

# **Report on the Units**

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**June 2009**

**HX75/MS/R/09**

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This report on the Examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the syllabus content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the Examination.

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## F701: Speaking

### Introduction

There were many good performances this summer, and the vast majority of candidates were appropriately entered for the examination. Many candidates performed well on the role-plays, successfully conveying information on the texts and giving extended replies to the extension questions. Some candidates had problems communicating their ideas due to difficulties with structures and particularly with vocabulary. In the topic discussion, there were some very interesting discussions with well-developed ideas and opinions.

### Section A: Role-play

#### Grid A: Use of Stimulus

With half of the marks for the role plays awarded for this grid, it is important that Centres impress on their candidates the necessity to give full answers to the questions they are asked in order to cover as much of the text as possible.

#### Role-play A

Many candidates conveyed a great deal of information from the text although they found it difficult to compare the safety of modern and older mines. Tense errors marred attempts to speak of women and children who worked in the mines. Few knew the French for a helmet, but most found a suitable word for 'lamp'. There were some difficulties conveying 'an hour and a quarter', but candidates were comfortable with the very familiar items such as shops and cafés. 'Suitable' clothing and shoes provided a challenge, although there were some pleasing alternatives offered which communicated the same message.

#### Role-play B

This was generally well done by candidates, and many knew the vocabulary. Where candidates lost marks, it was often through not giving enough detail: some candidates did not mention that there was a *colour* TV, or did not note that *fine* wines were offered in the restaurant. Candidates were often not familiar with the concept of 'half board', being unsure as to which meals would be included.

#### Role-play C

There were many accessible ideas that were communicated successfully by candidates. The vocabulary items aimed at the strongest candidates provided an appropriate level of challenge. 'Weapons' and 'recipe book' were not universally known, and some candidates struggled with the numbers, particularly '16<sup>th</sup> century', which was frequently pronounced as 'sixième'. As in Role-play A, tense errors sometimes distorted candidates' attempts to speak of the people who lived in the castle. As with other role-plays, the telephone number was generally well done, although some candidates gave them in single digits rather than in pairs.

### **Role-play D**

Many candidates gave information about the company successfully, although the date proved difficult for a few. Some seemed confused by the idea of the treasure chest, and found it difficult to get across the idea of discounts of up to 50%. Nevertheless, the customer facilities were straightforward for most, and the delivery arrangements were usually expressed adequately. Sometimes, inappropriate use of cognates such as 'charges' impeded communication.

### **Role-play E**

Candidates generally did this role-play well, although, as with Role-play B, a lack of detail cost some candidates marks. In this task, some candidates mentioned a few of the places of interest in Bradford and Leeds, but not all. Similarly, they mentioned that you could watch football and rugby, but a number did not list cricket. It was surprising how many candidates were unable to convey words such as 'dining room', 'lounge' and even 'kitchen' in French, and 'en-suite' proved difficult for some. Nevertheless, there were many good performances where candidates made effective use of the stimulus text.

### **Role-play F**

Only a few Centres used this role-play, as it was the last in the randomisation sequence. Candidates were able to express general information about the store without difficulty, although the qualities required by staff proved more challenging. Several found inventive ways to convey 'good communication skills', but found 'friendly' and 'able to work in a team' difficult. Many mentioned the sports clubs but ignored 'leisure'. Similarly, several successfully stated the salary but neglected to answer the teacher/examiner's question as to which jobs were offered.

### **Grid B: Response to Examiner**

The vast majority of candidates completed the whole role-play. A very small number neglected to ask one or both questions despite prompting from the examiner, and a similarly small number failed to mention the name of the place or business, particularly with Role-play A, where several launched into talking about the museum without introducing it as a suitable place to visit.

More successful candidates gave fuller answers to the questions they were asked, often combining several points to make an extended answer. They also showed imagination by introducing detail that was not in the stimulus text and expressing opinions, thus making the conversation sound rather more natural.

When tackling the extension questions, some candidates, despite the best efforts of the examiners, repeated information they had already given about the place, business or house, rather than widening the scope of their answer. However, there were some impassioned arguments against the use of animals at work in Role-play A, and some original suggestions for how to celebrate an important occasion for Role-play B. Role-plays C and D yielded some interesting ideas about promotion of tourism and a business, and many candidates declared their intention to live abroad in Role-play E. Many candidates seemed to believe that shop work was easy, but gave reasoned arguments about the advantages and disadvantages of working abroad for Role-play F.

### **Grid C.1: Quality of Language**

There was a full range of performances. Candidates are assessed at AS standard, and perfection is not required to achieve full marks.

Common errors included subject-verb agreements, a lack of an infinitive following a modal verb, tense errors, confusion of *il y a* and *c'est* and expressing the present tense using part of *être*. Alongside these more general language errors there were also some perhaps more avoidable ones, given their high frequency in role-play tasks. Many students did not know how to suggest calling a telephone number (*téléphoner le téléphone nombre*), opening times (especially 'from...to') and expressing telephone numbers in pairs of digits caused problems.

With the opening questions, some candidates had difficulty changing the pronouns and possessive adjectives to the appropriate form to suit the question. For example, in Role-play A, many candidates produced phrases similar to 'Quelles sorties ils aimeraient faire cette fois-ci. Several candidates missed that it was the examiner's son or daughter who wanted to work abroad in Role-play F, and phrased the question using 'vous' (or 'tu'), or persisted in referring to them as 'il', even when the examiner had made it clear that it was a daughter. Practising formulating the initial questions would be beneficial for many candidates.

### **Examining**

Most Centres conducted the role-plays in a satisfactory manner. There were some examples of excellent examining from well-prepared teacher/examiners who had read through the tasks thoroughly, were highly familiar with the material and prompted their candidates to give details they could see had been missed. There were some cases where examining was less successful, due to a number of reasons: teacher/examiners perhaps did not read the introductory paragraph leaving the candidate to try and start the conversation themselves, or did not encourage candidates to give full answers to questions, or moved on to the next area when the candidate had only given half of the material that could answer the question. A small number of examiners asked questions that the candidate had already answered, leading to confusion and hesitation where the candidate was searching for non-existent material to supplement the answer already given. It is important that examiners do not give vocabulary that is needed by the candidate to convey information, unless it is absolutely necessary to move a struggling candidate forward. Candidates cannot be credited for vocabulary given to them by the examiner.

Most Centres adhered to the time limit of 5-6 minutes. Some examiners stopped the conversation before 5 minutes. In some cases, this was appropriate with a fluent candidate who had given all the information and made lengthy replies to the extension questions. In other cases, however, examiners could have used the time to extract more expansive answers to the extension questions or to pick up points from the text that were not mentioned by candidates earlier. Some Centres allowed the role-play to extend beyond 6 minutes. This is not in candidates' interests, as assessment stops at 6 minutes, whether the role-play and the extension questions have been completed or not.

## Section B: Topic discussion

### Choice of Topics

Candidates offered a wide range of topics, and in most cases, these were chosen and researched individually. These were usually the most successful discussions as candidates had a deep interest in and perhaps personal experience of the subject chosen.

It is a requirement that candidates choose their topics from the list of AS topics given in the specification. In some cases, candidates offered topics from the A2 list, or topics that were not related to France or a French-speaking country. Centres are reminded that the subject chosen must directly relate to the list of AS topics. For example, Debussy's music may be pertinent to a discussion of the arts; however, his life story is not, and candidates are advised not to dwell on biographical details. Topics such as Coco Chanel, the environment unrelated to tourism, and immigration should not be presented, as they do not feature on the list. All topics must also relate to France or a French-speaking country. Some candidates enjoy talking about a film or a literary text. This is perfectly acceptable as long as the theme of the book or film relates to one of the AS topics.

There were many enjoyable discussions on the theme of family relationships in France, wine, individual types of transport such as the TGV, films, and tourism in individual towns, cities and regions, as well as in France.

### Grid D: Ideas, Opinions and Relevance

Most candidates had prepared their topics at least adequately in terms of factual knowledge. There was, however, a big difference in candidates' ability to present their own ideas and opinions. The most successful candidates expressed a wide range of ideas at length, using their research to justify their opinions. Most candidates tended to give factual information in answer to a question and then comment on it, which could also lead to a good result. A minority of candidates were unable to progress beyond giving facts, and seemed to have few opinions on the subject they had studied. It is important that candidates are given the opportunity to answer questions that seek a personal reaction rather than just being asked to give a body of facts.

### Grid E.1: Fluency, Spontaneity, Responsiveness

As most candidates were well-prepared, the majority were able to speak with a reasonable degree of fluency on their chosen topic. Most understood the examiner's questions and were able to answer without excessive hesitation. Candidates getting higher marks were able to show initiative and lead the conversation towards other areas.

Some candidates were only fluent when delivering material they had learned in advance and this was reflected in the mark. Speech needs to be at least reasonably spontaneous in order to achieve above 3-4 marks on this grid.

### Grid C.1 Quality of Language

Most candidates were able to demonstrate that they had acquired a wide range of structures, and it was pleasing to hear the subjunctive, the passive, present participles and structures such as *après avoir* and *après être* used in a natural way. Some candidates made use of such structures in a rather less natural manner, overusing expressions such as *autant que je sache* in order to use a complex structure, whether it was appropriate or not.

There was some good topic specific vocabulary. Accuracy varied considerably. Disappointing errors included wrong genders for words that were central to the topic presented, and missed agreements. Tenses were sometimes insecure with a rather vague *é* or *ais* sound added to the

end of verbs. Subject-verb agreements were an area for error and some candidates struggled with pronouns and possessive adjectives, confusing *lui* and *leur*, *il* and *lui*, *il*, *elle* and *son*, *sa* and *ses*.

### **Grid G: Pronunciation and Intonation**

Most candidates made a reasonable attempt to sound French, although with varying degrees of success. Most found French intonation difficult to imitate, but many made an admirable effort to pronounce individual sounds well. Sounds that caused particular difficulty included nasals, especially *in-* and *im-* at the beginning of words. A minority of candidates pronounced silent endings such as verbs ending in *-ent* or had particularly anglicised pronunciation, making them difficult to understand in places.

### **Examining**

Most teacher/examiners asked a good range of questions that allowed candidates to express a range of opinions supported by a detailed factual knowledge of the subject. Generally, they were sensitive to the needs of their candidates, treating nervous candidates sympathetically and finding ways to extend the most able.

It is important that Centres familiarise themselves with the requirements of the exam. Candidates are no longer required to deliver a 3 minute presentation, and doing so deprives them of discussion time. Centres should also note that the discussion should last 9-10 minutes. Excessively short discussions do not provide candidates with an opportunity to discuss their ideas fully, and, as assessment stops at 10 minutes, it is of no benefit to the candidate to keep them talking beyond the specified time.

Although it is expected and desirable that candidates prepare for the examination, some candidates appear to take this to extremes and sound as if they are reciting or reading chunks of pre-prepared materials in response to examiner questions. Candidates cannot get higher marks on Grid E.1 without being given the chance to answer unexpected questions and teacher/examiners have a responsibility to ensure that they offer candidates this opportunity.

### **Administration**

Most Centres managed the administrative requirements of the speaking tests extremely well. Assessment materials were usually sent in good time, and OCR examiners were pleased to note that most Centres included all the necessary paperwork and that the recordings were accurately labelled.

F701/02 is the component code for Centres who wish to submit digital recordings to the OCR Repository - working mark sheets and candidate Oral Topic Forms need also to be submitted. Centres preferring to submit their candidates' tests by post on CD should enter for F701/01.



## F702: Listening, Reading and Writing 1

### General Comments

Candidates responded well to this new examination unit and very few failed to complete. Candidates showed good comprehension and communication skills and many had substantially progressed beyond GCSE.

### Comments on Individual Questions

- Task 1** This exercise produced a full range of marks and proved to be a good discriminator.
- (a) The similarity between *inattendues* in the text and option A proved extremely inviting; only the better candidates were able to select the correct option - C.
  - (b) Many candidates did not hear the negative at the start of the sentence (*on n'a jamais construit autant ...*) and erroneously ticked option C, instead of A.
  - (c) Many candidates were able to link *beaucoup de demandes restent insatisfaites* and *inférieur à la demande*.
  - (d) Most candidates could equate *dans tout le pays* with *national*. The mention of *région parisienne* could account for some choosing option A (*local*) and mishearing *dans tout le pays* for *dans tous les pays* could explain why some chose C.
  - (e) It was pleasing that the majority understood that French society was changing, possibly because this was a theme they had studied as part of their AS course.
  - (f) For this question it was expected that candidates would see the link between *l'allongement de la durée de la vie* and *... vivent plus longtemps*, with *long* featuring in both. Nearly half the candidates incorrectly chose A or C. They may not have connected *vie* and *vivent*.
  - (g) Nearly all candidates correctly linked *l'appartement devient trop grand* and *ont trop de place*.
  - (h) Only a few candidates were not successful on this question. The word *cohabitation* in the text was correctly associated to option C *partager*.
  - (i) It would seem that some chose option B because it seemed a likely answer. The text however clearly stated *le logement est gratuit* and *l'étudiant ne paie pas de loyer* clearly pointing away from B. This question discriminated well.
  - (j) Many candidates correctly chose B. A fair number misheard *le même toit* and went for option A *à l'étroit*.

Techniques recommended for this task are:

- read the title and questions before listening to the text: this gives an idea of the content of the passage
- listen to the passage in full, concentrating carefully on the text without attempting to answer the questions
- listen to the passage again, this time pausing as necessary to answer questions

- if time allows, listen for a third time to check all the answers, although this could be done at a later stage.

**Task 2** Candidates tend to find gap-fill exercises difficult but the outcome of this one was quite pleasing. It was clear that some tried to fill the gaps without listening to the text, selecting words from the list that made sense, rather than words that reflected the meaning of the passage. The most frequent error of this kind was in answer to (e) where *suclés* was given instead of *gras*, which required understanding of the text (*des aliments pleins de graisses*). Although many realised an adverb was needed in (b), (c) and (h), they seldom picked the right one and *souvent* proved a very tempting distractor. Question (a) was correctly given by nearly all candidates, then came (g), (f) and (i), showing that *grignoter* was a well known word. For (d) and (j), it was encouraging to note that candidates realised a noun was required but many seemed to choose from the three possibilities at random. Overall, this task discriminated well. The advice given on how to deal with Task 1 equally applies here. Comprehension of the listening text should always come before use of grammatical clues. These should be used for checking purposes only.

**Task 3** This new test type was successful except that a very few candidates answered in French so could not be awarded any marks.

- This was a straightforward question, especially (i). Carelessness or guesswork accounted for answers such as 'forgettable', 'unique', 'unbeatable', 'different' or even 'flying high and free'.
- Another straightforward question – although occasionally answered in French.
- Lack of precision was a problem here: it was not acceptable to convey *les possibilités sont infinies* by simply saying 'you can go where you like'.
- Numbers occasionally caused confusion, but common sense should have told candidates that it was highly unlikely that flights would take place 12 hours after sunrise and 12 hours before sunset. There was also confusion over *qui suivent* and *qui précèdent*. The use of 'atmosphere' for 'weather conditions' was acceptable. Some showed much imagination (you can see better, it adds to enjoyment of the experience etc.), but imagination could not be rewarded here.
- This was the best discriminating question of the whole exercise. Vocabulary proved to be testing: *site d'envol* (occasionally expressed as 'the flying seat'), *le gonflage* (mostly ignored by those who could not work out the link with *gonfler*), *l'atterrissage* (although it belongs to 'transport' vocabulary), *la mise en sac* - only successfully conveyed by the better candidates. Many did not read the question carefully enough and included 'the flight' in their answer.
- Most candidates managed to get at least one mark here but those who did not understand *normalement pour la saison et pour l'heure de votre vol* gave answers which they felt would make sense: dress comfortably / warmly for the flight; wear suitable clothing for those who are 16 and above was given by those who mistook *saison* for *seize ans*.
- A relatively straightforward question with one mark for expressing that the price varied and an additional two marks for any of: length of flight or size of group) or champagne and/or certificate.

#### Task 4 Grid H.1 – Communication

The format of this transfer of meaning task, not requiring candidates to transpose pronouns made it accessible for communication marks. It was pleasing to see some very good alternative ways of expressing the idea, rather than a literal translation of the English.

Point 1 was straightforward and generally well done though there were problems related to 'I heard' (not infrequently given as *j'ai vu* or even *j'ai attendu*) and, more rarely 'programme' (given as *avertissement* / *publicité*) and also, surprisingly, to 'flight'. This word was used on several occasions in the listening text for Task 3 so candidates recognised it, but they were not always able to transcribe it. Various spellings were accepted but not *voil* / *voile*.

Point 2 was accessible to all but several candidates could not convey 50<sup>th</sup>. Others omitted the word 'anniversary' – making the outcome somewhat unlikely – or used *anniversaire*, which was incorrect.

Point 3, there were some difficulties with 'gift vouchers', which had been used, in the listening passages. There were a variety of inappropriate expressions (*les vouchers de cadeaux* / *les formules* / *les cadeaux* / *les gifts etc.*). Questions were incorrectly phrased but meaning was clear, so marks were awarded for communication. Lack of knowledge of the French for 'valid' did not prove a problem, as it was decided that a sympathetic native speaker would understand *valide* in this context (cf *validité*). Not all candidates knew how to say 'to book' but found a suitable paraphrase.

Point 4 did not present too many problems, insurance for *assurance* was accepted for communication only and the expressions given for 'included' were generally understandable even if grammatically incorrect. There were some imaginative ways of enquiring about age limit (e.g. *je voudrais savoir s'il est possible pour [sic] les gens qui sont très vieux de participer?*)

Point 5 a difficult element was 'because of bad weather' which many candidates found difficult to express in a meaningful way (*si le temps était mal* / *faisait mal*). Some used *météo* to good effect (*si la météo n'est pas bonne*).

#### Grid C.2 – Quality of language (accuracy)

There was a wide difference in the linguistic level of the candidates. Some used good language structures and wide vocabulary. Generally those who kept their language simple and accurate did better. The only complexity expected was that required by the task (e.g. perfect tense + *avoir besoin de*; use of conditional + possession and word order; asking questions + *combien de* and impersonal phrase; use of *si*; impersonal verb and negative + *à cause de* + noun). Some candidates made good use of more formal phrases they had learnt and introduced complexity beyond that required by the task. Sometimes they tried a little too hard and the outcome was somewhat artificial. Overall, though, it was most encouraging to see so many using French with elegance and flair, just one year beyond GCSE.

**Task 5** This task, with a text on the AS sub-topic of tourism, produced a wide spread of marks because matching the beginning and end of sentences is a challenging test type, so it was an excellent discriminator

A frequent erroneous answer was M for (d) – possibly because candidates had tried to answer without reading the text carefully and M was an inviting distractor.

- Task 6** This reading text was on the AS sub-topics of leisure activities and the media. Candidates may have been familiar with the American series mentioned in the passage, but the ideas and concepts proved to be challenging. It is important to note that the questions followed the order of the text. Some candidates answered (b) for (d) and vice versa. Establishing links between questions and sections of the text is a useful technique for candidates to practice because it can be applied to any comprehension task.
- (a) A good discriminating question, requiring candidates to manipulate the language. Many got the first of the two marks available here but seldom both. Mentioning the tightness of the plot was also acceptable but those who did found it difficult to answer (b).
  - (b) This question required careful attention to details so as not to mix *éléments* and *épisodes*.
  - (c) Answered well by most candidates.
  - (d) A good discriminating question. Some candidates either left it blank or lifted a section of the text that contained *épisodes* but did not answer the question. Quite a few realised that losing the thread of the story was a possible consequence of missing an episode. This was rewarded whether it was given under (i) or (ii). Some lost a mark because they did not sufficiently convey *indispensable*.
  - (e) Many candidates seemed to have missed *extérieur à l'histoire*, which made answers such as *le suspense / les coups de théâtre* unacceptable. The only possible answer was *les coupures / spots publicitaires*. Omission of *coupures / spots* invalidated *publicitaires* given on its own. Part (ii) required a re-wording of the text, which only some candidates attempted.
  - (f) Some candidates did not attempt to answer; some lifted the sentence following *annonceurs* instead of the one preceding it, which gave the correct reason.
  - (g) Many candidates correctly linked *avantages* in the question and *apprécient* in the text but quite a few did not convey *davantage* and could not be given the mark because the answer required a comparison.
  - (h) This question contained the expression *une poule aux œufs d'or*, which candidates were not expected to know but which appeared in the text as a development or an explanation of *une inépuisable source de revenus*. Its meaning therefore was explained in the text and many candidates answered (i) correctly. For (h) (ii), most candidates realised that the details required were given in the first half of the last paragraph. The increase in the price of adverts was the most frequently given correct answer. For the other mark candidates had to change a noun (*combat*) into a verb.
  - (i) To get the mark for this question, candidates had to understand the notion of timing.

### Grid C.2 – Quality of language (accuracy)

As with Task 4 above, the complexity of language expected is only that required by the task. However, if candidates lift chunks of text or answer every question with one or two words only, they do not give themselves the opportunity to demonstrate their linguistic competence. Although candidates are not required to answer with full sentences, some questions are designed to make them show they can manipulate language and thus gain access to the full range of marks, but they do not need to find a synonym for every single word. Basic language errors were frequent (*les séries americaine sont populaire, ils aiment tous les series, les annonceurs a besoin l'argent, le prix pour les spot publicitaire sont augmente etc.*) Candidates should not lift sections of text,

**Task 7** The subject matter of this last task was clearly familiar to many, judging by references to trams in Strasbourg, Vélib' in Paris and other local initiatives. There is a recommended word limit of 200 to 300 words but many wrote far too much, with a noticeable increase in the number of errors as the response expanded. It would be much preferable to take time to work out relevant ideas and to organise them (some did prepare a plan to good effect), before putting pen to paper. Allowing for checking time is more productive than writing at length to express the same ideas in two or three different ways. An idea / opinion can only be given credit once.

7(a) In this question, candidates must show understanding of the text. Here they had to show understanding of *auto-partage*, with reference to its target customers and its advantages; the text contained 13 relevant points. Some mentioned sections of the text not relevant to the task (middle section of 2<sup>nd</sup> paragraph and also reference to Switzerland). They did not lose marks but it was not a good use of time or words. It was pleasing to note that candidates seldom lifted phrases from the text and they knew they had to re-word it. However, some did not get full marks because they did not refer to enough key points. Valid points mentioned in 7(b) could not be given any credit for 7(a). It is therefore essential to train candidates to identify the relevant points of a text.

7(b) In this question, candidates had to give their own opinion of *auto-partage* – which they all did. However some did not read the question sufficiently carefully and omitted to address the other parts of the question (is enough done to improve traffic problems and what more could be done?). Some misunderstood *auto-partage*, thinking it meant car-sharing and developed their views accordingly, others merely repeated the ideas already expressed in the text but many had their own views and plenty of ideas on how to tackle traffic problems. It was a pleasure to read structured arguments, giving positive and negative points of view, fully developing and supporting ideas throughout.

Others were drawn into discussing the effects of traffic pollution on the environment, which was fine, but not when it turned into a list of possible medical conditions or an exposé on what should be done to save the planet, including recycling and switching off lights. It was almost as if they had memorised a whole passage which they were to include regardless. Excessive irrelevance prevents candidates from meeting the requirements of the task and should be avoided.

The last part of the question was intended as an opportunity for candidates to show imagination and candidates often produced very good imaginative answers with wide-ranging and valid personal opinions.

**Grid F.2 – Quality of language (range)**

Candidates used a variety of vocabulary and structures. 7(b) provided candidates with a good opportunity to use more complex structures (wide range of well-chosen subjunctives, si + imperfect followed by conditional phrases, range of connectors to articulate ideas convincingly, rhetorical questions and also some sophisticated expressions)

**Grid C.2 – Quality of language (accuracy)**

There were some very good examples of French used accurately. Candidates used tenses appropriately, conditionals and subjunctives were correctly formed, and it was reassuring to see that the present tense could still be used accurately.

Unfortunately there were also instances of frequent elementary errors: mistakes in common noun genders, verbs with subjects in the infinitive, and adjectival agreements ignored. It was not uncommon to see the same word spelled in three different ways within the space of a few lines.

# Grade Thresholds

Advanced Subsidiary GCE French (H075)  
June 2009 Examination Series

## Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
F701	Raw	60	46	41	36	31	27	0
	UMS	60	48	42	36	30	24	0
F702	Raw	140	105	93	81	70	59	0
	UMS	140	112	98	84	70	56	0

## Specification Aggregation Results

Overall threshold marks in UMS (i.e. after conversion of raw marks to uniform marks)

	Maximum Mark	A	B	C	D	E	U
H075	200	160	140	120	100	80	0

The cumulative percentage of candidates awarded each grade was as follows:

	A	B	C	D	E	U	Total Number of Candidates
H075	30.8	52	68.6	82.2	91.6	100	1366

For a description of how UMS marks are calculated see:

[http://www.ocr.org.uk/learners/ums\\_results.html](http://www.ocr.org.uk/learners/ums_results.html)

Statistics are correct at the time of publication.

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