

Mark Scheme for June 2011

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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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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.

KEY POINTS**ROLE PLAY A VITAPARC WELLNESS CENTRES**

- want to enjoy life and be active?
- get more vitality and health?
- Vitaparc ideal (good = ½)
- 23 Vitaparc centres in Germany
- relax in warm water
- coming from 2000 metres underground
- swim outside all year (swim + 1 detail)
- lose weight with healthy menus
- try new sport (mention at least one example)
- types of membership (2 details)
- year member can bring friend free
- day pass ideal present for friend
- once decided which centre
- everything organised, incl. transport
- all activities and prices on website

ROLE PLAY B FULL ENGLISH BREAKFAST

- start day with (full) English breakfast
- many visitors to GB love it
- part of the culture
- served in most hotels/B&Bs
- originally a way to use left-over veg/veg from previous day
- workers needed large meal
- for day of hard (manual) labour
- work changed over last 150 years
- nowadays life so hectic
- most people only eat something quick/piece of toast
- some find time for cooked breakfast at weekend
- sausages take longer (to fry) than eggs – accept kochen
- add tomatoes and mushrooms if you wish – all elements required
- serve everything together hot
- delicious with cup of tea (or two) – accept 'good'

ROLE PLAY C TRANSLATOR NEEDED

- wine consumption increasing
- in Europe and many other countries
- our co-operative wants to develop export market
- so more can enjoy excellent wines (good = ½)
- already brochures about products in German (in Germany = ½)
- seeking someone to translate these
- creatively into good English
- good qualifications in German and write excellent English (good = ½)
- ready to work all August
- able to work with computers
- be good team player
- place of work and office hours
- payment dependent on age and qualifications
- free accommodation locally for successful applicant, M/F
- email for more details and how to apply

ROLE PLAY D LINCOLN CASTLE

- one of the first castles to be built by William the Conqueror
- Romans lived on this spot hundreds of years earlier (100 = ½, seit = ½)
- houses destroyed to make way for Castle
- tallest building in area (Haus = ½)
- until Cathedral built
- Castle was prison for 900 years
- park in town centre and walk up to Castle
- walk along historic walls
- magnificent views of city and countryside
- take guided tour and learn of fascinating history
- view Magna Carta, now 800 years old
- important document of English history and politics
- places to eat (2 details)
- special events throughout year – accept 'das ganze Jahr'
- sausage festival and concerts with fireworks

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