AQA

ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Secondary Education

Polish 3686

3686/S Speaking

Mark Scheme

2006 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 <u>not</u> 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

AQA

GCSE Modern Languages Speaking Tests
Examiner's Detailed Mark Sheet

Language _____

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

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

* Round up or down to the nearest whole number (ie. ½ rounded up, $\frac{1}{3}$ rounded down, $\frac{2}{3}$ 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
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

SPEAKING TESTS
PART TWO
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) Say who you are and ask if your friend would like to meet you (1+3)	_____ *z tej strony* *Tu mówi* _____ *Czy chciałbyś się (ze mną) spotkać?* *zobaczyć*	Name omitted in o.c.r. *Chcesz spotykać się ze mną?* e.g. *z Michałem*	*Czy chcesz spotkać?* in o.c.r. *pójść ze mną do kina* in o.c.r. gram.error, e.g. *Czy chciałbyś się ze mną spotkał?* *Zobaczyć mnie*	*Czy kciałbyś spotkał?* (Errors but message conveyed.)	*Kim jesteś?* *mieć zebranie* wrong tense, e.g. *spotkaliśmy się*
(b) **CCR** Say where and when	*(Moglibyśmy się spotkać)* *w mieście o (godzinie) 7-mej*	gram.error, e.g. *w miasto* in o.c.r.	*w mieście* t.c. (only 1 part answered) 2 errors, e.g. *w miasto o godzina 7-ma*	*w miasto* t.c. (only 1 part answered, with gram. error)	unsuitable time/place, e.g. *w fabryce* *o północy*
(c) **! CCR** Say what you could do together (2 details)	*Moglibyśmy pójść do kina a potem do kawiarni* 1 activity + reason	gram. error, e.g. *do kawiarnia* in o.c.r.	*Moglibyśmy pójść do kina* t.c. (Only 1 detail given.)	*Możem pójść do kina* t.c. (Only 1 detail + gram. error.)	*nie wiem* *nic cokolwiek*
(d) Say good, see you soon (1 + 3)	*Dobrze /* any positive comment *zobaczymy się* *do zobaczenia* *wkrótce* *niedługo*	*Dobrze* omitted in o.c.r. *Dobrze, zobaczymy niedługo* *Dobrze, do zobaczenia.*	*Dobrze, zobaczymy.* *Dobrze ,* *do widzenia* *cześć* *Dobrze, to na razie* *Do zobaczenia* t.c.	*Dobrze* t.c.	*Źle* *Dzień dobry*

ROLE PLAY 2					
TASK	**4**	**3**	**2**	**1**	**0**
(a) **Partial CCR** Say this is your ticket and say where you are flying to	*Proszę (bardzo)* *Lecę* } *do Londynu* *Jadę* ∫ *Tu jest mój bilet do Londynu*	*Proszę (bardzo)* omitted in o.c.r. gram.error, e.g. *Lecę do Londyn* in o.c.r.	*Lecę do Londyn* t.c.	*Latam do Londyn* (Errors but message conveyed.)	*Idę* *jecham* *fruwam* *do* {*Polski* {*Warszawy*
(b) **CCR** Say what luggage you have. (2 items)	*Mam walizkę i plecak* (Any container + item)	gram. error, e.g. *Mam walizkę i plecaka. Masz walizkę i plecak*	*Mam walizkę* t.c. (only 1 item given)	*Masz walizkę t.c.* (Only 1 item with gram. error.)	unsuitable items, e.g. *mam bagaż*
(c) Ask the time of take off.	*O której (godzinie) jest odlot?* *samolot odlatuje* } *O której odlot?* ∫ *Wylot / wylatuje*	gram. error, e.g. *O która godzina jest odlot?* *O której godzinie jest samolot?*	*Kiedy (samolot) odlata?*	*O która odlot?* *odjazd / wyjazd startuje?*	*samolot odchodzi* *przyjazd* *przylot*
(d) **! CCR** Say what you liked about your stay in Poland. (2 details.)	*Podobały mi się polskie miasta i piękna pogoda.* 1 place + reason	gram.error(s), e.g. *Podobały mi się polski miasto* in o.c.r.	*Podobały mi się polskie miasta* t.c. (Only 1 detail given.)	*Podobały mi się polski miasto* t.c. (Only 1 detail with gram.errors.) *Lubim polski miasto.*	*nie lubiałem* *nie podobało mi się* *nic*

ROLE PLAY 3					
TASK	**4**	**3**	**2**	**1**	**0**
(a) Ask for the bill	*Poproszę o rachunek*	*Rachunek* t.c. (no verb) *Poproszę o rachunka* *Chciałbym zapytać o rachunek*	*Ile kosztuje?* *Czy mogę zapłacić?* *Proszę o cenę*	*Kosztuje?*	*Ile?* *bilet / recepta* *pieniądze* *Chcę odebrać klucze*
(b) **! CCR** Give the numbers of your rooms and say which floor they were on	*(Mieliśmy)* *pokoje 12 i 13 na pierwszym piętrze* 1 room OK	gram.error, e.g. *na pierwsze piętro* in o.c.r.	*(Mieliśmy)* *pokoje 12 i 13* t.c. (only 1 part answered.)	*na pierwsze piętro* t.c. (Only 1 part answered with gram. error.)	*salon* *pierwsza podłoga*
(c) **CCR** Say when your family arrived and what meals you had	*Przyjechaliśmy w sobotę.* *Jedliśmy śniadania i kolacje* I meal OK *Nie jedliśmy w hotelu*	gram.error, e.g. *w sobocie* in o.c.r. *Jedliśmy rano* in o.c.r.	*Przyjechaliśmy w sobotę* t.c. (Only 1 part answered.)	*Przyjechaliśmy w sobocie* t.c. (Only 1 part answered, with gram. error.)	wrong tense, e.g. *przyjedziemy jutro piliśmy* specific foods / 0 for that part
(d) **CCR** Say what you liked about the hotel (2 details)	*Pokoje były wygodne.* *Widok był piękny*	gram.error, e.g. *Pokój były wygodne* in o.c.r.	*Pokoje były wygodne* t.c. (only 1 detail given)	*Pokój były wygodne* t.c. (Only 1 detail with gram.error.)	any negative, e.g. *nie lubiałem* *nie podobało mi się*

ROLE PLAY 4					
TASK	**4**	**3**	**2**	**1**	**0**
(a) Ask if you can help	*Czy mogę Panu / Pani pomóc?*	*Chciałbym Panu/Pani pomóc* *pomagać* in o.c.r.	*Czy możem muszę Panu/Pani pomóc?*	*Czy możem* *Panu/Pani pomagać?*	*Nie pomogę*
(b) **CCR** Give directions to the post office. (2 details)	*Trzeba iść prosto.* *Poczta znajduje się po prawej stronie ulicy*	gram.error, e.g. *po prawa strona ulicy* in o.c.r.	*Trzeba iść prosto.* (Only 1 detail given.)	*Poczta jest po prawa strona ulicy.* (Only 1 detail with gram.error.)	*Nie wiem, gdzie jest poczta.* *Poczty nie ma* Building other than post office
(c) **CCR** Say how far it is	*(To jest)* *około 50 metrów / około 5 minut piechotą*	error with number, e.g. *około 50 metry.* *około 5 minuty.*	*dosyć daleko* *niedaleko* *blisko*	*daleki* *bliski*	Improbable distance, e.g. *sto kilometrów*
(d) **! CCR**. Say at what time the post office closes and what time it is now.	*Pocztę zamykają o 5-tej (godzinie)* *Teraz jest 4.30*	error with number, e.g. *o 5-ta godzina* in o.c.r.	*Pocztę zamykają o 5-tej (godzinie)* t.c. (Only 1 part answered.)	*Pocztę zamykają o 5-ta godzina* (Only 1 part answered, with gram. error.)	*otwierają*

ROLE PLAY 5					
TASK	**4**	**3**	**2**	**1**	**0**
(a) **Partial CCR** Say which animal has been lost	*Zgubił się mój pies/ Zgubiłem psa*	*Zgubił się moja pies Zgubiłem pies*	*Zgubił moja pies*	*Zgubiła moja pies* (Errors but vestige of meaning.)	*Znalazłem psa* Improbable pet, e.g. *Zgubiłem słonia*
(b) **CCR** Describe the animal (2 details)	*Jest on mały i czarny*	gram. error, e.g. *mała i czarna* in o.c.r.	*Jest on mały* t.c. (only 1 detail given.)	*Jest on mała* (Only 1 detail with gram.error.)	*nie wiem, jak wygląda* *nie pamiętam*
(c) **!CCR** Say where and when you last saw the animal	*Ostatni raz go widziałem w parku, wczoraj*	gram.error, e.g. *w park* in o.c.r.	*Widziałem go w parku* t.c. (Only 1 part answered.)	*Widziałem go w park* t.c. (only 1 part answered, with gram.error.)	Any future, e.g. *jutro zobaczę go*
(d) Ask what the police will do	*Co policja zrobi? może zrobić?*	gram.error, e.g. *mogą zrobić* in o.c.r.	*Czy policja może coś zrobić?*	*Co policjant robi?*	*Past tense zrobiła mogła zrobić*

ROLE PLAY 6					
TASK	**4**	**3**	**2**	**1**	**0**
(a) **CCR** Ask for an item of clothing and say which sport it is for	*Chciałbym kupić koszulkę do piłki nożnej.*	gram.error, e.g. *do piłka nożna* in o.c.r.	*Chciałbym kupić koszulkę* t.c. (No sport mentioned.)	*Chciałbym kupię koszulka do futbol* (Errors but message conveyed.)	Unsuitable clothing, e.g. *suknię balową*
(b) **CCR** Say what size and colour	*Chciałbym białą koszulkę* *Rozmiar* { *36* *średni*	gram.error, e.g. *biała koszulka* in o.c.r. Error with number.	*Chciałbym białą koszulkę* (Only 1 part answered.)	*Chciałbym biała kozsulka* (Only 1 part answered, with gram.error.)	No size or colour given
(c) **! CCR** Say where you do this sport and how often	*Gram w piłkę nożną w parku raz w tygodniu*	gram.error, e.g. *w park* in o.c.r. *raz w tydzień* in o.c.r.	*Gram w piłkę nożną w parku* t.c. (Only 1 part answered.)	*Gram w piłkę nożną w parku* t.c. (Only 1 part answered, with gram.error.)	*Nigdy* *nigdzie*
(d) Ask if you may try it on	*Czy mógłbym (tą koszulkę) przymierzyć?*	gram.error, e.g. *mógłbyś* in o.c.r.	*Czy możem* in o.c.r. *Mierzyć* } in o.c.r. *Zmierzyc*	*Czy możem ta koszulka przymierzyć?* (Errors but message conveyed.)	*skozstować*

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 2006 tests only. There may be additional clarifications for the marking of the 2007 tests.