

GCE

French

Unit **F702**: Listening, Reading and Writing 1

Advanced Subsidiary GCE

Mark Scheme for June 2015

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2015

Annotations

Annotation	Meaning
BP	Blank page
	Tick
	Development of point / subsidiary question covered
	Incorrect
	Large dot (consequential error/point already given)
	Caret sign to show omission
	Unclear
	Underline
	Good language
	Slash
	See answer below/Language better than mark implies
	See answer above/Language not as good as mark implies
	Benefit of doubt
	Benefit of doubt not given
	Minus 1 (to show deduction of one mark)

Abbreviations

/
()
—
t.c.

Meaning

Alternative and acceptable answers for the same marking point
Words which are not essential to gain the mark
Underlined words must be included to gain the mark
“tout court”

Subject-specific Marking Instructions

- *You should print out a copy of the paper and work through it yourself (using the transcript for the Listening activities which you can find at the end of the Mark Scheme, if the audio version is not available on the portal). You will need a copy of the written texts to refer to during the marking process in order to spot excessive lifting in tasks 6 and 7. The texts will not appear automatically on your marking screen.*
- *The award of marks is not necessarily dependent on the specific wording in the detailed sheets which follow. Other wordings will score the marks, provided they are semantically equivalent. If the language used by the candidate conveys meaning and also answers the question, then the mark(s) should normally be credited for comprehension (c.f. “sympathetic native speaker/sympathetic examiner”). Use your professional judgement to apply the marking principles given in this mark scheme but if you are still in doubt about the validity of any answer, then consult your Team Leader by phone, the messaging system within scoris or email.*
- *Language marks: These are assessed separately – Grids C1, C2 and F2 – see guidance in the detailed sheets below.*
- *Where candidates give alternative answers, only the first one written or the one on the line should be marked.*

Section A: Listening and Writing

Task 1

Question		Answer	Marks	Guidance
1	(a)	révéler	1	Gap-fill The whole page is scanned. Use ticks for correct sentences and crosses for incorrect ones. Ignore misspellings. Enter mark out of 10.
	(b)	conscience	1	
	(c)	se donner ; allow 'suer', but do not credit again for (g)	1	
	(d)	se placer	1	
	(e)	sensation	1	
	(f)	rapides	1	
	(g)	suer ; do not credit if given for (c)	1	
	(h)	extrêmes	1	
	(i)	réelles	1	
	(j)	conduite	1	
		Total	10	

Task 2

Question		Answer	Marks	Guidance
2	(a)	Inès	1	<p>Matching speakers and statements</p> <p>The whole page is scanned. Place ticks in the margin, next to mark allocation, for correctly attributed statements. Insert the mark out of 10.</p> <p>If there are more than 10 ticks on the grid, deduct 1 mark for each extra tick and enter the total outcome.</p> <p>NB: If a candidate has put more than one tick on a line, do not penalise, as long as there are 10 ticks only.</p> <p>Use the -1 annotation as many times as there are extra ticks.</p>
	(b)	Éric	1	
	(c)	Inès	1	
	(d)	Luc	1	
	(e)	Luc	1	
	(f)	Éric	1	
	(g)	Luc	1	
	(h)	Inès	1	
	(i)	Luc	1	
	(j)	Inès	1	
Total			10	

Task 3

Task Specific Guidance:

- Each question will be scanned in individually (questions with more than one element may appear twice / three times as appropriate)
- For single mark questions use a tick (✓) for a correct answer enter 1, 0 or NR. Crosses (✗) should also be used as they make checking easier.
- For questions worth more than one mark you must use ticks (✓) and crosses (✗). Use **BOD** or **NBOD** when you have had to think and decided to award or not to award the mark. Also use a cross (✗) when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions.
- Answers in French get no marks.
- Ignore spelling mistakes in English as long as the answer is clearly recognisable and unambiguous.

Question			Answer	Marks	Guidance	
			NB: throughout, allow use of <i>they</i> for <i>you</i>.		Accept	Do not accept
3	(a)	(i)	Any 2 from 4 ski resort(s) (1) (work in) retailing / selling / shop(s) (1)	2	<i>Allow general relevant job types</i> shop assistant sales	Any specific shop e.g. ski shop Any job not specifically mentioned (e.g. cleaning / gift shop assistant)
		(ii)	(work in / at) tourist information / tourism (information) / hospitality / reception / front desk(1) (work on) ski slope(s) / piste(s) (1)		welcome / welcoming hosting (job) ski runs / lanes / track(s) ski instructor / trainer / ski job	Ski lift(s)
	(b)		not to delay / (to) start looking from / in September (1) OR (to) apply (as) early (as possible) (1) (because) there are not many jobs / places for them / for students (1)	2	Don't delay / don't waste time / don't wait Be quick / don't be slow <i>Idea that jobs (suitable) for students are quite rare/ not frequent / limited</i>	don't be <u>late</u> (<i>ambiguous</i>) <u>after</u> September <u>book</u> quickly spaces

Question		Answer	Marks	Guidance	
		NB: throughout, allow use of <i>they</i> for <i>you</i>.		Accept	Do not accept
	(c)	<p>Both points required, in either order</p> <p><u>recruitment</u> starts / happens / takes place in <u>Autumn</u></p> <p><u>Christmas</u> (holidays) is(are) a <u>very busy</u> / <u>peak time</u> holiday period</p>	<p>1</p> <p>1</p>	<p><i>Answers must refer to Autumn and Christmas</i></p> <p>Candidates are picked / chosen / recruited in Autumn</p> <p>The recruitment for Christmas holidays starts in Autumn (1 out of 2)</p> <p>Activity peaks at Christmas / for the Christmas holidays</p> <p>Apply before the Christmas holidays, when the activity peaks (1 out of 2)</p>	<p><u>They</u> / Autumn <u>and</u> Christmas are the busiest time of the year</p> <p>Apply for jobs in Autumn</p> <p>the winter holidays</p>
	(d)	<p>Any 3 from 5</p> <p>adaptability / quickness to adapt / react (1)</p> <p>independence / self-reliance (1)</p> <p>reliability / dependability (1)</p> <p>dynamism (1)</p> <p>fitness (1)</p>	3	<p><i>Allow adjectives</i></p> <p>adaptable (to the environment)</p> <p>independent / self-reliant / autonomous</p> <p>reliable / dependable</p> <p>tolerate serious / take it seriously</p> <p>dynamic</p> <p>fit / physically capable</p>	<p>to <u>adopt</u></p> <p>professional</p> <p>dynamique</p> <p>hardworking</p> <p>energetic / active</p> <p>in excellent health</p>

Question		Answer	Marks	Guidance	
		NB: throughout, allow use of <i>they</i> for <i>you</i>.		Accept	Do not accept
1	(e)	Go <u>preferably</u> for / look <u>rather</u> for / favour <u>job(s)</u> offering it / accommodation (1) (because) it is difficult <u>to find</u> (accommodation) (1)	2	<i>Idea that live-in jobs / jobs offering accommodation should be top of the list (i.e rendering of "privilégiez")</i> Tolerate: go rather for a job in a hotel <u>Finding</u> housing / somewhere to stay isn't easy	Any mention of <u>privilege</u> find / go for t.c.(<i>no rendition of privilégiez</i>) The ski resort is normally full (<i>beyond the text</i>) Staying in the resort isn't easy
	(f)	You <u>may</u> have / <u>risk</u> having to share (1) with people / workers with different working hours (1)	2	<i>Idea of <u>possibility</u> needed</i> there is a chance that... ...a different timetable different hours / times	<i><u>Certainty implied</u></i> (e.g. you <u>will</u> have to share) risque Some hotels <u>make you</u> share with others / lots of people) at different times <u>of the year</u>
	(g)	Special <u>prices</u> / <u>tariffs</u> / advantageous <u>rates</u> / discounts on <u>some services</u> / <u>things</u> Some services are cheaper (for employees)	1	<i>Idea of rate / prices + lower / reduced / preferential essential</i> There are tariffs on some services specifically for employees	preference t.c employees' benefit personal services / tariffs special offers
	(h)	Any 1 from 3 (job / employment) offers <u>and</u> <u>contracts</u> / rules of work(ing) (job / employment) offers <u>and</u> training (job / employment) <u>contracts</u> <u>and</u> training	1	Allow singular <u>job</u> opportunities Allow singular Allow singular	opportunities t.c. work contacts work contacts
Total			15		

Task 4 10 marks for Communication (Grid H1), 10 marks for Quality of Language (QoL)**Task Specific Guidance**

- The candidate response will be scanned in twice. The marks for Communication are awarded the first time. The second image is for you to assess the QoL.
- **Communication:** This is a transfer of meaning exercise, not a word-for-word translation, so there may be several ways of putting the points across. Key elements of the points are underlined in the mark scheme. For communication / content, assess as a “sympathetic native speaker / sympathetic examiner” and give credit accordingly.

Annotations:

- In the margin, use a tick (✓) to show that a point has been fully and successfully conveyed.
- *If an element of the point has been omitted or is not fully conveyed, use the caret sign (λ) in the margin.*
- Use **BOD** in body of the text if you had some doubt about awarding the point but decided to in the end.
- Use **NBOD** in the body of the text if you considered awarding the point but decided not to in the end.
- If a full point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use a cross (X) in the margin.
- Use a cross (x) when a word in the response invalidates an otherwise acceptable answer.
- The annotations will give a global impression to help you apply Grid H.1 accurately and consistently.
- Grid H.1: The ticks will show the number of points successfully conveyed. These will normally correspond with the marks you award. If you have used **BOD** or **NBOD** you may adjust the marks up or down.

Task 4 Communication points

NB: PCAB = partial communication at best

Question		Answer	Marks	Guidance	
				Accept	Do not accept
4	1	J'ai l'intention de / Je voudrais / J'espère / J'ai décidé de prendre une année sabbatique / trouver un job pour une année		<p>Allow <i>je veux / je vais</i> <i>j'ai envie de</i> – PCAB (not strong enough) Allow attempt at describing a gap year <i>année</i> must be qualified (e.g. <i>libre, sabbatique, de vacances, après l'école</i>) – if not PCAB <i>une année sans scolaire</i> <i>une parenthèse utile</i></p>	
	2	avant de commencer (mes études) à l'université		Allow <i>aller</i>	
	3	J'ai entendu un programme / une émission qui disait que vous aviez		<p>Present - <i>j'entends...</i> – PCAB Use of <i>entendre (parler) de / écouter</i> – PCAB <i>J'ai vu / regardé un programme</i> – PCAB Allow <i>a dit / dit</i> – language error Allow <i>avez</i> – language error</p>	vous avez eu future tense
	4	(toute) une gamme / une (grande) variété / un (grand) nombre / choix d'emplois / boulots / jobs pour les étudiants.		<p>Allow ... <i>opportunités de travail / pour travailler...</i> Allow <i>des jobs divers</i> No rendering of range – PCAB Use of "range" – PCAB Allow <i>élèves</i> for <i>étudiants</i></p>	métiers / professions (permanent, so wrong message)

Question		Answer	Marks	Guidance	
				Accept	Do not accept
5		Je suis disponible / libre / je peux travailler pendant <u>toute</u> la saison hivernale / <u>tout</u> l'hiver / l'hiver (tout) <u>entier</u>		No rendering of whole – PCAB Allow <i>pour</i> for <i>pendant</i> disponible - PCAB	Any other incorrect rendering of <i>disponible</i>
6		<u>donc</u> / <u>ainsi</u> / <u>alors</u> ce serait / sera parfait pour moi		Linkage needed – if missing PCAB Tolerate <i>et</i> Use of <i>aussi</i> / <i>si</i> – PCAB Use of present tense – PCAB (e.g. <i>c'est excellent</i>) Use of <i>bien</i> / <i>bon</i> for <i>parfait</i> – PCAB (not strong enough)	
7		<u>Comme</u> mon CV / curriculum vitae (<u>ci</u>)- <u>joint</u> / (<u>ci</u>)- <u>inclus</u> le montre J'ai inclus mon CV, <u>alors</u> vous pouvez voir / voyez que ... Veuillez trouver ci-joint mon CV qui dit que...		Linkage needed – if missing PCAB No rendering of ci-joint – PCAB Allow <i>attaché</i> / <i>que j'ai ajouté</i> for <i>ci-joint</i> Allow ... <i>que je (vous) envoie</i> (<i>maintenant</i>) ... <i>que j'ai envoyé</i> – PCAB (prior action) <i>mes documents</i> / <i>mes diplômes</i> / <i>qualifications</i> / <i>la fiche</i> / <i>mon résumé</i> for CV- PCAB	application candidature
8		j'ai (déjà) travaillé dans l'hôtellerie / j'ai (déjà) fait du travail d'hôtel		Allow <i>dans un hôtel</i> l'hôtel - PCAB (definite article - ambiguous) Allow imperfect (language error)	Any tense other than past tense

Question		Answer	Marks	Guidance	
				Accept	Do not accept
	9	J'espère que ma connaissance / maîtrise de <u>plusieurs</u> / <u>beaucoup</u> de / <u>quelques</u> langues (étrangères) Je connais <u>plusieurs</u> / <u>quelques</u> / <u>beaucoup</u> de langues (étrangères) et j'espère que ce		Omission of <i>que</i> - language error Omission of idea of hoping - <i>PCAB</i> Allow <i>mon savoir</i> BOD Allow <i>parler</i> for <i>connaître</i> Idea of several needed - if not <i>PCAB</i> <i>lange</i> for <i>langue</i> – <i>PCAB</i> <i>étranges</i> – <i>PCAB</i>	abilité conscience
	10	sera / serait un avantage		Future idea needed Present tense - <i>PCAB</i> Allow <i>avantageux</i>	Past tense
Total			10		

GRID H.1	COMMUNICATION 10 marks AO2
9–10	Most or all of the information successfully conveyed.
7–8	Three quarters of the points conveyed.
5–6	Half of the information successfully conveyed.
3–4	Only a quarter of the points conveyed.
0–2	Very little or no information conveyed.

QoL: Read response again and assess for language.

- **Annotations:** do not annotate.
- **Grid C.2:** Key words have been highlighted in the Grid. Remember that this grid is also used to assess accuracy at A2. At AS level, one year beyond GCSE, the only complexity of language that is expected is that required by the task. Identify the band which best matches the performance. If you identified the band without hesitation you must award the higher of the two marks.

GRID C.2	QUALITY OF LANGUAGE – ACCURACY 10 marks AO3
9–10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.
7–8	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.
5–6	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.
3–4	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.
0–2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.

Question	Indicative content	Marks	Guidance	
			Content	Levels of Response
1	J'ai l'intention de / Je voudrais / J'espère / J'ai décidé de prendre une année sabbatique / trouver un job pour une année		Expressing intention Vocabulary	<p>Grid C2</p> <p>9–10 Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.</p> <p>7–8 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.</p> <p>5–6 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.</p> <p>3–4 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.</p>
2	avant de commencer (mes études) à l'université		Avant de + infinitive	
3	J'ai entendu un programme / une émission qui disait que vous aviez		Perfect tense Relative pronoun Reported speech Sequence of tenses	
4	(toute) une gamme / une (grande) variété / un (grand) nombre / choix d'emplois / boulots / jobs pour les étudiants.		Vocabulary (Agreement of adjectives) Expression of quantity	
5	Je suis disponible / libre / je peux travailler pendant <u>toute</u> la saison hivernale / <u>tout</u> l'hiver / l'hiver (tout) <u>entier</u>		Present tense Qualifier	
6	<u>donc</u> / <u>ainsi</u> / <u>alors</u> ce serait / sera parfait pour moi		Expression of consequence Conditional Emphatic pronoun	
7	<u>Comme</u> mon CV / curriculum vitae <u>(ci)-joint</u> / <u>(ci)-inclus</u> le montre J'ai inclus mon CV, <u>alors</u> vous pouvez voir / voyez que ... Veuillez trouver ci-joint mon CV qui dit que...		Use of conjunction Possessive adjective Vocabulary Direct and indirect object pronouns Position and order of pronouns	
8	J'ai (déjà) travaillé dans l'hôtellerie / j'ai (déjà) fait du travail d'hôtel		Perfect tense + position of adverb vocabulary	

Question	Indicative content	Marks	Guidance	
			Content	Levels of Response
9	J'espère que ma connaissance / maîtrise de <u>plusieurs</u> / <u>beaucoup</u> de / <u>quelques</u> langues (étrangères) Je connais <u>plusieurs</u> / <u>quelques</u> / <u>beaucoup</u> de langues (étrangères) et j'espère que ce		Present tense Relative clause Adverb Agreement of adjective Vocabulary	Vocabulary and structures may be quite strongly influenced by the candidate's first language. 0–2 Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
10	sera / serait un avantage		Future tense	
	Total	10		

Section B: Reading and Writing

Task 5

Question		Answer	Marks	Guidance	
5A	(a)	A – enthousiasme	1	A – Multi-choice Marks entered individually. Use a tick for a correct answer. Use a cross for an incorrect answer. Enter 1, 0 or NR as appropriate.	
	(b)	C – foule	1		
	(c)	C - on pourrait	1		
	(d)	B – bien sûr	1		
	(e)	A - instantané	1		
5B	(f)	donne lieu (à)	1		B - Find the exact equivalent Use a tick for a correct answer. Use a cross for an incorrect answer. Ignore misspellings Enter 1, 0 or NR as appropriate.
	(g)	immortalise	1		
	(h)	envoie	1		
	(i)	sans relâche	1		
	(j)	classe	1		
		Total	10		

Task 6**Task Specific Guidance**

The response appears on the screen twice: once with each question shown separately to be marked for comprehension, once as a whole page for you to assess to the QoL.

1. Familiarise yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
2. Go through all the responses and assess every question for **comprehension**.
 - a) Marks are awarded on a point by point basis, according to the mark scheme. Enter the total mark for each question.
 - b) Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL.
 - c) For comprehension / content, remember that you are a 'sympathetic native speaker / sympathetic examiner'. If language interferes slightly but it is clear that the candidate has understood, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C2. If appropriate, candidates may answer with single words / short phrases, but this may affect the language mark.

Annotations:

- Use a tick (✓) to indicate a mark awarded on any question.
- If you hesitated and decided to give or not to give the benefit of the doubt, use the appropriate annotation: **BOD** or **NBOD**. It is not expected that you will have to use such annotations very often.
- Use a cross (x) over a word that invalidates an answer or to show an incorrect response. Use a caret sign (λ) to show that part of the answer has not been given.
- Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but highlight and exclude from Quality of Language assessment.

Task 6

Question			Comprehension points	Marks	Guidance		
			Answer		Accept	Do not accept	
6	(a)	(i)	(il y a des) / (les) embouteillages (1)	3	<i>Traffic / cars + high numbers / jams</i> La circulation est difficile / Il y a trop / beaucoup de voitures (dans les rues) Allow an explanation e.g. <i>il est difficile de se déplacer / d'avancer / de conduire (à cause de la circulation)</i>		
		(ii)	le prix des logements est exorbitant / très / trop élevé (1)		<i>Dwellings + high cost</i> Allow use of <i>appartement</i> in explanation – e.g. les appartements / les logements coûtent très / trop cher / sont très / trop chers / coûteux Tolerate <i>l'hébergement</i>		accommodation les immeubles / les maisons le coût des logements augmente le coût des appartements t.c.
		(iii)	les voisins / les gens qui habitent à côté / tout près font du bruit (1) les gens qui habitent à côté sont bruyants		<i>Neighbours + noise</i> Either <i>voisins</i> or <i>bruyants</i> must be explained (see answer column)		les voisins sont bruyants (<i>both words used as in the question – no explanation offered</i>) les gens t.c. fort (for bruyant)
	(b)		près d'un million / un grand nombre / beaucoup ont (déjà) quitté la région (parisienne) / Paris sont partis	1	... ont décidé de quitter la région (parisienne)	invalidating addition (e.g. des millions d'autres seraient candidats au départ) beaucoup ont quitté t.c. <i>any tense other than a past tense</i> use of <i>toujours</i>	
	(c)		une meilleure / bonne (qualité de) <u>vie</u> / un meilleur / bon style / cadre / mode de <u>vie</u> / une <u>vie</u> avec moins de stress	1	Allow <i>une vie où famille et travail peuvent co-exister</i>	un moyen de vie	

Question		Comprehension points	Marks	Guidance	
		Answer		Accept	Do not accept
(d)	(i)	la trentaine / trentenaires / 30 à 39 ans (1)	2	(Environ) trente ans Tolerate number between 30 and 39	
	(ii)	couple(s) (souvent) avec enfants + les deux parents travaillent (1)		les conjoints / mariés / partenaires Ce sont des parents avec un emploi Allow <i>(qui savent qu'ils) trouveront / peuvent trouver un <u>poste similaire</u> / <u>semblable</u> en province</i> for travaillent	
(e)		Les salaires / ils sont plus élevés / hauts	1	Allow <i>mieux</i> Les salaires sont moins (élevés) en province <u>qu'à Paris</u> / <u>qu'en région parisienne</u>	Any mention of 5 à 10% (<i>this only applies to nurses in the text</i>) en province
(f)		Any 3 from 4 (Assez) de / du <u>temps libre</u> (pour les loisirs) (1) de <u>bons</u> rapports / relations avec ses <u>collègues</u> (1) des transports relaxants / calmes / reposants (1)	3	Elle manquait de temps pour autre chose que le travail Tolerate <i>elle manquait le temps...</i> (i.e.verb in past tense) (NB : <i>rapports</i> must have a positive qualifier) Allow any opposite of <i>stressant</i> e.g. un voyage sans stress Allow <i>un trajet court</i> (see end of text)	<u>le</u> manque de temps (i.e. noun) Elle manque le temps les rapports <u>tendus</u> une bonne ambiance de travail <u>le stress</u> des transports facile

Question		Comprehension points	Marks	Guidance	
		Answer		Accept	Do not accept
		(de) <u>la force</u> / <u>l'énergie</u> physique <u>et</u> mentale (1)		la force / l'énergie physiquement et mentalement	force / l'énergie t.c. usée physiquement et mentalement t.c. elle est plus active
	(g)	son entreprise a proposé / on lui a offert / donné un transfert OR Elle a accepté / en acceptant un transfert	1	Un transfert lui a été proposé Elle a été transférée / par un transfert <i>Tolerate on l'a offert un transfert (language error)</i>	<u>m'</u> a été proposé elle était / a été offert un transfert (<i>incorrectly used passive form – meaningless</i>) on / son entreprise elle / s'a offert un transfert
	(h)	avec confiance / optimisme OR Elle pense qu'elle aura les mêmes possibilités / chances (qu'à Paris)	1	<i>Idea of a positive outlook</i>	une meilleure ambiance de travail (<i>does not answer the question</i>) les mêmes chances (qu'à Paris) t.c.
	(i)	Any 2 from 4 Une <u>réduction</u> du / <u>réduire</u> le temps passé / qu'elle passe pour aller au bureau (1) beaucoup / plus de temps libre / pour ses loisirs (1)	2	NB: Tolerate any tense if using a verb e.g. Elle a pu réduire son trajet (pour aller au bureau) Son trajet (pour aller au bureau) est plus court Elle développera de nouveaux loisirs <i>Idea of less time spent travelling to work</i> <i>Idea of having plenty of (or more) leisure time</i> Tolerate <i>du temps libre</i> t.c.	Son trajet prend 5 minutes t.c.

Question			Comprehension points	Marks	Guidance	
			Answer		Accept	Do not accept
			de <u>nouveaux</u> loisirs (1)		<i>Idea of new leisure activities</i>	de nouvelles choses à faire (<i>too vague</i>)
			une ambiance (de travail) plus positive (1)		<i><< because it is generally true from the text overall)</i>	
			Total	15		

3. Assessing **Quality of Language**

- a) You will get a separate screen which will be the whole page (unannotated). Read all the answers again. Do not annotate.
- b) Apply Grid C.2 and enter the mark.
- c) When candidates have left several questions unanswered, click on 'fit height' to have an overall view.
 - If only 1 / 3 of the questions have been answered, the maximum mark for C2 is the 5 / 6 band
 - If only 2 / 3 of the questions have been answered, the maximum mark for C2 is the 7 / 8 band

GRID C.2	QUALITY OF LANGUAGE – ACCURACY 10 marks AO3
9–10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.
7–8	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.
5–6	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.
3–4	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.
0–2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.

Task 7**Task specific guidance**

Have a copy of the text to hand and familiarize yourself with it, so that you can easily spot instances of lifting from the original. Only the candidates' work will appear on the screen. You will have three successive screens 7a, 7b and then 7a + 7b again, but without the annotations in order to assess QoL.

Task 7a Comprehension. Grid I (10 marks)**a) Annotations:**

- In the body of text, use a green tick (✓) to show that a point from the mark scheme below has been fully and successfully conveyed.
- *If an element of the point has been omitted, use the caret sign (λ).*
- If a point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use no annotation.

The annotations will give a global impression to help you apply Grid I accurately and consistently.

- b) **Grid I:** Looking at the annotations, assess what proportion of the points has been conveyed and apply Grid I. Enter your mark. In practice, if there are 12 points to convey, there is a correlation between points made and mark to be awarded up to 8 (i.e. one or two points – band 1–2; Up to 1/3 of points (i.e. up to 4 points) – band 3–4; Up to 1/2 the points (ie, up to 6 points) – band 5–6; Up to 2/3 of the points (i.e. up to 8 points) – band 7–8. Beyond 8 points made (i.e. nearly all the points – top band), award marks as follows: 9 or 10 points = 9 and 11 or 12 points = 10. Enter your mark.
- c) **Copying / lifting:** *If chunks of the text are simply copied, award marks for comprehension but there is a limit of 3–4 marks for (a) if the entire answer is lifted (see Grid I).* Verbatim copying of the stimulus text results in no marks. Use the highlighting tool to show lifted language. Only phrases of more than 5 consecutive words should be counted as lifted language.

Task 7(a)

Point		Indicative content	Marks	Content	Guidance	
					Levels of Response	
7	(a)	1		(because) it's a <u>new</u> drink	Idea of discovery / novelty	Grid I COMPREHENSION OF TEXT 9–10 Consistently relevant information. Includes nearly all the points from the original passage. Shows a very clear understanding of the text 7–8 Relevant information showing understanding of up to two thirds of the points from the original passage. There may be one or two instances of lifting from the original passage. 5–6 Some relevant information showing understanding of up to half of the points. There may be instances of lifting from the original passage. 3–4 Little relevant information. Includes up to a third of the points, showing understanding of some of the points. Over-reliance on phrases lifted from the original passage. 0–2 No relevant information or supplies one or two relevant points from the original passage.
		2		(because) it is a <u>fashionable</u> drink	Reject <i>populaire</i> (in question)	
		3		(because) they can <u>dance all night long / until dawn</u>	<i>Dancing + idea of extended period of time needed</i> Reject <i>danser (dans) le matin</i> Reject ideas of using up energy	
		4		(because) they can <u>avoid tiredness / stay awake</u> while revising / studying <u>for exam</u>	<i>Both ideas needed</i> To revise (for exam) <u>without getting tired</u> Allow <i>travailler pour les examens</i> Reject <i>pour se réveiller...</i> Reject <i>pour ne pas être fatigué</i> t.c. Reject <i>quand on fait des études</i> Reject <i>avant les examens</i>	
		5		Negative effect on blood pressure / nervous system caused by what is <u>in</u> the drinks	Reject <i>....par les boissons</i> t.c. Reject specific ingredients e.g. <i>la caféine et le sucre</i>	
		6		Effects <u>more damaging</u> / serious on children	<i>Comparative needed</i> Reject <i>très sérieux</i>	
		7		They <u>slow down</u> / <u>reduce</u> the feeling of drunkenness / the effects of alcohol	Reject <i>they are less drunk / they do not feel drunk</i> (e.g. <i>ils sont moins ivres</i>)	

Point		Indicative content	Marks	Guidance	
				Content	Levels of Response
	8	Encourage longer drinking sessions / binge drinking			
	9	If /when taken with alcohol			
	10	could lead to coma / violence / <u>road</u> accidents		Must state 2 out of 3	
	11	causes dehydration / it is dehydrating and (therefore) <u>not</u> performance enhancing		<i>Risk + development (both needed)</i> <i>Reject dehydration t.c.</i>	
	12	Risk of becoming addicted		Use of addiction ok	
		Total	10		
NB: Only 10 marks for 12 points. Award marks as per points correctly conveyed up to 8. If 9 or 10 points conveyed, award a mark of 9 and if 11 or 12 points conveyed, award a mark of 10 (cf page 24)					

Task 7(b) Response Grid J (20 marks)

Question		Answer	Marks	Guidance	
				Content	Levels of Response
7	(b)	<p>No Indicative Content – personal response</p> <p>Allow answer in 1st person singular (cf a personal response to the task) and reference to food and/or drinks.</p> <p>Please note: Use a red cross (+) in the margin to show the start of a response to each question. Candidates must respond to both questions.</p> <p>If a candidate does not respond to either question (i.e. only one red cross), a penalty of 2 marks will be applied. Use the -1 annotation twice to show this at the end.</p> <p>Do not penalise what appears to be an unbalanced answer as long as they have responded to both questions.</p> <p>NB: Eating/drinking disorders such as obesity, anorexia or alcoholism can be mentioned but extended developments of these should not be credited. Award no more than one main tick and one development tick and treat the rest as irrelevant material.</p>	20	<p>Grid J: Looking at the annotations, assess the quality of the response to the text and apply Grid J. NB: “imagination” and “insight” are interpreted conservatively.</p> <p><i>The number of ticks you have awarded and the way they spread (ie, number of developments per opinion / personal response) may indicate a mark band. You must then use your professional judgement to fine tune your marking. You may look at the quality of the candidate's points and go down a mark or two if they seem rather pedestrian or repetitive. Similarly an attempt at originality or humour could gain an extra mark or two. Enter your mark.</i></p> <ul style="list-style-type: none"> Use the green tick (✓) in the margin to show each opinion / personal response and a green tick (✓) in body of text to show a development / extension of the opinion. NB: one opinion may have several extensions. 	<p>GRID J RESPONSE TO TEXT</p> <p>16–20 Responds with well-developed points of view which show insight, originality and imagination.</p> <p>12–15 Expresses points of view which are consistently developed and respond to the requirements of the task. Shows some originality and / or imagination.</p> <p>8–11 Expresses points of view which respond to the requirements of the task. Some of these may be developed and there may be some originality and / or imagination.</p> <p>4–7 Manages the beginning of a response to the requirements of the task. May have difficulty in expressing and / or developing points of view.</p> <p>0–3 Very short. May not go beyond points of view already expressed in the original text.</p>

Task 7(a) +7(b) – Language (QoL) – Grids C.2 and F.2: (20 marks)

Question	Answer	Marks	Guidance
Task 7a+b	Assess for Quality of Language using Grids C2 and F2 Appendix 1	20	<p>a. Read the whole response again and assess for Range (Grid F2) first – i.e. vocabulary and structures. Then assess for Accuracy (Grid C2). Key words have been highlighted in the grids below. Ignore final sentence of 3–4 band in Grid C2, because vocabulary and structures have already been assessed under Grid F2. Do not annotate. Enter your mark out of 20.</p> <p>b. Ignore language lifted from the text when assessing language (See Task 7a above). Lifted language is not credited for QoL – only content points and / or personal response.</p>

APPENDIX 1

GRID C.2	QUALITY OF LANGUAGE - ACCURACY 10 marks AO3	GRID F.2	QUALITY OF LANGUAGE (RANGE) 10 marks AO3
9–10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.	9–10	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures .
7–8	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.	7–8	Effective use of a range of vocabulary and structures appropriate to the task, with little repetition . A positive attempt to introduce variety and to use a range of complex sentence structures (though not always able to maintain correct usage).
5–6	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 .	5–6	Attempts to extend the range of vocabulary, though still rather repetitive. Attempts to use more complex language with some success in producing a range of syntax and sentence structures appropriate to the task.
3–4	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).	3–4	Use of a restricted range of vocabulary and structures . Frequent repetition of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures.
0–2	Little evidence of grammatical awareness . Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.	0–2	Only simple sentence patterns . Very limited vocabulary. Very limited range of structures.

APPENDIX 2**Transcripts of Listening Texts****Tâche 1 : Le sport et la télé**

Les résultats que des chercheurs australiens ont récemment publiés vont plaire à tous ceux qui se sentent coupables parce qu'ils n'ont pas le temps ou l'envie de faire du sport.

Aussi surprenant que cela puisse paraître, quand un spectateur regarde des sportifs faire d'énormes efforts, il pourrait ressentir les mêmes effets que ceux qui pratiquent le sport, pendant qu'il est lui assis confortablement devant son poste de télé. L'organisme du spectateur réagit comme s'il faisait, lui aussi, une activité physique – accélération de son rythme cardiaque, respiration plus intense ; il se met même à transpirer, mais pas autant qu'un vrai joggeur ou qu'un footballeur.

Cependant, si vous comptez vous muscler ou perdre du poids, rien ne peut remplacer la pratique d'une activité physique, car assis sur un canapé, les muscles ne travaillent absolument pas. Alors, mettez votre télécommande dans un tiroir et levez-vous pour changer de chaîne ou augmenter le son.

Tâche 2 : Que pensez-vous des cours en ligne ?**Luc**

Ces cours ne pourront jamais remplacer l'apprentissage traditionnel ; c'est grâce au contact quotidien avec l'enseignant qu'on développe ses connaissances. Selon moi, on introduit les cours en ligne pour réduire le nombre d'enseignants ; ils coûtent moins cher, évidemment. Et puis avec les cours en ligne, on perd le soutien qu'apporte le travail en groupe.

Inès

Moi, je devais travailler pour financer mes études, alors je ne pouvais pas suivre tous les cours. Grâce aux cours en ligne, ceux qui sont dans la même situation peuvent mieux gérer leur emploi du temps. Si seulement j'avais pu les utiliser quand j'étais à l'université ! Néanmoins, je n'aurais pas aimé renoncer à tout échange avec mes enseignants.

Éric

Mon institut universitaire proposait des cours en ligne, mais je ne m'en suis pas beaucoup servi car je trouvais ce genre de support plutôt ennuyeux. Cependant, pour enrichir mes compétences professionnelles, je ne rejette pas l'idée de les utiliser, puisque les employeurs apprécient qu'on prenne ce genre d'initiative.

Task 3: Student jobs in ski resorts

Chaque année, les stations de sports d'hiver offrent des postes variés dans l'hôtellerie, la restauration, les ventes, l'accueil ou même sur les pistes de ski. Mais attention ! Si vous cherchez un emploi saisonnier à la montagne, ne tardez pas ! Les jobs pour étudiants ne sont pas les plus fréquents, alors commencez vos recherches dès le mois de septembre pour poser votre candidature le plus tôt possible. Les recrutements se déroulent dès l'automne, avant les pics d'activité que sont les vacances scolaires de Noël.

Les qualités requises ? Bien sûr, il faut savoir s'adapter rapidement, être autonome, sérieux et dynamique car les jobs proposés sont souvent exigeants physiquement.

Privilégiez les offres proposant un logement ! En effet, se loger en station n'est pas toujours facile. La plupart des hôtels offrent l'hébergement au personnel, mais vous risquez de partager votre logement avec d'autres travailleurs saisonniers n'ayant pas forcément les mêmes horaires que vous. Et puis, un avantage qui n'est pas négligeable : les tarifs préférentiels sur certains services qui sont accordés aux employés.

Pour plus d'informations sur les offres, les contrats de travail et les formations, consultez la toile.

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

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored