

# **Mark Scheme for June 2010**

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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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Section A: Listening and Writing				
Tâche 1 : <i>Vélib'</i>			(AO1: 10 marks)	
Question	Answer		M	Additional comments
a)	C	moins	[1]	<p>(multiple-choice)  1 mark for each correct answer  Enter 1, 0 or NR. No other annotation is needed but ticks (✓) may be used if it is felt to help concentration when marking</p>
b)	A	plus de 3000 vélos	[1]	
c)	B	rare	[1]	
d)	C	s'arrête trop tôt	[1]	
e)	B	pratique	[1]	
f)	A	boit	[1]	
g)	C	la voiture	[1]	
h)	A	droit	[1]	
i)	C	imprévisibles	[1]	
j)	A	de causer un accident	[1]	

Tâche 2 : Les Français dorment mal				
			(AO1: 10 marks)	
Question	Answers		M	Additional comments
a)	majorité		[1]	<p>(gap-fill)  Use the green tick ✓ to annotate the scanned image. Place the tick next to the word the candidate has written – disregard transcription errors  Correct answers only: no need to use crosses for incorrect answers.  Enter the total number of green ticks in the box</p>
b)	améliorer		[1]	
c)	consommer		[1]	
d)	activités		[1]	
e)	diminuer		[1]	
f)	conscients		[1]	
g)	prise		[1]	
h)	réguliers		[1]	
i)	sport		[1]	
j)	lumière		[1]	

**Task 3 - Guidance**

Annotations:

- You may use ticks (✓) and/or crosses (x) when marking questions worth 1 mark. It may help concentration but it is not essential. Entering the mark is enough.
- If you reject an unexpected response, place a cross (x) over the word / phrase that made you reject it, regardless of mark allocation.
- You **must** use ticks (✓) when questions are worth 2 marks or more over the correct answer. You may also use crosses (x) where an unacceptable answer has been given.
- You may use the highlighter tool to show harmless additions.
- Ignore spelling mistakes in English as long as the answer is clearly recognizable and unambiguous.

<b>Task 3 : The Poitiers film school</b>				
<b>Q</b>	<b>Answers</b>	<b>Guidance</b>	<b>Reject</b>	<b>M</b>
<b>a)</b>	(Young) people aged <u>17-20</u> (1) thinking of / interested in a <u>career</u> / <u>job</u> in the film industry (1)	Both ages needed <b>Allow:</b> in (the) cinema / in film(s)	<b>Reject:</b> in <u>a</u> cinema (ambiguous) Film studies Any suggestion they are already working in the film industry	<b>[2]</b>
<b>b)</b>	<u>Every</u> week during the <u>summer</u> (1) Free (1) (only) <u>15</u> places/ people <u>per week</u> / <u>course</u> (1)		<b>Reject:</b> Places (on the course) are limited (too vague)	<b>[3]</b>
<b>c)</b>	picture(s) / visuals sound (effects) mixing / editing producing / production(s)  <b>(one mark each for any two)</b>	<b>Note:</b> if more than one word on the same line, mark first and ignore the other(s). However, if the two words only are given (and they are on the same line) assess them both  <b>Allow:</b> directing	<b>Reject:</b> image(s) / imaging  <b>Reject:</b> montage  Filming music	<b>[2]</b>

Q	Answers	Guidance	Reject	M
d)	<p><u>ability</u> to work in / as a team (1)</p> <p>creativity / creative skills (1) creative mind</p>	<p><b>Allow:</b> group</p>	<p>Teamwork t.c. enjoy working in a team working as a team</p> <p>creative ambience creative t.c.</p>	[2]
e)	<p>Waste / lose no time (1)</p> <p>Write to / apply to / contact <u>the school</u> / <u>them</u> (1)</p> <p><u>Give as many</u> (available) dates <u>as possible</u> (1)</p> <p>Go (to the school) to find out if you are suitable / if you have the right qualities / have the necessary aptitude(s) (1)</p> <p><b>(one mark each for any three)</b></p>	<p>Sense of urgency needed (e.g. apply quickly)</p> <p><b>NB:</b> Contact the school quickly = 2 points</p> <p>Rendering of idea of offering dates + breadth of availability of candidate Allow: offer big flexibility of dates</p>	<p><b>Reject:</b> implication that school has to fit in (eg Find out available dates) range of dates (not enough) Give the dates you are <u>most</u> available (distortion)</p> <p><b>Reject:</b> attitude (for aptitude)</p>	[3]
f)	<p>Until all places have been allocated / first come first served (1)</p>	<p>Idea that there are no places left</p>	<p>Places allocated on basis of letter sent (t.c.) Those who apply first</p>	[1]
g)	<p>A grant / bursary / a scholarship / financial aid (will be given) (1)</p> <p>the <u>three most</u> promising / successful / <u>best</u> / students / trainees / participants (1)</p>	<p>Both number and superlative needed <b>Allow:</b> people</p>	<p><b>Reject:</b> bonus</p> <p><b>Reject:</b> actor / producer etc. (any specific job in the film industry)</p>	[2]

**Task 4 - Guidance**

Read through the response and assess for communication first. 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. There are 10 components for 10 marks but it may not automatically be 1 mark per correct component. The grid must be applied.

- **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, use the caret sign (λ). Use BOD with the tick (**BOD** ✓), if you had some doubt about awarding the point but decided to in the end. Use **NBOD** 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 (✗), either in the margin or in the body of text. Check that the total of ticks, caret signs and crosses adds up to 10. The annotations will give a global impression to help you apply Grid H.1 accurately and consistently.
- **Grid H.1:** Looking at the annotations, assess what proportion of the points has been conveyed. (See point 2 page 2)

Read response again and assess for language.

- **Annotations:** you may use the red slash (/) or the underlining tool (==) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential.
- **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.

Tâche 4: The Poitiers film school [20]		
Answer	Notes: Allow / Reject / Guidance	
Points to be covered	Guidance (H.1)	Guidance (C.2)
1 I heard a programme / I have heard about your courses	Heard a programme about your school - partial Misrendering of heard – partial at best <b>NB</b> : Programme <b>de</b> vos cours – partial at best <b>Allow</b> : j'ai écouté 'courses' – partial at best	Perfect tense; possessive adjective and agreement
2 I would like to book a place.	<b>Allow</b> : "to have" for "to book" <b>Allow</b> : Faire une réservation 'position' – partial at best	Conditional + infinitive
3 One of my subjects <u>at school</u> was media studies / <u>at school</u> I studied media studies	Use of present tense - Partial at best 'media <u>studies</u> ' – partial at best	Possessive adjective and agreement; imperfect
4 but this was largely theoretical,	<b>Allow</b> : théoretique 'theoretical' – partial at best <b>Allow</b> an attempt at rendering 'a written approach' Attempt to render 'largely' needed (e.g. 'très', "surtout", trop, plus...)	Adverb / qualifier
5 so I would be (very) interested in the practical side.	'practical' – partial at best (allow practical) Allow: use of conditional as expressing an interest (e.g. je voudrais faire un stage)	Expressing consequence; conditional; intensifier; preposition; position of adjective
6 I am available throughout / during the summer.	'tous les étés' – partial at best	Present tense; throughout
7 When will you inform candidates	'applicant' – partial at best past tense – partial at best present tense OK	Asking a question; future tense

8	if they have been successful?	use of être (“ils <u>sont</u> un succès / ils sont réussis”) - partial at best  <b>NB:</b> 7 and 8 may be combined, eg Quand saura-t-on si on a réussi / Il faudra combien de temps pour savoir si j’ai une place = 2 ticks	Hypothesis; concord of tenses; vocabulary
9	Do you organise accommodation	Use of ‘accommodation’ – partial at best	Asking question; present tense; vocabulary
10	or do students have to do it (themselves)?		Question; word order; direct object pronoun; emphatic pronoun
<b>10 marks for Communication – Grid H1</b>			
<b>10 marks for Quality of Language (Accuracy) - Grid C2</b>			
<b>Section A Total</b>			<b>[55]</b>

## Assess using Grids H1 and C2

GRID H.1	COMMUNICATION 10 marks AO2	GRID C.2	QUALITY OF LANGUAGE – ACCURACY 10 marks AO3
0-2	Very little or no information conveyed.	0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
3-4	Only a quarter of the points conveyed.	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.
5-6	Half of the information successfully conveyed.	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.
7-8	Three quarters of the points conveyed.	7-8	Language generally accurate. Shows a, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
9-10	Most or all of the information successfully conveyed.	9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

Section B: Reading and Writing				
Tâche 5: Badminton				
Part A	Question	Answers	M	Additional Comments
		c	[1]	1 mark for each correct answer  If candidates put more than 4 ticks, deduct 1 mark for each extra tick
		e	[1]	
		f	[1]	
		g	[1]	
Part B				
	1	D	[1]	1 mark for each correct answer  If the letter is unclear or if there is more than one letter in a box, no marks
	2	G	[1]	
	3	E	[1]	
	4	A	[1]	
	5	F	[1]	
	6	B	[1]	

**Task 6 - Guidance**

1. Print out a copy of the text so that you can easily spot instances of lifting from the original text.
2. Assessing comprehension / content: First 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.
  - 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.
  - d. If appropriate, candidates may answer with single words / short phrases.
  - e. 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.
  - f. Enter the mark in the box. You **must** use a tick (✓) to indicate correct answers for any question worth more than 1 mark. You may also use crosses (x) where an unacceptable answer has been given. It is recommended you do. This way, you can check ticks and crosses add up to the correct total for the question.
  - g. For unexpected incorrect answers, put a cross (x) over the word which invalidates the response. No need to use a cross for an answer to a question worth 1 mark only that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when something in the response invalidates an otherwise acceptable answer.
  - h. If the answer is correct but lifted verbatim from the text, award the comprehension mark but highlight and exclude from the quality of language assessment. Use highlighter tool to show lifted language.
3. Assessing Quality of language
  - a. You will get a new screen to record the Quality of Language mark. Read all the answers again. To assist you in the application of Grid C2, you may use annotations: Green L (**L**) to highlight good language, slash (/) or the underlining tool ( ) for serious errors, but it is not essential
  - b. Apply Grid C.2 (see Task 4 for guidance) and enter the mark.
  - c. When candidates have left several questions unanswered, click on “fit height” to have an overall view.
    - If only up to 1/3 of the questions have been answered, the maximum mark for C.2 is the 5/6 band
    - If only up to 2/3 of the questions have been answered, the maximum mark for C.2 is the 7/8 band



Q		Answers	Additional comments / Guidance	Reject	M
d)	(i)	Elle a 42 ans (1)			[2]
	(ii)	Elle a trois enfants (1)	<b>NB:</b> Also allow answers expected in e (i) and/or (ii) (misunderstanding of 'concernant') but <u>do not credit the same answer twice</u> in (d) and in (e). Use arrow down to show the mark really belongs to (e) and has already been awarded.		
e)	(i)	(Parce que) ses / les enfants passent trop de / tout leur temps / se mettent toujours devant un écran (1)	Idea of either excessive / extensive / systematic needed <b>Allow:</b> 'technologie' for 'écran' (already penalised in Q(a))	<b>Reject:</b> only one specific type of screen (e.g. Ils regardent toujours la télévision –t.c.)	[2]
	(ii)	(Parce que) ses / les enfants l'ignorent / ne s'occupent pas d'elle / c'est comme si elle n'existait pas (1)	Idea that <u>she</u> (the mother) is ignored <b>Allow:</b> elle se sent isolée	<b>Reject:</b> Les enfants <u>s'</u> ignorent Les enfants ignorent leurs parents (too vague)	
f)	(i)	Rien n'a changé / pas du tout (1)	<b>Allow :</b> pas un grand effet	<b>Reject:</b> Ils pensent qu'ils s'entendent bien avec leurs parents ( <i>does not answer question</i> ) <b>Reject:</b> use of 'change' for 'changement'	[2]
	(ii)	la vie de famille a moins d'importance / il y a moins de place pour la vie de famille (1)	Comparison / explaining what has changed is essential cf question (e.g. rendering of "qui grignotent peu à peu") e.g. les écrans rendent la vie familiale pire / il y a une dégradation de la vie familiale <b>Allow:</b> les écrans grignotent la vie de famille	Ils / les parents sont remplacés par les écrans / leur place a été prise par un écran (too categorical)  la relation familiale disparaît / a disparu (too categorical)	

Q	Answers	Additional comments / Guidance	Reject	M
g)	EITHER elle contribue à / entretient / écrit sur / alimente / remplit sa page Facebook  <b>OR</b>  elle participe à des forums / chats / elle discute / elle chat sur MSN	Idea of <u>contributing to</u> (e.g. updating) her Facebook (page) – i.e. active involvement <b>Allow:</b> un réseau/ site social instead of Facebook  Idea of MSN <u>chatting</u> <b>Allow:</b> parle only if qualified (e.g. <u>sur</u> MSN)	Facebook t.c. <b>Reject:</b> Elle visite /regarde / utilise un site comme Facebook ( <i>passive</i> )  MSN t.c. elle parle (avec les autres gens) t.c.	[1]
h)	<u>Sa fille</u> a un réseau (de gens) / communique / parle (1)  avec des gens / personnes qu'elle ne connaît pas (1)	Must be clear that this is about the daughter Idea of being in touch with / belonging to  idea that the mother is an outsider / in the dark	Idea that the daughter does not know the people Idea that the mother does not know her own family	[2]
i)	La qualité des relations/ de la relation qu'elle a avec <u>sa fille</u> / de ne pas avoir les relations qu'elle voulait / voudrait (avoir) <u>avec sa fille</u> (1)	Idea that the nature of the relationship <u>with her daughter</u> is not up to her expectations	<b>Reject:</b> La relation avec sa fille t.c.  <b>Reject:</b> idea of not spending enough time with her daughter	[1]

## Quality of Language assessed using Grid C2

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

**Task 7 - Guidance**

1. Print out a copy of the text so that you can easily spot instances of lifting from the original text.
2. 7(a)
  - a. **Annotations:** In the body of text, use a tick (✓) to show that a point has been fully and successfully conveyed. If an element of the point has been omitted, use the caret sign (λ). Use BOD with the tick (**BOD** ✓), if you had some doubt about awarding the point but decided to in the end. Use **NBOD** if you considered awarding the point but decided not to in the end. 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. (See mark scheme below)
  - b. **Grid I:** Looking at the annotations and any additional guidance, assess what proportion of the points has been conveyed and apply Grid I.
  - 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.
3. 7(b)
  - a. **Annotations:** 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 / an extension of the opinion. NB: one opinion may have several extensions.
  - b. **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. The number of ticks you have awarded will 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.
4. 7(a) + 7(b) – Language assessed globally – **Grids C.2 and F.2:**
  - 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. If you wish, you may use the slash (/) the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential.
  - b. Language is assessed globally - answer to 7(a) **and** 7(b).
  - c. Language lifted from the text (see section 2 above) is not credited when applying F.2 and C.2. You must use the highlighting tool (.....) to show lifted language when you are assessing F.2 and refer back to F.2 to it when assessing C.2 (i.e. no need to highlight again). Only phrases of more than 5 consecutive words should be counted as lifted language.
  - d. For answers of less than 100 words globally, the maximum mark for both F.2 and C.2 is the 5/6 band.

Section B: Reading and Writing		
Q	Answer	M
<b>Task 7 :</b> 10 marks - Comprehension of Text – Grid I 20 marks - Response to Text – Grid J 10 marks - Quality of language (Accuracy) – Grid C2 10 marks - Quality of Language (Range) – Grid F2		[50]
(a)	<b>Possible points</b>	
1	Small town / 3600 inhabitants	
2	in Canada / Canadian	
3	The law forbids smoking <u>in a car</u>	
4	If there are passengers <u>under 18</u> ( <i>allow children t.c./ children and ados BUT NOT ados t.c.</i> )	
5	Population (of the town) favourable (to the law)	
6	Law voted unanimously / by council ( <i>must clearly relate to the passing of the law; allow idea that it was not opposed</i> )	
7	(300 euros) fine	
8	Law aimed at stopping / preventing <u>passive</u> smoking	
9	Car is a private / personal space	
10	a <u>restriction</u> on individual / personal freedom / human rights ( <i>not liberty t.c.</i> )	
11	it is easy to open windows (to stop passive smoking)	
12	You (sometimes) have to let go of wheel when driving (e.g. when changing gear)	
<b>Section B Total</b>		<b>[85]</b>

**NB:** With 12 possible points, apply grid **Grid I** as follows:

One or two points – band 1-2

Up to 1/3 of points (3 or 4 points) – band 3-4

Up to ½ the points (5 or 6 points) – band 5-6

Up to 2/3 of the points (7 or 8 points) – band 7-8

Nearly all points (9 to 12 points) – band 9-10 (**i.e. 9 or 10 points = 9; 11 or 12 points = 10**)

**Remember guidance 7(a)c**  
**RE: Copying / lifting**

<b>GRID I</b>	<b>COMPREHENSION OF TEXT</b> <b>10 marks AO2</b>	<b>GRID J</b>	<b>RESPONSE TO TEXT</b> <b>20 marks AO2</b>
<b>0-2</b>	No relevant information or supplies one or two relevant points from the original passage.	<b>0-3</b>	Very short. May not go beyond points of view already expressed in the original text.
<b>3-4</b>	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.	<b>4-7</b>	Manages the beginning of a response to the requirements of the task. May have difficulty in expressing and/or developing points of view.
<b>5-6</b>	Some relevant information showing understanding of up to half of the points. There may be instances of lifting from the original passage.	<b>8-11</b>	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.
<b>7-8</b>	Relevant information showing understanding of up to two third of the points from the original passage. There may be one or two instances of lifting from the original passage.	<b>12-15</b>	Expresses points of view which are consistently developed and respond to the requirements of the task. Shows some originality and/or imagination.
<b>9-10</b>	Consistently relevant information. Includes nearly all the points from the original passage. Shows a very clear understanding of the text.	<b>16-20</b>	Responds with well developed points of view which show insight, originality and imagination.

Grids C2 and F2 next page

<b>GRID C.2</b>	<b>QUALITY OF LANGUAGE - ACCURACY 10 marks AO3</b>	<b>GRID F.2</b>	<b>QUALITY OF LANGUAGE (RANGE) 10 marks AO3</b>
<b>0-2</b>	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.	<b>0-2</b>	Only simple sentence patterns. Very limited vocabulary. Very limited range of structures.
<b>3-4</b>	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).	<b>3-4</b>	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.
<b>5-6</b>	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.	<b>5-6</b>	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.
<b>7-8</b>	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.	<b>7-8</b>	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).
<b>9-10</b>	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.	<b>9-10</b>	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures.

**Tapescripts****Tâche 1 : Vélib' by night**

Si l'utilisation de *Vélib'* la nuit est inférieure à celle de la journée, elle est cependant surprenante : entre 22 heures et 6 heures, de 3000 à 5000 vélos sont empruntés.

Pour Paul, *Vélib'* est la solution :

- Les bus de nuit, c'est toujours plein, et malgré l'amélioration du service, il faut toujours attendre. Le métro ne marche pas assez tard et les taxis sont beaucoup trop chers pour moi. Le vélo, c'est parfait.

Pour Romain aussi :

- Moi, j'adore *Vélib'* ! Je le prends et je le laisse où je veux. Comme je sors souvent et que j'ai tendance à être un peu ivre après, maintenant je préfère prendre le vélo plutôt que le volant.

D'autres sont moins positifs – Brigitte, automobiliste :

- La nuit, je trouve que c'est très dangereux. Les vélos qui zigzaguent sur la route, on ne peut pas toujours les anticiper. Moi, je suis terrorisée à l'idée de renverser un vélo...

**Tâche 2 : Les Français dorment mal**

- Deux tiers des Français se plaignent de ne pas dormir correctement. Quelle en est la cause principale, Docteur Dumas ?
- Dormir peu, c'est lié au stress. On a tendance à prendre des médicaments mais beaucoup de problèmes peuvent se régler naturellement.
- Et comment ?
- D'abord, en évitant les excitants après 17 heures : café, tabac, thé... Le soir, il vaut mieux renoncer aux dîners lourds et aux excès d'alcool. Et puis surfer sur Internet, les jeux vidéo, tout ça va souvent entraîner des difficultés à s'endormir et en plus ça retarde l'heure du coucher.
- Dormir mal ou pas assez, ça peut avoir des conséquences graves...
- Tout à fait. Et ces conséquences sont souvent méconnues. Par exemple ça peut causer l'obésité, une dépression ou le diabète.
- Vous avez des conseils ?
- La règle d'or : se coucher et se lever tous les jours à la même heure, se dépenser physiquement, mais pas le soir car ça risque de rendre le sommeil difficile. Et on devrait dormir dans l'obscurité la plus complète possible.
- Docteur Dumas, merci !

**Task 3: The Poitiers Film School**

Si vous avez entre 17 et 20 ans et que vous pensez à une carrière dans les métiers du cinéma, voici une occasion à ne pas manquer : chaque semaine, cet été, l'École du Cinéma de Poitiers ouvre ses portes aux jeunes que les métiers du cinéma intéressent pour des mini-stages de quatre jours entièrement gratuits. Mais attention, les places sont limitées – on ne prend que 15 stagiaires par semaine.

Quelle que soit la spécialisation qui vous attire (image, son, montage, production), certaines qualités sont essentielles : le sens du travail en équipe... et il faut aussi avoir des capacités créatives. Si c'est votre cas, pourquoi ne pas venir à l'École du Cinéma de Poitiers pour découvrir si vous avez aussi les aptitudes nécessaires ?

On vous conseille de ne pas perdre de temps et de contacter l'École au plus vite en offrant la plus grande disponibilité de dates possible car l'admission se fera sur simple lettre de demande, jusqu'à ce qu'il ne reste plus de places. À la rentrée, on offrira une bourse aux trois stagiaires les plus prometteurs. Alors bonne chance !

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