



# **General Certificate of Secondary Education**

## **Polish 3686** *Specification*

**3686/S      Speaking**

## **Mark Scheme**

*2008 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.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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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

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## Role-playing Situations

- 3.1 You must role-play 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 do 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 (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.



**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**

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

## **PART TWO**

### **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	<b>( )</b>	words in brackets may be omitted

ROLE PLAY 1					
TASK	4	3	2	1	0
(a) <b>CCR</b> Say where you are and when you arrived. (2 + 2)	<i>Jestem / Jesteśmy w Polsce / w Warszawie.</i> (any Polish town) Accept hotel, beach, etc <i>Przyjechałem / Przyjechalismy wczoraj.</i> ... od wczoraj.	<i>Jestem w Polska / w Warszawie</i> in o.c.r. <i>Przyjechał wczoraj.</i> in o.c.r.	<i>Jestem w Polsce</i> t.c. (only 1 part answered) <i>Jestem w Polska. Przyjechał wczoraj.</i> (gram. error in each part)	<i>Jestem Warszawa wczoraj.</i> (vestige of meaning)	Place not in Poland. <i>Jestem na wakacjach</i> <i>Wróciłem z Wacacji</i> <i>Gdzie?</i> Any future time, e.g. <i>Przyjedziemy jutro.</i> (0 for that part)
(b) <b>! CCR</b> Say what the weather is like. (2 details)	<i>Pogoda jest piękna / Mamy piękną pogodę.</i> <i>Słońce świeci.</i> <b>NFP past tense</b>	<i>Mamy piękną pogodę</i> in o.c.r. (gram. error)	<i>Pogoda jest piękna</i> t.c. (only 1 detail) <i>Pogoda jest piękny. Słońce świecą.</i> (2 details, 2 errors)	<i>Piękny pogoda świeci.</i> (errors but vestige of meaning)	Weather not mentioned. <i>Nie wiem, jaka jest pogoda.</i>
(c) <b>CCR</b> Describe your hotel. (2 details)	<i>Hotel jest wygodny. Obsługa jest dobra.</i> <b>NFP past tense</b>	<i>Hotel jest wygodna</i> in o.c.r. <i>Obsługa jest dobry</i> in o.c.r.	<i>Hotel jest wygodny</i> t.c. (only 1 detail) <i>Hotel jest wygodna. Obsługa jest dobry.</i> (2 details, 2 errors)	<i>Hotel jest wygodna</i> t.c. (only 1 detail + error)	No description given. Place other than hotel described, e.g. <i>Miasto jest duże.</i>
(d) Ask your friend what he/she is doing today.	<i>Co (ty) dzisiaj robisz / będziesz robił?</i>	<i>Dzisiaj omitted</i> in o.c.r.	<i>Co dzisiaj robiles?</i> (wrong tense)	<i>Co robiles?</i>	<i>Wczoraj / Jutro</i> <i>Jak się dzisiaj czujesz?</i> <i>Twój kolega / Twoja koleżanka.</i> <i>Co u ciebie stychać?</i> <i>Jak się masz?</i>

ROLE PLAY 2					
TASK	4	3	2	1	0
(a) CCR Name 2 things you do in the morning before going to school.	<i>Myję się i jem śniadanie.</i>	<i>Myjesz się i jesz śniadanie.</i>	<i>Myję się t.c. (only 1 activity given) Myjesz się i jesz śniadanie. (2 activities, 2 errors)</i>	<i>Myjesz się t.c. (only 1 activity + error)</i>	Not morning activities, e.g. <i>Idę spać. Jem obiad / kolację.</i>
(b) CCR Say how you travel to school and why you use this method of transport.	<i>(Podróżuję / dojeżdżam) autobusem, bo / ponieważ mam daleko do szkoły.</i>	<i>Autobus / samochód in o.c.r. (gram. error) Mam daleko do szkoły in o.c.r.</i>	<i>(Dojeżdżam) autobusem t.c. (only 1 part answered) Autobus, bo mam daleko do szkoły (2 parts answered, 2 errors)</i>	<i>Autobus / samochód t.c. (only 1 part answered + error)</i>	No transport. <i>Samolotem. Okretem.</i>
(c) ! CCR Say what your favourite subject is and why it will be useful.	<i>(Najbardziej lubię) biologię. (Przyda mi się.) ponieważ chcę zostać lekarzem.</i>	<i>Najbardziej lubię biologię in o.c.r. (gram. error) Przyda mi się biologia, ponieważ chcę zostać lekarz.</i>	<i>Najbardziej lubię biologię. Reason in present tense. (Przyda mi się.) ponieważ chcę zostać lekarz. (2 gram. errors)</i>	<i>Lubim biologię, bo chce lekarz. (vestige of meaning)</i>	No school subject mentioned/given in English. No reason given. Past tense.

TASK	4	3	2	1	0
(d) Ask your cousin if he/she likes his/her school.	<i>(Czy) (ty) lubisz (swoją) szkołę? / Czy podoba ci się (twoja) szkoła?</i>	<i>Czy lubisz szkoła?</i> (gram. error)	<i>Lubicie szkoła?</i> <i>A jaka jest twoja szkoła?</i>	<i>Lubi szkoły?</i> (vestige of meaning)	<i>Twój kuzyn / twoja kuzynka.</i> <i>Moją szkołę.</i>

ROLE PLAY 3					
TASK	4	3	2	1	0
(a) <b>CCR</b> Name 2 things you put in your Easter basket.	(Do koszyczka wielkanocnego) wkładamy pisanki i kielbasę. Accept any food	Pisanka / kielbasa in o.c.r. (gram. error) Wkładamy pisanka i kielbasa.	Wkładamy pisanki t.c. (only 1 item given) (2 items, 2 errors)	Wkładamy pisanka t.c. (only 1 item + error)	Irrelevant items, e.g. ołówki Nic / Nie wiem Cokolwiek.
(b) <b>! CCR</b> Say who paints the eggs in your family and why it is this person.	Moja babcia (maluje pisanki), bo / ponieważ (ona) pięknie maluje.	Moja babcia, bo ona pięknie malować. (gram. error)	Moja babcia t.c. (only 1 part answered)	Moja babcia malować. (only 1 part answered + error)	Non-family member, e.g. Nauczyciel / lekarz. Nikt nie maluje.
(c) <b>CCR</b> Say what you think of this tradition and why. (1 + 3)	Podoba mi się (ta tradycja) bo jest polska.	Polski in o.c.r. (gram. error) Bo jest polska t.c. (no opinion)	Bo jest polski t.c. (no opinion + gram. error)	Podoba mi się t.c. (no reason given)	No opinion or reason given.
(d) Ask when you will go to church.	Kiedy pojedziemy do kościoła? pójdę / pojedziesz / pojedziecie	Do kościoł in o.c.r.	Kiedy do kościoła? (no verb)	Kiedy do kościoł?	Place other than church. Past tense.

<b>ROLE PLAY 4</b>					
<b>TASK</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
(a) <b>CCR</b> Describe your house, giving 2 details.	( <i>Mój dom jest</i> ) <i>duży i nowoczesny.</i>	<i>Duża / nowoczesna</i> in o.c.f. (gram. error)	<i>Mój dom jest duży</i> t.c. (only 1 detail given)	<i>Mój dom jest duży</i> t.c. (only 1 detail + error)	Place other than house, e.g. <i>Szkoła / kino.</i> Wrong adjective, e.g. <i>Krótki / mądry.</i>
(b) <b>CCR</b> Name 2 things you do at home to relax in the evening.	( <i>Wieczorem</i> ) <i>oglądam telewizję lub / albo / i gram na komputerze.</i> Accept activity in home or garden.	<i>Oglądam telewizja</i> in o.c.f. <i>Gram na komputer</i> in o.c.f.	<i>Oglądam telewizję</i> t.c. (only 1 activity mentioned) <i>Oglądam telewizja i gram na komputer.</i> (2 activities, 2 errors)	<i>Oglądam telewizja</i> t.c. (only 1 activity + error)	Any activity away from home.
(c) <b>! CCR</b> Say what you do to help at home and why.	<i>Sprzątam swój pokój, bo lubię mieć porządek.</i>	<i>Sprzątam swój pokój</i> in o.c.f.	<i>Sprzątam swój pokój</i> t.c. (no reason given)	<i>Sprzątam swój pokój</i> t.c. (only 1 part answered + error)	Unsuitable activity, e.g. <i>Odrabiam zadania / pracuję w biurze.</i>
(d) Ask your friend what he/she did at home yesterday.	<i>Co (ty) wczoraj w domu robiłeś?</i> <i>Co (ty) wczoraj robiles w domu?</i>	<i>Wczoraj / w domu</i> omitted in o.c.f.	<i>Co robiles w domu?</i>	<i>Co robiles?</i>	<i>Twój kolega / twoja koleżanka.</i> <i>Dzisiaj / jutro.</i> Future tense.



ROLE PLAY 5					
TASK	4	3	2	1	0
(a) Ask the price of lessons.	Ile kosztują / Po ile są lekcje? Lekcja (singular)	Ile kosztuje lekcje? / Ile kosztują lekcja? / Jak dużo kosztuje?	Czy mogą poprosić o koszt? Ile pieniędzy za lekcję?	Kosztuje? t.c.	Ile? t.c. Proszę o rachunek / kwitek.
(b) CCR Say how many boys and how many girls are in your group.	(Jest nas) trzech chłopców i trzy dziewczynki.	Error with number, e.g. Trzy chłopcy in o.c.r.	(Jest nas) trzech chłopców t.c. (only 1 part answered) 2 errors with numbers.	Trzy chłopcy t.c. (only 1 part answered + error) Number alone (without boys / girls).	No number.
(c) CCR Say where you last went skiing and with whom.	(Byłem na nartach) w Szwajcarii z rodziną.	W Szwajcarii / z rodziną in o.c.r.	W Szwajcarii t.c. (only 1 part answered) W Szwajcarii z rodziną. (2 parts answered, 2 errors)	W Szwajcarii t.c. (only 1 part answered + error)	Nigdy / Nigdzie. Future tense.
(d) I CCR Say when you would like to have your first lesson. (2 details)	(Chcielibyśmy mieć pierwszą lekcję) jutro o 9-tej. NFP lekcja.	Jutro o 9-ta. (gram. error)	Jutro t.c. (only 1 detail given)	O 9-ta t.c. (only 1 detail + error)	Wczoraj. Nigdy. Past tense.

<b>ROLE PLAY 6</b>					
<b>TASK</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
(a) Ask the price of tickets.	<i>Po ile są / Ile kosztują / Ile płacę za bilety? Bilet (singular)</i>	<i>Ile kosztuje bilety? / Ile kosztują bilety? / Jak dużo kosztuje?</i>	<i>Czy mogę poprosić o Kosztuje? t.c. Ile pieniędzy za bilet?</i>	<i>Kosztuje? t.c.</i>	<i>Kwitki. Ile? Proszę o rachunek.</i>
(b) <b>Partial CCR</b> Book a table and say for how many people.	<i>Chciałbym zamówić / Poproszę o stół / stolik na sześć osób.</i>	<b>Error with number,</b> e.g. <i>Na sześć osoby</i> in o.c.r.	<i>Poproszę o stół t.c.</i>	<i>Poprosze o stole t.c. (vestige of meaning)</i>	<i>Krzeseło.</i>
(c) <b>! CCR</b> Give your first name, surname and age.	<i>(Nazywam się / Mam na imię) Jan Kowalski. (Mam) 15 lat.</i>	<b>1 element omitted,</b> e.g. <i>Jan Kowalski, 15 t.c.</i>	<b>2 elements omitted,</b> e.g. <i>15 lat t.c.</i>	<b>3 elements omitted,</b> e.g. <i>Jan t.c.</i>	<b>No personal information given.</b> <i>70 lat. (0 for that part)</i>
(d) <b>CCR</b> Say how you will get home afterwards and at what time.	<i>(Po zabawie) wrócę do domu taksówką, o 11-tej.</i>	<i>Taksówka / o 11-ta in o.c.r.</i>	<i>Wrócę do domu taksówką t.c. (only 1 part answered) Wrócę do domu taksówką o 11-ta. (2 parts answered, 2 errors)</i>	<i>Wrócę do domu taksówką t.c. (only 1 part answered + error)</i>	<i>Samolotem / okrętem Nie wiem jak. Nie wiem kiedy.</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