę zapłacić czekiem/ gotówką / kartą kredytową</i>	gram. error, e.g. <i>Chcę zapłacić czek</i>	<i>Chcę płaćć czek</i>	<i>Czek t.c.</i>	<i>Nie mam pieniędzy</i> <i>Nie zapłacę</i>
(c) <b>! CCR</b> Say what you thought of the meal (2 details)	<i>Smakowała mi zupa.</i> <i>Ziemniaki były doskonałe</i>	gram. error, e.g. <i>Smakował mi zupa</i> in o.c.r.	<i>Smakowała mi zupa</i> t.c. (only 1 detail given) <i>Dobra była kolacja.</i>	<i>Smakował mi zupa</i> (only 1 detail + gram. error)	No opinion given
(d) <b>CCR</b> Say when you will come again	<i>Wrócimy w przyszłym tygodniu</i>	gram. error e.g. <i>w przyszłym tydzień</i> in o.c.r.	2 errors e.g. <i>Wrócimy w przyszłą tygodnia.</i> <i>Chętnie przyjdę</i> (no mention of when)	<i>Nie wiem, kiedy wrócimy</i>	Wrong tense, e.g. <i>wróciłem</i>

<b>ROLE PLAY 5</b>					
<b>TASK</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
(a) <b>CCR</b> Say how many beds you would like	<i>Chcielibyśmy pięć łóżek</i>	gram. error e.g <i>pięć łóżka</i> in o.c.r.	2 errors e.g. <i>pięciu łóżka</i> in o.c.r.	<i>Kciałbym pięciu łóżka</i> (errors but message conveyed)	No number given <i>piąte łóżko</i>
(b) <b>CCR</b> Say for how long	<i>Na dwie noce</i> <i>Na dwa dni</i>	error with number e.g <i>na dwa noce</i>	2 errors e.g. <i>na dwa nocy</i>	<i>za dwa nocy</i>	<i>wieczory</i>
(c) <b>! CCR</b> Say where you are from and what nationality you are	<i>Przyjechaliśmy z Anglii. Jesteśmy Polakami / Polacy / Anglicy</i>	gram. error e.g. <i>z Anglia</i> in o.c.r. <i>od Anglii / od Londynu</i>	<i>Przyjechaliśmy z Anglii</i> t.c. (only 1 detail given)	<i>Przyjechaliśmy z Anglia</i> (only 1 detail + gram. error)	Wrong tense e.g <i>Przyjedziemy</i>
(d) Ask what time breakfast is	<i>O której (godzinie) jest śniadanie?</i>	gram. error e.g <i>o która godzina</i> in o.c.r.	<i>o której śniadanie?</i> (no verb)	<i>kiedy / o która śniadanie?</i> (errors but message conveyed)	<i>obiad kolacja</i>



<b>ROLE PLAY 6</b>					
<b>TASK</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
(a) <b>CCR</b> Say when you would like to visit the museum	<i>Chciałbym jutro zwiedzić muzeum</i>	<i>Chciałbym zwiedzić muzeum (jutro omitted) Gram. error e.g chciałbyś in o.c.r.</i>	<i>Chciałbym odwiedzić muzeum</i>	<i>Kciałbym do muzeum (errors but message conveyed)</i>	Wrong place <i>Kiedy mógłbym do muzeum?</i>
(b) Ask at what time it opens	<i>Od której (godziny) muzeum jest otwarte?</i>	<i>O której otwiera? O której mógłbym przyjechać?</i>	<i>O która otwiera? Która godzina się otwiera?</i>	<i>Kiedy otwiera?</i>	<i>zamyka</i> Wrong tense e.g. <i>otworzył</i>
(c) <b>CCR</b> Say who will come with you	<i>Przyjadę z kolegą</i>	Gram. error, e.g <i>z kolega</i> in o.c.r.	<i>Przyjecham</i> in o.c.r	<i>Przyjecham z kolega</i> (errors but message conveyed)	Wrong tense e.g. <i>Przyjechałem</i>
(d) <b>! CCR</b> Say what interests you (2 details)	<i>(Lubimy) stare obrazy i flakony</i>	Gram. error e.g <i>(Lubimy) stara obrazy i flakony</i>	<i>(Lubimy) stare obrazy</i> (only 1 detail given)	<i>Lubimy flakon</i> (only 1 detail given + gram. error)	<i>Nic nie lubimy</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 2004 tests only. There may be additional clarifications for the marking of the 2005 tests.