
GCSE

POLISH

8688/SF+SH

Paper 2 Speaking (Foundation and Higher)

F+H

Specimen Mark scheme

June 2019

V1.0

Mark schemes are prepared by the Lead Assessment Writer 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 associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' tests. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Marks will be allocated in the following way at both Foundation and Higher Tier:

	Communication	Knowledge and use of language	Range and accuracy of language	Pronunciation and intonation	Spontaneity and fluency	Total
Role-play	10	5				15
Photo card	15					15
Conversation	10		10	5	5	30
Total	35	5	10	5	5	60

Foundation Tier

Part 1

Role-play - Assessment criteria

There are 5 tasks for the Role-play, each of which will be awarded up to 2 marks for Communication. There will then be an overall assessment of the student's Knowledge and use of language in the Role-play. Up to 5 marks will be available for this assessment.

[15 marks]

For each task

Mark	Communication
2	The message is conveyed without ambiguity.
1	The message is partially conveyed or conveyed with some ambiguity.
0	No part of the message is conveyed.

Notes

- Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.
- Where students are required to give two responses or details in one task, failure to convey an unambiguous message in reply to one of them means that the message is partially conveyed and one mark is awarded.
- The tasks on the Candidate's Card and the notes in the Teacher's Booklet clearly explain how much detail the student is expected to give per task. However, some students may still go beyond the minimum requirement of the task. When this happens, as soon as the task is accomplished, any further incorrect information given by the student is ignored for assessment purposes, for both Communication and for Knowledge and use of language.

For the Role-play overall

Mark	Knowledge and use of language
5	Very good knowledge and use of language.
4	Good knowledge and use of language.
3	Reasonable knowledge and use of language.
2	Limited knowledge and use of language.
1	Poor knowledge and use of language.
0	No language produced is worthy of credit.

Role plays: additional guidance on application of the assessment criteria for Knowledge and use of language

The guidance below is provided to describe the key features of a performance scoring each particular mark and should be applied on the basis of a 'best fit' approach. Further exemplification of this is provided on pages 6-8.

Minor errors are errors which have no bearing on effective communication, such as incorrect adjectival agreement or gender.

At Foundation Tier

For a student scoring 5 marks, the language used is generally accurate but there may still be the occasional minor error which has no effect on communication, such as incorrect adjectival agreement or gender. Verbs are handled effectively.

For a student scoring 4 marks, the language used is generally accurate. However, there may still be minor errors which have no effect on communication, such as incorrect adjectival agreement or gender, and/or a more serious error, such as a lapse in verb formation, which affects communication.

For a student scoring 3 marks, there are linguistic errors, some of a minor nature which have no effect on communication, and others which are more serious, such as lapses in verb formation or instances where the verb is omitted entirely. There may be a task which the student cannot complete because of a lack of linguistic knowledge.

For a student scoring 2 marks, although there is an ability to use a verb effectively, linguistic inaccuracy at times makes what is said ambiguous, inappropriate to the task or incomprehensible. There may be tasks which the student cannot attempt because of a lack of linguistic knowledge.

For a student scoring 1 mark, the language used is sufficient to convey a little information, but is generally ambiguous, inappropriate to the task or incomprehensible. There may be tasks which the student cannot attempt because of a lack of linguistic knowledge.

To exemplify application of the marking criteria in relation to an individual role-play, Foundation Tier role-play 1 has been selected to demonstrate a possible range of performances. A detailed commentary for both Communication and Knowledge and use of language is provided below. This guidance should be viewed in conjunction with the Student Card, the Teacher's Role and the assessment criteria.

Student 1

1. Mam 15 lat.
2. Urodziny obchodzę pierwszego października.
3. Gram w piłkę nożną i podobają mi się gry komputerowe.
4. Dostępnie często, wieczorami po szkole i w soboty.
5. Które sporty można uprawiać w tym klubie?

Communication (10 marks)

All tasks are communicated without ambiguity.

Knowledge and use of language (5 marks)

There is very good knowledge and use of language in relation to the tasks. A variety of sentence structure and a range of correctly conjugated verbs are used. The vocabulary used is appropriate to the task and there are no grammatical errors.

Student 2

1. Mam 14 lat.
2. Urodziny mam trzynastego czerwca.
3. Lubię gotować.
4. Spotykamy się dwa razy na tydzień.
5. Czy w klubie są korty tenisowe?

Communication (9 marks)

Tasks 1, 2, 4 and 5 all score two marks. All the messages are conveyed without ambiguity. Task 3 scores one mark because only one activity is given, when two activities are clearly required.

Knowledge and use of language (5 marks)

There is very good knowledge and use of language in relation to the tasks. The vocabulary used is appropriate to the task, the verb forms are all accurate and, although the sentence structure is simple, there are no grammatical errors.

Student 3

1. Mam 14 lat.
2. Moje urodziny są w lipcu.
3. Chodzę do kina.
4. Spotkamy się w piątek.
5. W klubie jest siatkówka?

Communication (7 marks)

Task 1 receives two marks. Task 2 is expressed in faultless Polish, and although the full date of the birthday is not given, *w lipcu* conveys enough information for one mark. Task 3 gets one mark because only one activity is given when two are required. The wrong ending on *kino* does not impede communication so is not penalised. Task 4 appears slightly ambiguous. Certainly *w piątek* is given one mark, but the verb *spotkamy się* causes confusion. Does this response refer to a meeting with friends this Friday or does it indicate that they always meet on Fridays? It is not clear that the question *Jak często ...?* has been properly addressed. The question in Task 5, although clumsily expressed, has the interrogative intonation and leaves no doubt as to its meaning, so two marks are given.

Knowledge and use of language (4 marks)

There is good knowledge and use of language in relation to the tasks. The vocabulary, though very basic, is appropriate to the task, most verbs are correctly conjugated and there is just one grammatical error. There is a lapse in verb formation in Task 4, which causes ambiguity in the message conveyed.

Student 4

1. Wiek 15 lat.
2. Urodziłem się w Anglii.
3. Lubię telewizja, szachy.
4. Sobota, niedziela.
5. Kiedy pływanie?

Communication (7 marks)

Tasks 1, 3 and 4 all receive two marks. In Task 1, despite the use of *wiek*, lifted from the Student Card prompt or repeated from the teacher's role, the idea of age is clearly communicated. Despite the grammatical error in Task 3 and the lack of a verb or a full sentence in Task 4, the messages are conveyed without ambiguity. It is clear that the question to Task 2 has been misunderstood and the unprepared response therefore scores zero marks. Task 5 gains only one mark because it is awkwardly phrased and lacks a verb, so communication is incomplete.

Knowledge and use of language (3 marks)

There is reasonable knowledge and use of language in relation to the tasks. The verbs used are correctly conjugated and there is some use of appropriate vocabulary, although nouns are not always given the correct grammatical ending. The lack of a verb in Task 1 and in Task 5 are unfortunate linguistic omissions, and the incorrect answer in Task 2 highlights poor comprehension skills.

Student 5

1. 15.
2. Moje urodziny są November.
3. Lubię komputery i lubię chess.
4. Sobota.
5. Lubię sport.

Communication (4marks)

Task 1 is given two marks. Although there is no verb and no full sentence, the response *15* clearly addresses the teacher's *Powiedz mi, proszę, ile masz lat.* Task 2 is awarded zero marks, since a full date is not given and the name of the month is in English. Task 3 also gains one mark for *lubię komputery*. It is unfortunate that English words are used in both Task 2 and Task 3, as these cannot be credited with a mark. In Task 4 one mark is given for *sobota*, although as an isolated word it does not convey the full message. Task 5 scores zero marks because a question is not being asked, as is specified on the Student Card.

Knowledge and use of language (2 marks)

There is limited knowledge and use of language. Two verbs are used correctly and appropriately and there are some examples of correct, if simple, linguistic usage. The verb *lubię* in Task 5, however, is completely the wrong verb to use in that context. There is evidence of a lack of linguistic knowledge when English words are substituted for Polish words and when a question cannot be correctly formed.

Student 6

1. Jestem 12.
2. (No answer).
3. Filmy, muzyka.
4. Tak.
5. Sport?

Communication (3 marks)

One mark is given for Task 1, for the number 12. In this task an English construction appears to be used, which would be confusing to a Polish listener since the verb *Jestem* negates the number 12, hence two marks cannot be given. Two marks are awarded for Task 3, where the message is conveyed, albeit without the formation of a full sentence or the use of a verb. Both Task 2 and Task 4 appear to cause comprehension difficulties, and there is no real attempt to ask any valid question in Task 5. Thus zero marks are awarded for Tasks 2, 4 and 5.

Knowledge and use of language (1 mark)

There is poor knowledge and use of language. There are just two items of vocabulary which communicate anything in relation to the tasks and these are the cognates *filmy* and *muzyka*. Nevertheless, the language used is just sufficient to convey a little information.

Foundation Tier**Part 2****Photo card – Assessment criteria**

The student's responses to the five questions are assessed for Communication only, as per the criteria below.

[15 marks]

Level	Mark	Communication
5	13-15	The speaker replies to all questions clearly and develops most answers. He/she gives and explains an opinion.
4	10-12	The speaker replies to all or nearly all questions clearly and develops some answers. He/she gives and explains an opinion.
3	7-9	The speaker gives understandable replies to most questions and develops at least one answer. He/she gives an opinion.
2	4-6	The speaker gives understandable replies to most questions but they may be short and/or repetitive.
1	1-3	The speaker replies to some questions but the answers are likely to be short and/or repetitive.
0	0	Communication does not meet the standard required for Level 1 at this tier.

Notes

- (a) At least one question on each Photo card asks students to give and explain an opinion.
- (b) Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

Foundation Tier**Part 3****General Conversation – Assessment criteria**

The General Conversation is based on the two Themes not covered in the Photo card. At Foundation Tier, the Conversation should last between three and five minutes.

A zero score for Communication means that the mark in the other three categories must also be zero but, apart from that, the Communication mark does not limit the marks in the other categories.

[30 marks]

Level	Mark	Communication
5	9-10	A speaker who usually gives quite short responses but occasionally gives extended responses. Occasionally narrates events briefly when asked to do so. Usually gives clear information but lacks clarity from time to time. Gives opinions, some of which are explained.
4	7-8	A speaker who tends to give quite short responses, but with occasional attempts at longer responses. He/she has only limited success in narrating events. There may be a few occasions when he/she is unable to answer successfully or where responses are very unclear. Gives opinions.
3	5-6	A speaker who gives short responses. Attempts at longer responses or at narrating events require an effort of concentration to be understood and some responses may be unintelligible. Gives at least one opinion.
2	3-4	A speaker who is able only to give very short responses. Any attempts at slightly longer responses or at narrating events tend to be very unclear or even unintelligible. There may be occasions where the speaker is unable to respond.
1	1-2	A speaker who is able to communicate very little, either because most of the time he/she is unable to respond, and/or because most of what is said is unintelligible.
0	0	Communication does not meet the standard required for Level 1 at this tier.

Notes

It is a requirement for students to ask the teacher-examiner a question in the General Conversation section of the speaking test. Students who do not fulfil this requirement will incur a deduction of 1 mark from their mark for Communication in this section. For example, a student who would have received 8 marks out of 10 for Communication, had he/she asked a question, will actually receive a final mark of 7. There is no impact on the marks awarded for the other categories for the General Conversation.

Level	Mark	Range and accuracy of language
5	9-10	Generally good language which involves mainly simple linguistic structures and vocabulary, with some repetition, but with attempts to use more complex linguistic structures and more varied vocabulary. There is some success in making reference to past and future, as well as present, events. Although there may be errors they do not generally impede comprehension.
4	7-8	Reasonable language which uses simple structures and vocabulary and may be repetitive at times. Any attempts to make reference to past or future events may have only limited success. There may be frequent errors, which may occasionally impede communication.
3	5-6	Basic language which uses simple structures and vocabulary and may often be repetitive. There is little or no success in making reference to past or future events. There are likely to be frequent errors, which sometimes impede communication.
2	3-4	Limited language which uses very simple structures and vocabulary and is likely to be repetitive. There is little or no success in making reference to past or future events. There are likely to be frequent errors which regularly impede communication.
1	1-2	Very poor language which may show little understanding of how the language works. There are likely to be errors in the vast majority of sentences, or there may be so little said that it is impossible to make a judgement.
0	0	The language does not meet the standard required for Level 1 at this tier.

Level	Mark	Pronunciation and intonation
5	5	Generally good but some inconsistency at times.
4	4	Pronunciation generally understandable with some intonation.
3	3	Pronunciation is understandable, with a little intonation, but comprehension is sometimes delayed.
2	2	Pronunciation very anglicised with almost no intonation, making comprehension difficult at times.
1	1	Pronunciation is only just understandable making comprehension difficult.
0	0	Pronunciation and intonation do not meet the standard required for Level 1 at this tier.

Level	Mark	Spontaneity and fluency
5	5	Generally good exchange in which the speaker shows some spontaneity, but also relies on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions.
4	4	Reasonable exchange in which the speaker shows a little spontaneity, but much of what is said involves pre-learnt responses. The flow is often broken by hesitation and delivery can be quite slow at times.
3	3	Basic exchange in which the speaker shows little or no spontaneity and relies heavily on pre-learnt responses. The flow is broken by hesitations, some of them long, and delivery is quite slow.
2	2	Limited exchange in which the speaker may show no spontaneity and all successful responses may be pre-learnt. Hesitates frequently, and often at length, before answering questions. Slow delivery means that the conversation lacks any flow.
1	1	Poor exchange in which the speaker hesitates at length before answering most questions, which makes the conversation very disjointed. Often cannot answer questions, while at other times there may be pre-learnt responses.
0	0	Spontaneity and fluency do not meet the standard required for Level 1 at this tier.

Notes

Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, this will not have a negative impact on the overall mark, unless it happens regularly and affects fluency.

Higher Tier**Part 1****Role-play - Assessment criteria**

There are 5 tasks for the Role-play, each of which will be awarded up to 2 marks for Communication. There will then be an overall assessment of the student's Knowledge and use of language in the Role-play. Up to 5 marks will be available for this assessment.

[15 marks]**For each task**

Mark	Communication
2	The message is conveyed without ambiguity.
1	The message is partially conveyed or conveyed with some ambiguity.
0	No part of the message is conveyed.

Notes

- (a) Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.
- (b) Where students are required to give two responses or details in one task, failure to convey an unambiguous message in reply to one of them means that the message is partially conveyed and one mark is awarded.
- (c) The tasks on the Candidate's Card and the notes in the Teacher's Booklet are clearly explain how much detail the student is expected to give per task. However, some students may still go beyond the minimum requirement of the task. When this happens, as soon as the task is accomplished, any further incorrect information given by the student is ignored for assessment purposes, for both Communication and for Knowledge and use of language.

For the Role-play overall

Mark	Knowledge and use of language
5	Very good knowledge and use of language.
4	Good knowledge and use of language.
3	Reasonable knowledge and use of language.
2	Limited knowledge and use of language.
1	Poor knowledge and use of language.
0	No language produced is worthy of credit.

Role plays: additional guidance on application of the assessment criteria for Knowledge and use of language

The guidance below is provided to describe the key features of a performance scoring each particular mark and should be applied on the basis of a 'best fit' approach. Further exemplification of this is provided on pages 15-17.

Minor errors are errors which have no bearing on effective communication, such as incorrect adjectival agreement or gender.

For a student scoring 5 marks, the language used is very accurate, although there may still be the very occasional minor error which has no effect on communication, such as incorrect adjectival agreement or gender. Verbs are handled with confidence and tense usage is always accurate.

For a student scoring 4 marks, the language used is generally accurate. However, there may still be minor errors which have no effect on communication, such as incorrect adjectival agreement or gender, and/or a more serious error, such as a lapse in verb formation, which affects communication. Verbs are handled with confidence and tense usage is nearly always accurate.

For a student scoring 3 marks, there are linguistic errors, some of a minor nature which have no effect on communication, and others which are more serious, such as lapses in verb formation or instances where the verb is omitted entirely. Imprecise tense usage may lead to problems with communication. There may be a task which the student cannot attempt because of a lack of linguistic knowledge.

For a student scoring 2 marks, the student shows some ability to use verbs effectively. On other occasions, the language used in relation to the tasks is ambiguous or incomprehensible. There may be tasks which the student cannot attempt because of a lack of linguistic knowledge.

For a student scoring 1 mark, the language used is sufficient to convey a little information, but is generally ambiguous, inappropriate to the task or incomprehensible. There may be tasks which the student cannot attempt because of a lack of linguistic knowledge.

To exemplify application of the marking criteria in relation to an individual role-play, Higher Tier role-play 7 has been selected to demonstrate a possible range of performances. A detailed commentary for both Communication and Knowledge and use of language is provided below. This guidance should be viewed in conjunction with the Student Card, the Teacher's Role and the assessment criteria.

Student 1

1. Chciałabym kupić Smartfon. Byłabym gotowa wydać około 500zł.
2. Najczęściej do rozmowy z koleżankami ale też korzystam z Internetu.
3. Miałam właśnie Smartfon. Kiedyś był dobry ale teraz są lepsze telefony.
4. Przeważnie spędzam dwie godziny dziennie na rozmowach przez komórkę.
5. Który telefon komórkowy jest według Pana najlepszy?

Communication (10 marks)

All tasks are communicated without ambiguity.

Knowledge and use of language (5 marks)

There is very good knowledge and use of language in relation to the tasks. All the tasks have been well thought out and expressed fluently, including the unprepared response. The vocabulary is extensive and consistently appropriate to the tasks. All verbs are correctly formed and there is use of the present, past and conditional tenses. There is also excellent use of adverbs and linking words. There are no grammatical errors.

Student 2

1. Chcę kupić telefon komórkowy marki Nokia w cenie około 300zł.
2. Najczęściej rozmawiam z kolegom. Robię też fotografie.
3. Myślę, że mój ostatni telefon za drogi kosztował.
4. Spędzam dosyć dużo czasu – może 2-3 godziny na dzień.
5. Czy Pani mogłaby mi poradzić?

Communication (9 marks)

Almost all tasks are completed successfully. The only task which does not get two marks is Task 3, where an opinion of a previous phone is given but there is nothing to say what kind of phone it was. Thus only one detail is given where two are required and only one mark is given.

Knowledge and use of language (5 marks)

There is very good knowledge and use of language in relation to almost all of the tasks. The language used is appropriate for conveying the required messages, the minor grammatical errors in Tasks 2 and 3 having no effect on the communication of the intended messages. The use of vocabulary is appropriate to the task and the correct register is used in the context of the situation. Verb usage and tense formation are always correct. Present, past and conditional tenses are successfully used.

Student 3

1. Potrzebna mi jest nowoczesna komórka.
2. Pomagali przy zadaniach domowy.
3. Poprzednio miałem komórkę Samsung.
4. Używałem przez kilka godzin dziennie.
5. Który telefon Pan poleca ?

Communication (7 marks)

Tasks 4 and 5 receive two marks each. Both tasks are communicated effectively, the only uncertainty being the use of the past tense in Task 4, but this could be taken to be a reference to the mobile phone mentioned in Task 3. Task 1 receives only one mark because there is no mention of the price of a mobile phone. Task 2 also gains one mark because only one use of the phone is given when two are required. Despite the grammatical errors in Task 2, the message that the mobile phone helps with homework is clear. Task 3 again receives only one mark because no opinion is given and thus only one part of the task is accomplished.

Knowledge and use of language (4 marks)

There is good knowledge and use of language in relation to the tasks. The vocabulary and sentence structure, although straightforward, are entirely appropriate to the task and the grammatical errors do not impede communication. Generally there is accurate verb usage and both the present and past tenses are correctly formed. The exception to this is in Task 2, where the incorrect verb formation leads to some confusion. It is not clear why the verb appears to be plural. This, coupled with the unexpected use of the past tense in Task 4, slightly affects clarity of meaning.

Student 4

1. Nowy Smartfon. 100zł.
2. Wysyłam SMSy. Szukam informacji.
3. Mój ostatni telefon nie była dobry.
4. Nie pamiętam.
5. Może Pani pomóc?

Communication (6 marks)

Tasks 1 and 2 both receive two marks. The messages are conveyed without ambiguity, despite the fact that in Task 1 no verbs are used and the manner of speech in both Tasks 1 and 2 is rather abrupt. Task 3 is given only one mark because an opinion is given, albeit containing a grammatical error, but the first part of the question is not addressed. No effort is made in Task 4 so this scores zero marks. Task 5 gets one mark because it is felt that the verb *pomóc* only partially conveys the message, although the formal register is correctly used in this situation.

Knowledge and use of language (3 marks)

There is reasonable knowledge and use of language. The vocabulary used is adequate for the task and grammatical knowledge is often sound. However, the omission of the verbs in Task 1 and the failure to produce full sentences show poor linguistic style. Similarly, the incorrect past tense in Task 3 causes a slight problem with communication. It is assumed that there is insufficient linguistic knowledge to tackle Task 4, which is not addressed at all.

Student 5

1. Mogę kupić komórka, cena 600 zł.
2. (No answer).
3. Kiedyś miałem stary model komórki. Nie podobał mi się.
4. Pół godziny.
5. Co Pani myśli?

Communication (5 marks)

Tasks 3 and 4 are both given two marks. In Task 3 the adjective *stary* is accepted as a description of a previous mobile phone and a simple opinion is given in the second part of this task. The language used in Task 4 is brief but communicates the message unambiguously. Task 1 is given only one mark, for the price of the phone, but since no type of mobile phone is mentioned, only half of that message is communicated. Tasks 2 and 5 both score zero marks, Task 2 because it is not attempted and Task 5 because the question asked is not the question specified on the Student Card.

Knowledge and use of language (2 marks)

There is limited knowledge and use of language. Although there is some ability to use verbs correctly, this is by no means consistent. In Task 3 the past tense of two different verbs is successfully formed, but the verbs used in the first part of Task 1 and in Task 5 are incorrect in the context and lead to confusion of meaning. The lack of a verb in the second part of Task 1 and in Task 4 show poor linguistic style. There is further evidence of insufficient linguistic knowledge, since Task 2 is not attempted.

Student 6

1. Proszę telefona.
2. Używa internet i muzyka.
3. Niedobry.
4. Nie wiem.
5. (No answer).

Communication (3 marks)

Task 1 scores zero marks, since neither a type of mobile phone nor a price are mentioned. Task 2 gets two marks. Despite the incorrect verb and the lack of a full sentence, given the context, sufficient information is provided to convey the required message. In Task 3, the adjective *niedobry* is accepted as a negative opinion and is given one mark, but the first part of the task is not addressed. Tasks 4 and 5 are not attempted, so score no marks.

Knowledge and use of language (1 mark)

There is poor knowledge and use of language. There is no evidence to show correct verb formation or use of tenses. The only language which communicates anything in relation to the tasks is the negative *niedobry* and the cognates *internet* and *muzyka*. Despite these linguistic limitations, the language used is just sufficient to convey a little information.

Higher Tier**Part 2****Photo card – Assessment criteria**

The student's responses to the five questions are assessed for Communication only, as per the criteria below.

[15 marks]

Level	Mark	Communication
5	13-15	The speaker replies to all questions clearly and develops most answers. He/she gives and explains an opinion.
4	10-12	The speaker replies to all or nearly all questions clearly and develops some answers. He/she gives and explains an opinion.
3	7-9	The speaker gives understandable replies to most questions and develops at least one answer. He/she gives an opinion.
2	4-6	The speaker gives understandable replies to most questions but they may be short and/or repetitive.
1	1-3	The speaker replies to some questions but the answers are likely to be short and/or repetitive.
0	0	Communication does not meet the standard required for Level 1 at this tier.

Notes

- (a) At least one question on each Photo card asks students to give and explain an opinion.
- (b) Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

Higher Tier**Part 3****General Conversation – Assessment criteria**

The General Conversation is based on the two Themes not covered in the Photo card. At Higher Tier, the Conversation should last between five and seven minutes.

A zero score for Communication means that the mark in the other three categories must also be zero but, apart from that, the Communication mark does not limit the marks in the other categories.

[30 marks]

Level	Mark	Communication
5	9-10	A speaker who consistently develops responses in extended sequences of speech. Narrates events coherently when asked to do so. Conveys information clearly at all times, giving and explaining opinions convincingly.
4	7-8	A speaker who regularly develops responses in extended sequences of speech. Usually narrates events when asked to do so. Almost always conveys information clearly, giving and explaining opinions.
3	5-6	A speaker who develops some responses in extended sequences of speech. Sometimes narrates events when asked to do so. Usually conveys information clearly, giving and often explaining opinions.
2	3-4	A speaker who usually gives quite short responses but occasionally gives extended responses. Occasionally narrates events briefly when asked to do so. Usually gives clear information but lacks clarity from time to time. Gives opinions, some of which are explained.
1	1-2	A speaker who tends to give quite short responses, but with occasional attempts at longer responses. He/she has only limited success in narrating events. There may be a few occasions when he/she is unable to answer successfully or where responses are very unclear. Gives opinions.
0	0	Communication does not reach the standard required for Level 1 at this tier.

Notes

It is a requirement for students to ask the teacher-examiner a question in the General Conversation section of the speaking test. Students who do not fulfil this requirement will incur a deduction of 1 mark from their mark for Communication in this section. For example, a student who would have received 8 marks out of 10 for Communication, had he/she asked a question, will actually receive a final mark of 7. There is no impact on the marks awarded for the other categories for the General Conversation.

Level	Mark	Range and accuracy of language
5	9-10	Excellent language with a wide variety of linguistic structures and a wide range of vocabulary. References to past and future, as well as present, events are made confidently. There are few minor errors and other errors occur when complex structures and/or vocabulary are attempted.
4	7-8	Very good language with some variety of linguistic structures and a range of vocabulary. References to past and future, as well as present, events are generally successful. Any errors are only minor or occur when complex structures and/or vocabulary are attempted.
3	5-6	Good language with some attempts at more complex structures which are usually successful. References to past and future, as well as present, events are made and are sometimes successful. There may be minor errors and occasional more serious ones, but they do not generally impede comprehension.
2	3-4	Generally good language which involves mainly simple linguistic structures and vocabulary, with some repetition, but with attempts to use more complex linguistic structures and more varied vocabulary. There is some success in making reference to past and future, as well as present, events. Although there may be errors they do not generally impede comprehension.
1	1-2	Reasonable language which uses simple structures and vocabulary and may be repetitive at times. Any attempts to make reference to past or future events may have only limited success. There may be frequent errors, which may occasionally impede communication.
0	0	The language does not meet the standard required for Level 1 at this tier.

Level	Mark	Pronunciation and intonation
5	5	Consistently good pronunciation and intonation throughout.
4	4	Good pronunciation and intonation with only occasional lapses.
3	3	Generally good but with some inconsistency in more challenging language.
2	2	Generally good but some inconsistency at times.
1	1	Pronunciation generally understandable with some intonation.
0	0	Pronunciation and intonation do not reach the standard required for Level 1 at this tier.

Level	Mark	Spontaneity and fluency
5	5	Excellent exchange in which the speaker reacts naturally to the questions asked and has an air of spontaneity. Responds promptly and speaks with some fluency, though not necessarily with that of a native speaker.
4	4	Very good exchange in which the speaker usually reacts naturally to the questions asked and is often spontaneous. Usually responds promptly and there is some flow of language.
3	3	Good exchange in which the speaker sometimes reacts naturally to the questions asked, but may at times rely on pre-learnt responses. There may be some hesitation before a reply but the delivery generally has a reasonable pace.
2	2	Generally good exchange in which the speaker shows some spontaneity, but also relies on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions.
1	1	Reasonable exchange in which the speaker shows a little spontaneity, but much of what is said involves pre-learnt responses. The flow is often broken by hesitation and delivery can be quite slow at times.
0	0	Spontaneity and fluency do not reach the standard required for Level 1 at this tier.

Notes

Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, this will not have a negative impact on the overall mark, unless it happens regularly and affects fluency.