

GCE

French

Unit **F701**: Speaking

Advanced Subsidiary GCE

Mark Scheme for June 2015

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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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Annotations

Annotation	Meaning
1 or tick	Both parts of role play key point are successfully conveyed
1/2	One part of role play key point is successfully conveyed
0 or cross	Role play key point is unsuccessfully attempted
-	Role play key point is not attempted

Subject-specific Marking Instructions

The annotations for the 15 key points should be made on the Working Mark Sheet.

It is not necessary to convey the exact wording: it is the idea that should be credited.

Original markers should mark in black or blue pen.

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.

Question		Answer	Mark	Guidance
	A	<ol style="list-style-type: none"> 1. Classes for adults + range of subjects 2. Develop knowledge + of favourite subject 3. From school days + tackle something (entirely) new 4. Help you to progress + in your career 5. Find a direction + exciting and different 6. Staff experienced + encouraging adults 7. Hold or working towards + teaching diploma 8. Price varies depending on + number of weeks 9. Level + if there is an exam (at the end) 10. A year-long course costs + between £150 and £500 11. On A6 + South of Rushden 12. Parking for 300 + buses until 10.30pm 13. Complete online + application form 14. Sign up in person + Monday to Friday 15. Payment by credit card + cash 		<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>

Question		Answer	Mark	Guidance
	B	<ol style="list-style-type: none"> 1. Established in 1987 + biggest choice of cycles 2. In the region + suitable for all ages 3. From mountain bikes + to bikes for town 4. You will find something + for every budget 5. Cycling is fun + fantastic exercise 6. It burns up to + 600 calories an hour 7. Stay in shape + on (daily) trip to work 8. Inexpensive accessories keep you + warm and safe 9. Fluorescent jacket + makes you visible 10. Should wear helmet + to protect head 11. 150 new bikes + 75 second hand 12. Can be bought or rented + for minimum 3 months 13. Follow CC on FB + win a year's insurance 14. Website gives map + and directions 15. Details of all bikes + special offers 		<p>Tolerate shop in the region + with newest technology</p> <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>

Question		Answer	Mark	Guidance
	C	<ol style="list-style-type: none"> 1. Broadcasts + throughout Cumbria 2. Attracts daily + more than 200,000 listeners 3. Number 1 radio station + in the region 4. Men and women + aged between 18 - 25 5. Want work experience + for a month 6. Placements available + at any time 7. Hardworking and dynamic + initiative and sense of humour 8. Experience not necessary + but it would be an advantage 9. Opportunity to work + in 4 departments 10. Negotiated + with successful candidates 11. Placements unpaid + offer variety/challenge 12. Download form + return two months before placement 13. Judged solely on form + must be accurate 14. Must live + in a European country 15. Show passport + to prove age and nationality 		<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>

Question	Answer	Mark	Guidance
	<p>D</p> <ol style="list-style-type: none"> 1. (Looking for) new members + aged 14+ 2. For their next show + outdoors in August 3. (Auditions) on 30th January + <u>from</u> 7.45 4. Must prepare a song + of your choice 5. Don't forget to bring the music + for the pianist 6. Will be asked to read + a short passage 7. Learn and perform + basic dance steps 8. Ability to sing + is most important thing 9. Children under 14 cannot be members + even if their parents are 10. They are invited to participate + in shows with roles for children 11. (Rehearsals) on Tuesdays and Sundays + junior school 12. Wear comfortable clothes + bring bottle of water 13. Need a Musical Director + due to illness 14. Interested candidates should email + the secretary detailing their experience 15. Website gives further information + photos of past productions 		<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>

Question		Answer	Mark	Guidance
	E	<ol style="list-style-type: none"> 1. Founded in 1990 + by a married couple 2. In a small town + in the west of England 3. Local organisations operate + across the country 4. Aims to help elderly people + who would be alone 5. Enjoy Christmas Day + with a family 6. You provide traditional meal + at lunchtime 7. Purchase for the guest + a suitable small gift 8. Charity will give suggestions + if you are stuck 9. Helene is Belgian and 81 + came to England 10. To get married + 60 years ago 11. Mobility problems + difficult to go out 12. Many families + continue the friendship 13. Fantastic cure + for loneliness for the older person 14. Who can (in turn) give help + or occasional babysitting 15. Register on the website + give somebody an unforgettable Christmas 		<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>

Question		Answer	Mark	Guidance
	F	<ol style="list-style-type: none"> 1. Fascinating introduction of the history + of healthcare in GB 2. Situated in a former hospital + has 30 rooms 3. With objects to touch + and written explanations 4. Medieval dentist + how treated patients 5. In terrible conditions + with alcohol 6. Guides dressed as doctors + can tell you about 7. Leg amputations + bizarre medicines 8. Tours every half hour + last 75 minutes 9. Leaflets in 5 languages + can take your time 10. Tickets £8 adults + and £4 children including guided tour 11. 2 for 1 offer + Tuesday afternoons 12. Major roadworks + in centre of Evesham 13. Use of public transport + is recommended until November 14. Visit website to buy tickets + see bus times 15. Find details of + temporary exhibitions 		<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>

APPENDIX 1

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.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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Head office
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Facsimile: 01223 552553

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