



**General Certificate of Secondary Education  
June 2013**

**Polish**

**46853**

**(Specification 4685)**

**Unit 3: Speaking**

**Final**

***Mark Scheme***

---

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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process 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 standardisation each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised 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: [aqa.org.uk](http://aqa.org.uk)

Copyright © 2013 AQA and its licensors. All rights reserved.

**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.

	<b>Communication</b>	<b>Range of Language</b>	<b>Accuracy</b>	<b>Interaction and Fluency</b>	<b>Total</b>
Presentation & Discussion	8	4	4	4	20
Conversation	8	4	4	4	20
<b>Total</b>	16	8	8	8	40

<b>Marks</b>	<b>Communication (Presentation &amp; Discussion and Conversation)</b>
7-8	A good range of information and points of view are conveyed. Responses are developed/explained with confidence. Can narrate events.
4-6	A fair amount of information and points of view conveyed. Responses are regularly developed beyond the minimum.
1-3	Some simple information and opinions conveyed. Some responses rarely developed beyond the minimum.
0	No relevant information conveyed

<b>Marks</b>	<b>Range of Language (Presentation &amp; Discussion and Conversation)</b>
4	A wide range of vocabulary, complex structures and a variety of verb tenses.
3	A range of vocabulary; some complex structures.
2	Limited vocabulary; sentences short and simple.
1	Very limited vocabulary – just isolated words and occasional phrases.
0	No recognisable words.

<b>Marks</b>	<b>Accuracy (Presentation &amp; Discussion and Conversation)</b>
4	All messages are clear and errors usually appear only in more complex structures. Accent and intonation consistently good.
3	Messages are clear in spite of some errors. Accent and intonation generally good but some inconsistency.
2	Most messages are communicated though errors are quite frequent. Accent and intonation sometimes delay communication.
1	Some messages are communicated but errors are very frequent. Accent and intonation make comprehension difficult.
0	No messages are communicated.

<b>Marks</b>	<b>Interaction and Fluency (Presentation &amp; Discussion and Conversation)</b>
4	Responds readily and shows initiative. Conversation sustained at a reasonable speed, language expressed fluently.
3	Ready responses; some evidence of an ability to sustain a conversation; may sometimes take the initiative.
2	Some reaction. Sometimes hesitant, little natural flow of language.
1	Little reaction. Very hesitant and disjointed.
0	No language produced is worthy of credit.

- The marks awarded for Range of Language, Accuracy, Interaction and Fluency must not be more than one mark higher than the mark awarded for Communication.
- A mark of zero for Communication will automatically result in a zero score for the task as a whole.

## Guidance Notes for Examiners

The following guidance, provided to examiners during the marking period, is reproduced below for information.

### 1. Principles of marking

- 1.1 The Speaking Tests are marked in accordance with the criteria for assessment published in the specification and given on subsequent pages of this booklet.
- 1.2 No allowances can be made for poor or incorrect teacher conduct of the tests.

### 2 Mechanics of Marking

Please ensure that the grids on the Detailed Mark Sheet are completed accurately. Please conform to the lay-out shown in the exemplar Detailed Mark Sheet given in this guide. **Please note in particular that the Presentation and Discussion and the Conversation marks should be recorded in order: Communication, Range of Language, Accuracy, Interaction and Fluency.**

### 3 Presentation and Discussion and Conversation

- 3.1 The Presentation and Discussion is marked separately from the Conversation. You must assess and award marks for each of the four categories (Communication, Range of Language, Accuracy, Interaction and Fluency) for the Presentation and Discussion and then again for the Conversation.

**NB:** In the Presentation and Discussion the mark for Interaction and Fluency is awarded on the basis of the Discussion element only.

- 3.2 If the Presentation or Discussion is missing, a maximum of 4 marks can be awarded for Communication.
- 3.3 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.
- 3.4 The marks awarded for Range of Language, Accuracy and Interaction and Fluency must not be more than one mark higher than the mark awarded for Communication.
- 3.5 A mark of zero for Communication will result in a zero score for the task as a whole.
- 3.6 If a mark is awarded for Communication this will inevitably lead to the award of marks for Range of Language, Accuracy and Interaction and Fluency.
- 3.7 To score a mark of 4 for Range of Language the candidate needs to use a minimum of two verb tenses.
- 3.8 You should stop marking the Presentation and Discussion approximately 3 minutes after the start of the test. You should stop marking the Conversation approximately 9 minutes from the start of that section of the test.

- 3.9 If a candidate speaks on only **one** topic throughout the Conversation, you should find the appropriate band for Communication and then adjust the mark as shown in the table below. Marks have been halved and half marks rounded up.

For example, if a candidate would have scored 8 marks for Communication for two topics, this mark would then be reduced to 4 marks for one topic only; if a candidate would have scored 4 marks for two topics then this would be reduced to 2 marks for one topic only. Please see table below for illustration of the full range of marks which can be awarded in these circumstances.

Communication Marks		
Two Topics		One Topic
8	→	4
7	→	4
6	→	3
5	→	3
4	→	2
3	→	2
2	→	1
1	→	1
0	→	0

### Converting Marks into UMS marks

Convert raw or scaled marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator [www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion)

### Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.