



General Certificate of Secondary Education

Polish 3686

3686/S Speaking

Mark Scheme

2007 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.

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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

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.

Exemplar Mark Sheet



GCSE Modern Languages Speaking Tests
Examiner's Detailed Mark Sheet

Centre No

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Language _____
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	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 P/A 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.

**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 where your town is situated and what size it is.	<i>Moje miasto / name of town / leży / znajduje się w północnej Anglii.</i> <i>Moje miasto jest duże / ma ... mieszkańców.</i>	gram. error, e.g. <i>w północna Anglia</i> in o.c.r. <i>Moje miasto jest duża</i> in o.c.r.	Only 1 part answered, e.g. <i>Moje miasto leży w północnej Anglii</i> t.c. gram. error in each part, e.g. <i>w północna Anglia ... duża.</i>	Only 1 part answered, with error, e.g. <i>Moje miasto jest duża</i> t.c.	No town mentioned. <i>Mój dom.</i>
(b) CCR Name two things you can do there.	<i>(Można tam) grać w piłkę nożną i chodzić do kina.</i> <i>Jest tam kino.</i> Accept 1 verb.	gram. error, e.g. <i>grać w piłka nożna</i> in o.c.r. <i>Możem</i> in o.c.r.	<i>Można tam grać w piłkę nożną</i> t.c. (only 1 activity mentioned.) Kino / teatr	<i>Możem tam gram w piłka nożna.</i> (errors but message conveyed)	No activities mentioned. Unsuitable activities.
(c) ! CCR Say what you think of your town and why. (1 + 3)	<i>Podoba mi się moje miasto bo jest tam dużo zieleni.</i> O.K.	No opinion given in o.c.r. <i>Podoba mi się moje miasto bo są tam dużo zieleni.</i>	<i>Podoba mi się moje miasto bo są tam dużo zieleni.</i>	<i>Są tam dużo zieleni</i> t.c. <i>Podoba mi się moje miasto = 1</i> <i>Bo jest brzydkie = 0</i>	<i>Nie wiem, co myślę.</i> <i>Nie wiem dlaczego.</i>
(d) Ask your friend if he/she would like to visit you.	<i>Czy chciał(a)byś mnie / moje miasto / odwiedzić? / do mnie przyjechać?</i>	<i>Zwiedzić</i> in o.c.r. <i>Wybrać ze mną</i> in o.c.r.	<i>Czy chciał(a)byś mi zwiedzić?</i> <i>przyjść</i> in o.c.r.	<i>Kiedy chciał(a)byś mi zwiedzić?</i>	Wrong person. <i>Mój kolega / Moja koleżanka.</i>

ROLE PLAY 2					
TASK	4	3	2	1	0
(a) CCR Say how many tickets you want and for when.	<i>Poproszę o dwa bilety na sobotę.</i>	<i>Poproszę o dwa bilet na sobotę.</i>	<i>Poproszę o dwa bilety t.c.</i> <i>Poproszę o dwa bilet na sobota.</i>	<i>Prosim o dwa bilet</i>	No tickets bought. <i>Kwitki</i> <i>Rachunki</i>
(b) CCR Say why you want to see this film.	<i>Chciałbym / Chcę zobaczyć ten film bo słyszałem, że jest dobry.</i>	gram. error, e.g. <i>słyszałem, że jest dobra</i> in o.c.r.	2 errors, e.g <i>Moja kolega mówił, że film jest dobra.</i>	<i>Chcę zobaczmy ten film bo słyszem, że jest dobra.</i>	<i>Nie wiem dlaczego.</i> <i>Nie chcę zobaczyć tego filmu.</i>
(c) ! CCR Say where you would like to sit. (2 details)	<i>Chciałbym siedzieć w drugim rzędzie po lewej stronie.</i> One detail + reason	<i>Chciałbym siedzieć w drugi rząd po lewej stronie</i> (2 details, 1 error)	<i>Chciałbym siedzieć w drugim rzędzie t.c.</i> (only 1 detail) <i>Chciałbym siedzieć w drugi rząd po lewa strona.</i> (2 details, 2 errors)	<i>Chciałbym siedzieć w drugi rząd (only 1 detail + error)</i>	<i>Chciałbym stać.</i> <i>Nie ma miejsca.</i>
(d) Ask how much the tickets are. N.F.P. bilety.	<i>Po ile są bilety? / Ile kosztują bilety? / Ile placę (za bilety?)</i>	<i>Ile kosztuje bilety?</i> <i>Ile kosztują bilet?</i> <i>Jak dużo kosztuje?</i>	<i>Czy mogę poprosić o koszt?</i> <i>Ile pieniędzy za bilety?</i>	<i>Kosztuje? t.c.</i>	Wrong tense <i>Ile? t.c.</i> <i>Proszę o rachunek.</i>

ROLE PLAY 3					
TASK	4	3	2	1	0
<p>(a) Partial CCR Say what sports you do in your spare time.</p>	<p><i>(W wolnym czasie) gram w tenisa i pływam.</i></p> <p>Accept 1 verb.</p>	<p><i>W wolnym czasie gram w tenisa i pływam.</i> (2 activities, 1 error)</p>	<p><i>W wolnym czasie gram w tenisa.</i> (only 1 activity)</p> <p><i>W wolnym czasie gram tenisa i pływam.</i> (2 activities, 2 errors)</p>	<p><i>W wolnym czasie gram tenisa</i> (only 1 activity + error)</p>	<p>No sports mentioned.</p> <p><i>Czytam książki</i></p> <p><i>Nie uprawiam / nie lubię sportu.</i></p>
<p>(b) ! CCR Say what you prefer to do and why. (1 + 3)</p>	<p><i>(Wolę) grać w tenisa bo lubię być na świeżym powietrzu.</i></p>	<p><i>(Wolę) grać w tenisa</i> t.c. (no reason given)</p> <p>gram. error, e.g. <i>na świeże powietrze</i> in o.c.r.</p>	<p>2 errors, e.g. <i>Wolę grać w tenisa bo lubię być na świeże powietrze</i></p>	<p><i>Grać w tenisa</i></p>	<p><i>Nic nie lubię</i></p> <p><i>Nie wiem dlaczego</i></p>
<p>(c) Ask your friend which sport he/she does.</p>	<p><i>Który / jaki sport (ty) uprawiasz?</i></p>	<p><i>Który / jaki sport (ty) lubisz / wolisz?</i></p>	<p><i>Jaki sport grasz?</i></p>	<p><i>Jaki sporty robisz?</i></p>	<p><i>Oglądasz.</i></p> <p><i>Robisz sport?</i></p>
<p>(d) CCR Suggest where you could go together.</p>	<p><i>Może pójdziemy (razem) na pływalię?</i></p>	<p>gram. error, e.g. <i>na pływali</i> in o.c.r.</p>	<p>2 errors, e.g. <i>Może pójdziem razem na pływali?</i></p>	<p><i>Na pływalię? t.c.</i></p>	<p>No suggestion made.</p> <p>Inappropriate place e.g. <i>do biura.</i></p> <p>Wrong tense, e.g. <i>Poszliśmy.</i></p>

ROLE PLAY 4					
TASK	4	3	2	1	0
(a) CCR Say what is wrong.	<i>Upadłem i skaleczyłem nogę.</i>	gram. error, e.g. <i>Skaleczyłem noga in o.c.r.</i>	<i>Skaleczył noga.</i> <i>Podczas meczu piłki nożnej skaleczyłem nogę.</i>	<i>Noga t.c.</i> <i>Boli mnie noga</i>	Ailment but not injury, e.g. <i>Boli mnie brzuch.</i>
(b) CCR Say where and when it happened.	<i>(Stało się to) w górach w poniedziałek.</i>	<i>(Stało się to) w góry, w poniedziałek.</i>	<i>W górach t.c. (only 1 part answered.)</i> <i>W gory, w poniedziałku. (2 parts answered, 2 errors)</i>	<i>W góry t.c. (only 1 part answered + error)</i>	No place mentioned. <i>Nie wiem, gdzie</i> <i>Jutro. (0 for that part)</i> Wrong place, e.g. <i>w kinie.</i>
(c) ! CCR Say where you have come from and when you are going back.	<i>Przyjechałem z Anglii.</i> <i>Wracam za tydzień.</i>	<i>Przyjechałem z Anglia in o.c.r.</i>	<i>Przyjechałem z Anglii t.c. (only 1 part answered)</i> <i>Przyjechałem z Anglia. Wracam za tygodnia. (2 parts answered, 2 errors)</i>	<i>Przyjechałem z Anglia t.c. (only 1 part answered + error)</i>	Wrong tense, e.g. <i>przyjadę, wrócitem.</i> <i>Przyjechałem z Polski.</i>
(d) Ask what you should do now.	<i>Co mam / trzeba / powinienem (teraz) zrobić?</i>	<i>Co teraz? (no verb)</i>	<i>Co teraz robię?</i> <i>Co będę robić?</i>	<i>Co musim teraz? (vestige of meaning)</i>	Wrong person <i>Co ty teraz robisz?</i>

ROLE PLAY 5					
TASK	4	3	2	1	0
(a) Ask the price of a ticket.	<i>Ile kosztuje bilet? / Po ile są bilety?</i>	gram. error, e.g. <i>Ile kosztuje bilety?</i> <i>Czy mogę poprosić o koszt biletu?</i>	<i>Ile pieniędzy za bilet?</i> <i>Ile jest bilet?</i>	<i>Kosztuje? t.c.</i>	<i>Ile? t.c.</i> <i>Proszę o rachunek / kwitek.</i>
(b) CCR Say how many tickets you would like and for how long. N.F.P. bilet.	<i>(Poproszę o) dwa bilety na godzinę.</i>	<i>Dwie bilety</i> in o.c.r. <i>na godzina</i> in o.c.r.	<i>Poproszę o dwa bilety t.c. (only 1 part answered.)</i> <i>Poproszę o dwie bilety na godzina (2 parts answered, 2 errors)</i>	<i>Poproszę o dwie bilety t.c. (only 1 part answered + error)</i>	Implausible number or time, e.g. <i>Sto biletów na 20 godzin</i> = 0 for that part
(c) ! CCR Say what colour skates you would like and what size.	<i>(Chciałbym) czerwone (łyżwy).</i> <i>Duże / małe / rozmiar 38 etc.</i>	<i>(Chciałbym) czerwony (łyżwy)</i> in o.c.r. Error with number <i>Czerwony i duży</i> (N.F.P. <i>duży</i>)	<i>Czerwone (łyżwy) t.c. (only 1 part answered)</i> <i>Czerwony i duża</i> (2 parts answered, 2 errors)	<i>Czerwony (łyżwy) t.c. (only 1 part answered + error)</i>	No colour or size mentioned.
(d) CCR Ask a question about the skating rink.	<i>Czy można tu kupić coś do picia?</i>	gram.error, e.g. <i>Coś do pic</i> in o.c.r.	2 errors, e.g. <i>Czy mogę tu kupić coś do pic?</i>	<i>Możem kupić pić?</i> (vestige of meaning)	No question asked. Question about another place e.g. <i>Gdzie jest kino</i>

ROLE PLAY 6					
TASK	4	3	2	1	0
(a) Ask your friend what he/she likes to read.	<i>Co (ty) lubisz czytać? Jakie książki lubisz czytać?</i>	<i>(Czy) lubisz czytać? Co czytasz? Co lubić czytać?</i>	<i>Co lubiałeś czytać?</i>	<i>Czytasz? t.c. Co czytałeś?</i>	Wrong person <i>Twój kolega / Twoja koleżanka Pisać</i>
(b) CCR Say what you have read recently and what you thought of it. 1 + 3	<i>Ostatnio czytałem książkę o Papieżu (or title of book) (Myślę, że) była bardzo ciekawa.</i>	gram.error, e.g. <i>Była bardzo ciekawe</i> in o.c.r.	2 errors, e.g. <i>Czytałem książka ... były bardzo ciekawe.</i>	<i>Czytałem + title (no opinion)</i>	No book or opinion given. <i>Nic nie czytałem.</i>
(c) ! CCR Say how often you buy books and where.	<i>Kupuję książki co kilka tygodni w księgarni.</i>	<i>Co kilka tydzień</i> in o.c.r. <i>w księgarnia</i> in o.c.r.	<i>Kupuję książki co kilka tygodni t.c. (only 1 part answered)</i> <i>Kupuję książki co kilka tydzień w księgarnia (2 parts answered, 2 errors)</i>	<i>Kupuję książki co kilka tygdzień (only 1 part answered + error)</i>	<i>Nie kupuję Nigdzie Nigdy Sprzedają</i>
(d) CCR Say what type of book you like to read (2 details).	<i>Lubię czytać książki historyczne i biografie.</i>	<i>Lubię czytać książka historyczna</i> in o.c.r.	<i>Lubię czytać książki historyczne t.c. (only 1 detail)</i> <i>Lubię czytać książka historyczna i biografia (2 details, 2 errors)</i>	<i>Lubię czytać książka historyczna (only 1 details + error)</i>	<i>Czasopisma. Gazety. English answer, e.g. science fiction.</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