

Spanish

Advanced Subsidiary GCE

Unit **F721**: Speaking

Mark Scheme for January 2013

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Subject-specific Marking Instructions that apply across the whole question paper to be included here.

- If the recording exceeds 6 minutes for the role play and / or 10 minutes for the topic discussion, do not assess work after the time limits have been reached.

MARK SCHEME**Section A: Role Play**

Task	Indicative Content	Marks	Guidance
A	<p>Each (1) Total 15</p> <ul style="list-style-type: none"> • items of lost property / logged • so can be traced • items kept / at least three months • (credit / bank) cards destroyed / for security reasons • money paid in to ticket office • amount (of money) / noted • wallets (purses) sent / to lost property office (London Waterloo) • staff do not answer mobiles / phone switched off • you need details to claim / from London office • lost passports sent to embassy / of country concerned • passports cannot be returned / directly to owner • complete claim form / on line • phone and number • call in at office / open Monday to Friday • open 7:30 – 19:00 / not public holidays. 	30	<p>Accept key points from indicative content in any order.</p> <p>Mark for Use of Stimulus, Response to Examiner and Quality of Language, using Grids A, B and C.1 in Appendix 1.</p>

Task	Indicative Content	Marks	Guidance
B	<p>Each (1) Total 15</p> <ul style="list-style-type: none"> • 5-day tour / by air, rail and boat • a (wonderful) introduction / to beautiful Scotland • Edinburgh: traditional dinner, overnight / Guided tour • train through breathtaking scenery / great railway journey of the world • visit castle / royal connections • inspired Shakespeare tragedy / entrance fee payable • day 4 long (fascinating) day / start at 6am • travel to connect / with the ferry to Skye • (Skye) famous (important) in Scottish history / much to see • last-minute shopping / exploring the cultural life (of Edinburgh) • prices <u>from</u> / £399 • (include) return flights / accommodation • dinner and breakfast / four-star hotel • use of a luxury coach / tour guide • customer comments / virtual tour on our website. 	30	<p>Accept key points from indicative content in any order.</p> <p>Mark for Use of Stimulus, Response to Examiner and Quality of Language, using Grids A, B + C1 in Appendix 1.</p>

Task	Indicative Content	Marks	Guidance
C	<p>Each (1) Total 15</p> <ul style="list-style-type: none"> • <i>Hand-in-Hand</i> matches people and employers (jobs) • agency is experienced / long time (20 years) • full- and part-time / temporary work • specialise / in young(er) people (students) • (wanting to) earn money / (before) college (university) • visitors from overseas / help to finance study • advice with work permits / legal matters • details of clients or contacts • applicants pay no fee charges / companies (employers) pay • applicants' details on website / for possible employers • agency can improve job prospects • help with CVs / letters of application • basic IT training / language classes • charge for this / moderate • refund of money paid / if no job after six weeks 	30	<p>Accept key points from indicative content in any order.</p> <p>Mark for Use of Stimulus, Response to Examiner and Quality of Language, using Grids A, B + C1 in Appendix 1.</p>

Task	Indicative Content	Marks	Guidance
		30	<p>Using Grids D, E.1, C.1 and G in Appendix 1, mark for Ideas, Opinions and Relevance; Fluency, Spontaneity, Responsiveness; Quality of Language (Accuracy); and Pronunciation and Intonation.</p> <p>Grid D guidance</p> <ul style="list-style-type: none">• All topics must relate to AS topic / sub-topic areas, otherwise max 4.• Max 4 if insufficient reference to TL country. <p>Grid E.1 guidance</p> <ul style="list-style-type: none">• Max 4 for pre-learnt non-spontaneous material. <p>Grid C.1 guidance</p> <ul style="list-style-type: none">• Even if there is pre-learnt material, award marks at face value.

Section B: Topic Discussion

Task		Answer	Marks	Guidance
			30	<p>Using Grids D, E.1, C.1 and G in Appendix 1, mark for Ideas, Opinions and Relevance; Fluency, Spontaneity, Responsiveness; Quality of Language (Accuracy); and Pronunciation and Intonation.</p> <p>Grid D guidance</p> <ul style="list-style-type: none">• All topics must relate to AS topic / sub-topic areas, otherwise max 4• Max 4 if insufficient reference to TL country. <p>Grid E.1 guidance</p> <ul style="list-style-type: none">• Max 4 for pre-learnt non-spontaneous material. <p>Grid C.1 guidance</p> <ul style="list-style-type: none">• Even if there is pre-learnt material, award marks at face value.

APPENDIX 1

Examiners allocate marks to candidates' work on a best-fit basis using the following marking grids.

UNIT 1 SPEAKING – ROLE-PLAY

GRID A	USE OF STIMULUS 15 marks AO2	GRID B	RESPONSE TO EXAMINER 10 marks AO1
13–15	Full use of the stimulus material. Successfully conveys all or nearly all of the points.	9–10	Responds fluently and fully to the examiner's questions and comments. Shows initiative and imagination throughout. Leads the conversation. A convincing performance.
10–12	Good use of the stimulus material. Successfully conveys about three quarters of the points.	7–8	Responds readily, takes the initiative and is able to keep the momentum going. Shows imagination and gives some well developed answers.
6–9	Reasonable attempt to use the stimulus material. Successfully conveys about half of the points.	5–6	Responds satisfactorily to the examiner. Produces some appropriate replies. Shows some initiative and imagination in developing answers but performance is inconsistent.
3–5	Some attempt to use the stimulus material. Able to give some basic information. Successfully conveys about a quarter of the points.	3–4	May be hesitant in responding. Responses to the examiner are brief and sometimes inadequate. Shows little initiative or imagination.
0–2	Little or no attempt to use the stimulus material. No relevant information or supplies one or two of the points.	0–2	Has some difficulty in understanding and is hesitant in responding to many of the examiner's questions and comments. Shows very little initiative or imagination.

UNIT 1 SPEAKING – ROLE-PLAY (Continued)

GRID C.1	QUALITY OF LANGUAGE (ACCURACY) 5 marks AO3
5	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.
4	Language generally accurate. Shows a sound grasp of AS and / or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
3	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
2	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
0–1	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.

UNIT 1 SPEAKING – TOPIC DISCUSSION

GRID D	IDEAS, OPINIONS AND RELEVANCE 10 marks AO1	GRID E.1	FLUENCY, SPONTANEITY, RESPONSIVENESS 10 marks AO1
9–10	Well-chosen relevant information to develop a range of ideas and to justify points of view.	9–10	Responds promptly and fully. Consistently shows initiative. Leads the conversation. A fluent and spontaneous performance throughout.
7–8	Able to develop and explain ideas and to express points of view, with some justification. Offers relevant information.	7–8	Able to respond readily and take the initiative, with little hesitation. Most of the time is fluent and spontaneous and can keep the momentum going.
5–6	Shows some ability to develop and explain ideas and to express opinions. Able to convey information. Not always relevant.	5–6	Responds reasonably promptly to the examiner, though with occasional hesitation. Reasonably fluent and spontaneous at times.
3–4	Shows a limited ability to develop or explain ideas and to express opinions. May have some difficulty communicating factual information. Often irrelevant or repetitive.	3–4	May be hesitant in responding. Responses to the examiner are brief and sometimes inadequate. Fluency is often confined to pre-learnt material.
0–2	Very few ideas. Ideas not explained or developed. Very limited ability to convey even quite basic information. Very superficial.	0–2	Has some difficulty in understanding. Hesitant, with frequent pauses, in responding to many of the examiner's questions and comments. Fluency confined to pre-learnt material.

UNIT 1 SPEAKING – TOPIC DISCUSSION (Continued)

GRID C.1	QUALITY OF LANGUAGE (ACCURACY) 5 marks AO3	GRID G	PRONUNCIATION AND INTONATION 5 marks AO1
5	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.	5	Sounds authentic nearly all of the time. Only occasional errors of pronunciation and intonation.
4	Language generally accurate. Shows a sound grasp of AS and / or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.	4	Pronunciation and intonation generally accurate, although there may be occasional mispronunciation of more difficult sounds.
3	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.	3	Pronunciation and intonation acceptable, in spite of a number of errors that rarely impede communication. Some problems with some more difficult sounds.
2	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.	2	Pronunciation and intonation may be influenced by candidate's first language, and problems with more difficult sounds sometimes impede communication.
0–1	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.	0–1	Comprehensible only with difficulty. Many sounds mispronounced. Heavily influenced by candidate's first language.

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