

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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ROLEPLAY A

Points from the text to be mentioned by candidates:

- 1 Placements are unpaid
- 2 Last from a few days to four weeks
- 3 (More than) 20,000 applications each year
- 4 (Think about) why you are applying
- 5 Demonstrate a keen interest
- 6 Passion and knowledge
- 7 A clear and well-presented application
- 8 (Specific) examples to show understanding/experience
- 9 You will receive an email
- 10 (Work Experience) team will look at the application
- 11 (Relevant) department will have the (final) decision
- 12 Radio, journalism, music, production and technical (3 from 5)
- 13 Must pay for travel and accommodation
- 14 Overseas applicants have to show passport
- 15 Website (www.bbc.co.uk) gives (practical) information / information about the jobs

ROLEPLAY B

Points from the text to be mentioned by candidates:

- 1 Althorp has belonged to the Spencer family for 500 years
- 2 Splendid rooms contain paintings and furniture
- 3 Fine gardens and woods
- 4 (Gates) open at 4.30
- 5 (Enjoy the) traditional entertainment
- 6 Talk to the soldiers and listen to the music
- 7 Admire the magnificent horses
- 8 Main concert begins at 7.30
- 9 Listen to orchestra and singers while eating
- 10 Bar available, bring food / picnic
- 11 No barbecues for safety reasons
- 12 Ample free parking and (special) parking for disabled
- 13 Book online or call (01432 355416)
- 14 Under 5s free
- 15 Hotels offer special rates for concert-goers

ROLEPLAY C

Points from the text to be mentioned by candidates:

- 1 Gough's Cave is Britain's most/very beautiful cave/ Gough's cave was discovered in 1898
- 2 Audioguide including commentary for children
- 3 Music and lights in Cox's Cave
- 4 Story of dragons and danger
- 5 Museum tells of 40,000 years of man/history
- 6 Exhibitions on (cave) art and cannibalism
- 7 Children can try painting
- 8 Some exhibits not suitable for (very) young children
- 9 Climb 276 steps to see (panoramic) views
- 10 Good for children and dogs
- 11 Take picnic + 3 mile walk
- 12 Wear suitable clothes and footwear
- 13 Bus at (school) holidays and weekends
- 14 Discounts for groups, free for under fives
- 15 Open every day except Christmas Eve and Christmas Day

ROLEPLAY D

Points from the text to be mentioned by candidates:

- 1 Jane Austen is one of the most popular/a very popular English novelists
- 2 Her books tell of England before the Industrial Revolution
- 3 Spent last/8 years of her life in this house
- 4 Internationally important
- 5 Place where she did majority of her writing
- 6 Still has charm of a village home
- 7 17th century house
- 8 Tells story of Jane and her family / her mother and sister
- 9 (Tiny) table where she wrote (six) novels/books
- 10 Arrived when she was 33
- 11 Did household chores, played piano and wrote [2 from 3]
- 12 Ground floor, toilets and garden (accessible to wheelchair users / disabled people)
- 13 Can buy books and souvenirs
- 14 Refreshments are available in the village
- 15 Phone 01420 83262

ROLEPLAY E

Points from the text to be mentioned by candidates:

- 1 Castle belongs to Duke of Norfolk
- 2 Open to visitors for (nearly) 200 years
- 3 Extensive gardens with wooden statues
- 4 Stunning rooms with furniture and glass
- 5 Guided tours last 1 hour 15 minutes
- 6 (Paintings tour –) learn about secrets and symbolism in paintings
- 7 Learn about the subjects (of the paintings)
- 8 (History tour –) learn about some of the colourful characters
- 9 11th duke would only take a bath when drunk
- 10 Castle and gardens open April-October
- 11 Closed Mondays except bank holidays
- 12 No dogs and no photography in castle
- 13 Restaurant offers hot and cold food
- 14 On ground floor with disabled access
- 15 Visit website for details of special events

ROLEPLAY F

Points from the text to be mentioned by candidates:

- 1 You can talk with Skype's free software
- 2 Without worrying about cost, time or distance [2 from 3]
- 3 Ask your friends to download it
- 4 You can talk and send messages
- 5 Friends (may) send you flowers and chocolates
- 6 To thank you because they have saved money
- 7 Easy to call (mobiles) with a computer
- 8 Type in the number and click on green button
- 9 Small monthly charge for the service
- 10 Use a webcam to make (free) video calls
- 11 Take photos to personalise Skype
- 12 Millions/lots already use Skype
- 13 Stay in touch with friends and family wherever they are
- 14 Skype cannot replace your ordinary telephone
- 15 Cannot be used for emergency calls

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.

GRID C.1	QUALITY OF LANGUAGE (ACCURACY) 5 marks AO3
5	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.
4	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
3	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
2	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
0-1	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.

UNIT 1: SPEAKING – TOPIC DISCUSSION

GRID D	IDEAS, OPINIONS AND RELEVANCE 10 marks AO1	GRID E.1	FLUENCY, SPONTANEITY, RESPONSIVENESS 10 marks AO1
9–10	Well-chosen relevant information to develop a range of ideas and to justify points of view.	9–10	Responds promptly and fully. Consistently shows initiative. Leads the conversation. A fluent and spontaneous performance throughout.
7–8	Able to develop and explain ideas and to express points of view, with some justification. Offers relevant information.	7–8	Able to respond readily and take the initiative, with little hesitation. Most of the time is fluent and spontaneous and can keep the momentum going.
5–6	Shows some ability to develop and explain ideas and to express opinions. Able to convey information. Not always relevant.	5–6	Responds reasonably promptly to the examiner, though with occasional hesitation. Reasonably fluent and spontaneous at times.
3–4	Shows a limited ability to develop or explain ideas and to express opinions. May have some difficulty communicating factual information. Often irrelevant or repetitive.	3–4	May be hesitant in responding. Responses to the examiner are brief and sometimes inadequate. Fluency is often confined to pre-learnt material.
0–2	Very few ideas. Ideas not explained or developed. Very limited ability to convey even quite basic information. Very superficial.	0–2	Has some difficulty in understanding. Hesitant, with frequent pauses, in responding to many of the examiner's questions and comments. Fluency confined to pre-learnt material.

UNIT 1 SPEAKING – TOPIC DISCUSSION (Continued)

GRID C.1	QUALITY OF LANGUAGE (ACCURACY) 5 marks AO3	GRID G	PRONUNCIATION AND INTONATION 5 marks AO1
5	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.	5	Sounds authentic nearly all of the time. Only occasional errors of pronunciation and intonation.
4	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.	4	Pronunciation and intonation generally accurate, although there may be occasional mispronunciation of more difficult sounds.
3	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.	3	Pronunciation and intonation acceptable, in spite of a number of errors that rarely impede communication. Some problems with some more difficult sounds.
2	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.	2	Pronunciation and intonation may be influenced by candidate's first language, and problems with more difficult sounds sometimes impede communication.
0–1	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.	0–1	Comprehensible only with difficulty. Many sounds mispronounced. Heavily influenced by candidate's first language.

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