



General Certificate of Secondary Education

Polish 3686

3686/S Speaking

Mark Scheme

2005 examination - June series

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.

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

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 must include two of Past/Present/Future	Max 4
3	2, 3, 4 marks 3 marks must include two of Past/Present/Future 4 marks must include Past and Present and Future and opinion	Max 5
4	4, 5, 6 marks 4 marks or more must include Past and Present and Future and 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 (e.g. 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.

5

Exemplar Mark Sheet



GCSE Modern Languages Speaking Tests
Examiner's Detailed Mark Sheet

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)

* 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

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 Mark / 12 divided by 3	4
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

ROLE PLAY 1					
TASK	4	3	2	1	0
(a) Partial CCR Say on which day you would like to go to the beach.	<i>Chciałbym jutro pójść na plażę / nad morze.</i>	<i>Chciałbym pójść na plażę. (Day omitted.)</i> <i>do plaży } in o.c.r.</i> <i>nad plażę }</i> <i>Chciałbym jutro na plażę. (2nd verb omitted.)</i>	<i>Chciałbym na plażę.</i> <i>Chciałbym pójde na plażę. (Day omitted and error in verb.)</i> <i>Chciałbyś pojechać na plażę?</i>	<i>Chciałbym na plaża.</i> (Gram. error + omissions.) <i>na plażę t.c.</i>	<i>nad rzekę</i> Place other than beach. Wrong tense, e.g. <i>pojechaliśmy</i>
(b) !CCR Say what you would like to do there. (2 activities.)	<i>(Chciałbym tam) pływać i opalać się.</i>	<i>Chciałbym tam pływam i opalam się. (2 details but with gram. errors.)</i>	<i>Chciałbym tam pływać.</i> (Only 1 detail.)	<i>Chciałbym tam pływam.</i> (Only 1 detail with gram. error.) <i>futbol i tenis (No verb.)</i>	No activities suggested / unsuitable activities.
(c) Ask how far it is.	<i>Jak daleko to jest?</i>	<i>Czy to jest daleko?</i> <i>Ile kilometrów do plaży?</i>	<i>Jak daleko?</i> (Verb omitted.)	<i>Daleko? t.c.</i> <i>Jaki kilometr jest plaża?</i>	<i>blisko</i> <i>niedaleko</i> <i>Gdzie to jest?</i>
(d) CCR Suggest how you could get there.	<i>Moglibyśmy tam pójść pieszo.</i> <i>N.F.P. pójść</i>	<i>Moglibyśmy tam pójdziemy pieszo. (Error in 2nd verb.)</i>	<i>Moglibyśmy pieszo. (2nd verb omitted)</i> <i>Moglibyśmy pójść. t.c.</i>	<i>pójść t.c.</i> <i>pieszo t.c.</i> <i>pójść na autobus</i>	Improbable transport e.g. <i>samolotem.</i>

ROLE PLAY 2					
TASK	4	3	2	1	0
(a) Partial CCR Say you would like a present and say who it is for.	<i>Chciałbym kupić prezent dla cioci.</i>	<i>Chciałbym kupić prezent dla cioci.</i> (Error in 2 nd verb.) <i>dla ciocia</i> (Gram. error in o.c.r.)	<i>Chciałbym kupić prezent dla ciocia.</i> <i>Chciałbym kupić prezent. t.c.</i> (Omission of person.)	<i>Chciałbym prezenta dla ciocia.</i> (Errors but message conveyed.)	<i>sprzedać</i>
(b) !CCR Say what this person is interested in. (2 details.)	<i>(Ona) lubi szyć i malować.</i> <i>Szyciem i malowaniem.</i>	<i>On lubi</i> (wrong gender in o.c.r.) <i>Ona lubi szyje i maluje.</i> (Errors in verbs.)	<i>Ona lubi szyć t.c.</i> (Only 1 detail.) <i>Książki i fotografie</i> (2 details 2 errors.)	<i>Ona lubi szyje.</i> (Only 1 detail + error.)	No interests given.
(c) CCR Say what you want to buy.	<i>Chciałbym kupić książkę o polskim malarstwie.</i>	Gram. error e.g. <i>Chciałbym kupić książka.</i> in o.c.r.	<i>Chciałbym kupić książka.</i> in o.c.r.	<i>Chciałbym kupić książka o polskie malarstwo.</i> (Many errors but message conveyed.)	No item bought. <i>sprzedać</i>
(d) Ask the price.	<i>Ile kosztuje?</i> <i>Jaka jest cena?</i>	<i>Jak dużo kosztuje?</i>	<i>Ile pieniędzy?</i> (No verb.)	<i>Kosztuje?</i> t.c.	Wrong tense <i>Ile?</i> t.c.

ROLE PLAY 3					
TASK	4	3	2	1	0
(a) Partial CCR Say how many tents you want to put up.	<i>Chcielibyśmy rozbić / postawić dwa namioty.</i>	<i>Chcielibyśmy postawimy dwa namioty.</i> <i>dwa namiot</i> in o.c.r. <i>dwie namioty</i> in o.c.r.	<i>Postawimy dwa namioty.</i> <i>Chcielibyśmy dwa namioty.</i> (2 nd verb omitted.) <i>Proszę o dwa namioty</i>	<i>Chcielibyśmy postawimy dwie namioty.</i> (Errors but message conveyed.)	<i>Tenty karawany kupić</i>
(b) CCR Say for how long and for how many people.	<i>Na trzy noce.</i> <i>Na cztery osoby.</i>	<i>Na trzy nocy.</i> <i>Na cztery osoby.</i> (2 details, 1 error.) <i>ludzi</i> in o.c.r.	<i>Na trzy noce.</i> t.c. (Only 1 detail.) <i>Na trzy nocy.</i> <i>Na cztery osób.</i> (2 details, 2 errors)	<i>Na trzy nocy.</i> t.c. (Only 1 detail + error.)	improbable time e.g. <i>dwie minuty</i>
(c) !CCR Say where you would like to put them up. (2 details.)	<i>(Chcielibyśmy je postawić) na trawie koło rzeki.</i>	<i>Na trawa koło rzeki.</i> in o.c.r. (2 details, 1 error.)	<i>Na trawie</i> t.c. (Only 1 detail.) <i>Na trawa koło rzeka.</i> (2 details, 2 errors.)	<i>Na trawa</i> t.c. (1 detail + error.)	improbable place e.g. <i>w domu</i>
(d) Ask if you may light a fire.	<i>Czy wolno nam rozpalić ognisko?</i> <i>Czy moglibyśmy/można...?</i>	<i>Czy wolno nam rozpalimy ognisko?</i> (Gram. error.) <i>ogień</i> in o.c.r.	<i>Czy wolno zapalimy ogień?</i> <i>Czy możemy rozpalić ognisko?</i>	<i>Czy możemy zapalimy ognia?</i> (Errors but message conveyed.)	<i>zapalić światło.</i> <i>zapalić zapałkę.</i>

ROLE PLAY 4					
TASK	4	3	2	1	0
(a) Partial CCR Say how many stamps you would like.	<i>Chciałbym kupić cztery znaczki.</i>	<i>Chciałbym kupić cztery znaczki.</i> (Error in 2 nd verb.) Error in number e.g. <i>dwie znaczki</i> in o.c.r.	<i>Chciałbym kupić dwie znaczki.</i> <i>Chciałbym kupić cztery znaczków.</i>	<i>Chciałbym kupić czterech znaczków.</i> (Errors but message conveyed.)	<i>listy pocztówki naklejki</i>
(b) !CCR Say what you are sending and where to.	<i>Wysyłam cztery pocztówki do Anglii.</i>	Error in number e.g. <i>dwa pocztówki</i> in o.c.r. <i>Wysyłam cztery pocztówek do Anglii.</i> (1 error)	<i>Wysyłam cztery pocztówek do Anglia.</i> (2 errors) <i>Znaczki są do Anglii t.c.</i>	<i>Wysyłasz czterech pocztówek do Anglia.</i> (Errors but message conveyed.)	No item or country/ town mentioned
(c) Ask at what time the post is collected.	<i>O której (godzinie) wybierają pocztę?</i>	Gram. error e.g. <i>O której wybierają poczty?</i>	Wrong person e.g. <i>O której wybieram pocztę? / można wybierać</i>	Use of past tense e.g. <i>O której poczta była wybrana?</i>	No mention of time
(d) Ask the cost.	<i>Ile kosztują (znaczki)? Ile płacę?</i>	<i>Jak dużo kosztują?</i>	<i>Ile pieniędzy?</i> (No verb.)	<i>kosztują? t.c. kosztuje? t.c.</i>	<i>Ile kosztowały? Ile? t.c.</i>

ROLE PLAY 5					
TASK	4	3	2	1	0
(a) Partial CCR Say you would like a ticket to a Polish town of your choice.	<i>Poproszę o bilet do Krakowa.</i>	<i>Poproszę o bilet do Kraków.</i> (Gram. error.)	<i>Poproszę o bileta do Kraków.</i> (2 gram. errors.)	<i>Bileta do Kraków.</i> t.c. (Errors but message conveyed.)	<i>rozkład jazdy rezerwacja</i> town not in Poland
(b) CCR Say what type of ticket you want (2 details).	<i>Bilet studencki, w jedną stronę.</i>	<i>Bilet studencka</i> in o.c.r. (1 gram. error.) <i>W jedną stronę</i> in o.c.r. (1 gram. error.)	<i>Bilet studencki</i> t.c. (Only 1 detail.) <i>Bilet studencka, w jedną stronę</i> (2 details, 2 errors.)	<i>Bilet studencka.</i> t.c. (Only 1 detail + error.)	impossible ticket e.g. <i>bilet daleki</i>
(c) !CCR Say when you want to travel.	<i>Chciałbym pojechać jutro, o 10 – tej (godzinie).</i>	<i>Chciałbym pojechać jutro o 10 – ta godzina.</i> (2 details, 1 error.) <i>Chciałbym pojadę</i> in o.c.r.	<i>Chciałbym pojechać jutro.</i> (Only 1 detail.) <i>Chciałbym pojadę jutro o 10 – ta godzina.</i> (2 details, 2 errors.)	<i>Chciałbym pojadę jutro.</i> t.c. (Only 1 detail + error.)	<i>wczoraj</i> use of past tense e.g. <i>pojechałem</i>
(d) Ask how long the journey takes.	<i>Ile czasu zajmuje/Jak długo trwa podróż?</i>	<i>Jak długo trwać podróż?</i> (1 gram. error.)	<i>Jak długo trwać podróże?</i> (2 errors.) <i>Ile trwa podróż?</i>	<i>Ile się jedzie?</i> (Approximation but message conveyed.)	<i>Ile jedzi?</i> <i>Jak krótko?</i>

ROLE PLAY 6					
TASK	4	3	2	1	0
(a) Partial CCR Say how many ice-creams you would like.	<i>Poproszę o cztery lody.</i>	<i>Poproszę o cztery lodów.</i> (1 gram. error.)	<i>Poproszę o dwie lodów.</i> (2 errors.)	<i>Prosim o dwie lodów.</i> (Errors but message conveyed.)	<i>ciasto</i> <i>desery</i>
(b) CCR Ask for two different flavours.	<i>Dwa waniliowe i dwa truskawkowe.</i>	Error in number e.g. <i>Dwie waniliowe</i> in o.c.r. Gram. error e.g. <i>Dwa truskawkowy</i> in o.c.r.	<i>Dwa waniliowe</i> t.c. (Only 1 flavour.) <i>Dwie waniliowe i dwa truskawkowy.</i> (2 flavours, 2 errors.)	<i>Dwie waniliowe</i> t.c. (Only 1 flavour + error.)	Impossible flavour e.g. <i>pomidorowe</i>
(c) !CCR Say what the family would like to drink. (2 details.)	<i>Poproszę o dwa soki pomarańczowe i dwie kawy.</i>	Error in number e.g. <i>Dwie soki</i> in o.c.r. Gram. error e.g. <i>Soki pomarańczowy</i> in o.c.r.	<i>Dwa soki pomarańczowe</i> t.c. (Only 1 detail.) <i>Dwa soki pomarańczowy i dwa kawy.</i> (2 details, 2 errors.)	<i>Dwa soki pomarańczowy</i> t.c. (Only 1 detail + error.)	any food <i>nic do picia</i>
(d) Ask for the bill.	<i>Poproszę o rachunek.</i>	<i>Poproszę o rachunka.</i> (Gram. error.) <i>Rachunek</i> t.c. (No verb.)	<i>Ile kosztuje?</i>	<i>Kosztuje?</i>	<i>Ile?</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.