

Spanish

Advanced Subsidiary GCE

Unit **F721**: Speaking

Mark Scheme for June 2013

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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"> • Wellville is health centre / modern (two years) • easy reach of / bus and railway stations • (over) twenty (= many) doctors well-qualified / experienced • complete range / medical services • convenient times / pleasant surroundings • private and some free NHS treatment / ask for details • (open) daily / 8:30 - 6:30 • early and late appointments (full details) • temporary patients / welcome (accepted) • some staff / different languages • urgent appointments / usually within 24 hours • dental department / routine and cosmetic • travel clinic advice / fee chargeable • pharmacy offers / general advice • appointments: phone / book on line. 	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 + C.1 in Appendix 1.</p>

Task	Indicative Content	Marks	Guidance
B	<p>Each (1) Total 15</p> <ul style="list-style-type: none"> • specially designed, easy-to-use phone • for people who have difficulty (struggle) / with normal mobiles • large screen / makes texts (and numbers) really clear • retains <u>10</u> (sent or received) / last numbers • use on <u>any</u> network / in UK and Europe • <u>free</u> SIM / use existing SIM so use right away • 49.95 <u>pounds</u> (save £10 (or "was" price)) / this month only • FM radio - listening on the move • single-button call / for emergencies (feel safe) • calendar with reminder of appointments • 200-name phonebook / never forget a number • battery life / 90 - 100 hours • ordering process (1 method and payment) • (normally) dispatched next day • allow 28 days / for delivery. 	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"> • Railcard for 16-25s • offers 1 / 3 / reduction • costs 28 <u>pounds</u> / per year • examples of two ticket-types applicable • Travelcards for London / include bus and underground • must travel from outside area • some combined rail and sea journeys and a destination • minimum fare £12 / Monday - Friday before 10am • buy online / with identity • receive Railcard next day / post free • 3-year card (cheaper) / on line only • buy in person / with proof of age (or photo) • phone number / to make applications • offers / from other organisations • offers change (frequently) / check on line. 	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	Answer	Marks	Guidance
D	<p>Each (1) Total 15</p> <ul style="list-style-type: none"> • Plusnet = company (service) offers (super-) fast broadband / low (unbeatable) prices- • broadband alone / or phone and broadband • <u>from</u> £6.49 / per month • free (UK) calls / evenings and weekends • no contract / pay router, (£25) activation • leave (cancel) /10 days' notice • 12-month contract / free activation (router) • pay £4.99 / postage • pay for set-up / if leaving before 12 months • <u>free</u> (UK-based) support / non-stop • problems solved / large or small • several awards (for customer service) / over (15) years • they say = the guarantee = promise / prices are unbeatable • best price in your <u>local</u> area / your area • tell friends and get discount / each month they remain. 	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>

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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