

French

Advanced Subsidiary GCE

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

Mark Scheme for January 2011

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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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- 1 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 e-mail.
- 2 Where candidates give alternative answers, only the first one written, or the one on the line should be marked.
- 3 **Abbreviations, annotations and conventions used in the detailed Mark Scheme.**
 - / alternative and acceptable answers for the same marking point
 - NOT** answers which are not worthy of credit
 - Allow** answers that can be accepted
 - INV** element of an answer which invalidates an otherwise valid answer
 - Principle** general guidance to the key idea
 - () words which are not essential to gain credit
 - underlined words must be present in answer to score a mark

Task 1 : Vous aimez la lecture ?					
Question	Answer	Answer			Additional comments
		Laurent	Mélanie	Sophie	
a)	Mélanie		✓		<p style="text-align: center;">1 mark for each correct answer</p> <p>If the candidate has put are more than 10 ticks on the grid, deduct 1 mark for each extra tick</p>
b)	Sophie			✓	
c)	Mélanie		✓		
d)	Laurent	✓			
e)	Sophie			✓	
f)	Mélanie		✓		
g)	Sophie			✓	
h)	Laurent	✓			
i)	Laurent	✓			
j)	Mélanie		✓		

Section A: Listening and Writing			
Task 2: Action contre l'alcool à Nancy			
Q	Answers	M	Additional comments
(a)	A (élargie)	[1]	<p>(Multiple-choice)</p> <p>1 mark for each correct answer</p> <p>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)	B (les magasins)	[1]	
(c)	B (habitants)	[1]	
(d)	A (toute la semaine)	[1]	
(e)	B (morceaux de verre)	[1]	
(f)	B (15)	[1]	
(g)	C (être victimes de)	[1]	
(h)	A (baisse)	[1]	
(i)	C (fournisseurs)	[1]	
(j)	A (inutile)	[1]	

Q	Answer	Notes / Guidance	Reject	M
	(iii) Practical <u>and</u> theoretical (1) Following / going round a (small) <u>circuit</u> (1) with the person who rents out the boats (1) (who) explains / teaches the <u>basic</u> / <u>main</u> principles (1) Any three	Principle: Both needed for 1st point. Must imply simultaneity Principle: idea of having to follow a set route / circuit Allow: owner for <i>loueur</i> Principle: “principles” needs to be qualified Allow: the basics t.c.	Reject: practical t.c. or theoretical t.c. <u>a</u> theory and <u>a</u> practical circle / going round and round a tour / a lap a go on the boat lesson(s) sailor / instructor / trainer the vendor the renter t.c. / hirer principles t.c. principal / principals explains about the boat	[3]
(c)	You are given / get / receive a permit / licence authorisation / certificate / you are allowed to drive / use / navigate / sail the boat (1)	Principle: idea of being allowed to use / drive the boat	Reject: pass	[1]
(d)	You have <u>to learn</u> how to go through / cross / deal with / use / operate them (1) You will come across (at least) one every day / daily (1)	Principle: idea of daily needed Allow: “Because there won’t be a single day where you don’t have to lock up during the trip” (consequential error if “locking” is already penalised above)	Reject: reference to “locking”	[2]
(e)	They hold / accommodate / take 2 to 12 people (1) (very) well / fully equipped / (really) comfortable (1)	Principle: Capacity of boats + upper and lower numbers needed Allow: lodge a couple / a dozen	Reject: up to 12 people	[2]

Q	Answer	Notes / Guidance	Reject	M
(f)	It varies according to the time of year / season (1) 300 to 400 € <u>per person per week</u> (1)	Allow: £ instead of € 3 or 400 euros	Omission of currency sign	[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:**
 - a. In the margin, use a tick (✓) to show that a point has been fully and successfully conveyed.
 - b. If an element of the point has been omitted or is not fully conveyed, use the caret sign (∧).
 - c. Use BOD (in the body of text) with the tick (✓) in the margin, if you had some doubt about awarding the point but decided to in the end.
 - d. Use NBOD (in the body of text) and a cross (✗) in the margin if you considered awarding the point but decided not to in the end.
 - e. If a full point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use a cross (✗) in the margin.
 - f. 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:**
 - a 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
 - b You may use the green L, to show good language, if you find it makes it easier to apply Grid C.2, but it is not essential.
 - c Use the green dot (●) to show consequential / repeated errors, which are not penalised again.

- **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.

Task 4: Message Notes			
Answer	Allow / Guidance (H.1)	Guidance (C.2)	M
Points to be covered			
1. I heard an <u>interesting</u> programme about (the process of) <u>hiring</u> a boat	Omission / incorrect rendering of interesting and/or hiring – partial at best <i>j'ai vu</i> – partial at best Use of <i>louant</i> – partial at best <i>loyer</i> for <i>location</i> – partial at best	Position of <u>adjective</u> + perfect tense	
2. and I found your address on the internet.	Incorrect form of address – partial at best but penalise 1 st time only <i>coordonnées</i> / <i>détails</i> for address Wrong possessive adjective – partial at best	Perfect tense + poss adjective	
3. Before I make a booking	<i>d'abord</i> instead of <i>avant</i> – partial at best <i>un ordre</i> - partial at best	Avant de + infinitive / avant que je + subjunctive- vocabulary	
4. Could you tell me if children are allowed <u>on the boat</u> ?	Are children allowed / forbidden on the boat? Allow: <i>sont permis</i> <i>ont permis</i> or no past participle – partial at best	Conditional + infinitive + passive (or avoidance of passive) vocabulary	
5. I have <u>never</u> driven a boat	Use of <i>pouvoir</i> / <i>savoir</i> - partial at best Use of present tense – partial at best Allow : <i>utiliser</i> / <i>naviguer</i> for <i>conduire</i> Use of <i>voyager</i> – partial at best Omission of never : partial	Negative. Perfect tense	
6. How long does it take to learn?	Allow: <i>enseigner</i>	Question + idiomatic expression / use of <i>falloir</i> + infinitive	
7. What type of insurance	<i>insurance</i> – partial at best Use of <i>sort</i> – partial at best	Question + interrogative adjective	
8. is included in the price ?	Allow: omission of 'in the price' only if 'included' is correctly rendered	Passive + agreement	
9. Your site says the boats are (fully) equipped	<i>équipes</i> without final accent – partial at best	Use of 'que' + agreement adjective plural of ' <i>bateau</i> '	

Answer	Allow / Guidance (H.1)	Guidance (C.2)	
10. What will we have to bring?	Non-rendering of “to have to” – partial at best Incorrect rendering of bring – partial at best Allow: <i>prendre</i> for <i>apporter</i> Use of <i>avoir</i> for <i>apporter</i> – partial at best	Question + future tense - rendering of “to have to”	
10 marks for Communication – Grid H1 10 marks for Quality of Language (Accuracy) - Grid C2			[20]
			Section A Total [55]

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 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.
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				
Task 5: Parlez-vous SMS				
Section A	Question	Answer		Additional comments
	(a)	A - négatif	[1]	(Multiple choice) 1 mark for each correct answer
	(b)	A - triste	[1]	
	(c)	A - constamment	[1]	
	(d)	B - négligent	[1]	
	(e)	B - exploient	[1]	
Section B	Question	Answer		Additional comments
	(f)	entamer	[1]	1 mark for each correct answer Candidates should write one word and one word only – except for (g) and (j) where the definite article is allowed
	(g)	(la) surveillance	[1]	
	(h)	tromper	[1]	
	(i)	copies	[1]	
	(j)	(la) mort	[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
 - 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 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.
- 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 (u) 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

Task 6 : Quelle orientation après le bac ?				
				15 marks - Comprehension of text 10 marks - Quality of language – Grid C2
Q	Answers	Notes/ Guidance	Reject	M
(a)	(Il faut) qu'ils choisissent / déterminent leur choix d' <u>orientation</u> / quel type d' <u>études</u> ils vont (pour)suivre (1)	Principle: idea of having to choose the direction of their (future) <u>studies</u> / from various <u>types of further education</u> (BTS, universities...) (NB: the idea of studies is implied in "orientation") Allow: Ils doivent décider d'une filière	Reject: course leur futur t.c des choix / des décisions t.c.	[1]
(b)	Parce qu'il y a beaucoup de possibilités / parce que l'offre est très diverse / à cause de la diversité de l'offre (1)	Principle: idea that there is a lot to choose from Allow: trop	Reject: choix important choses for choix	[1]
(c)	Leur future <u>carrière</u> / leur avenir <u>professionnel</u> / (peut en dépendre) (1)	Principle: idea of job prospect needed Allow: vie professionnelle	Reject: avenir t.c.	[1]
(d)	Grâce à l'aide / par des conseillers d' <u>orientation</u> (dans les lycées) / les conseillers d' <u>orientation</u> les aident (1)		Reject: les conseillers d'orientation t.c. les profs NB: mention of 'les coaches d'orientation' invalidates the mark	[1]

Q	Answers	Notes/ Guidance	Reject	M
(e)	<p>Parce que ce qu'ils veulent faire / ce qu'ils choisissent / la filière qu'ils choisissent / leurs désirs (1)</p> <p>ne correspond(ent) pas à leurs capacités / à ce qu'ils peuvent faire / à leur personnalité / caractère (1)</p>	<p>Principle: Idea that what they want to study does not (necessarily) suit their ability and/or personality</p> <p>NB: their wishes are not realistic = 1 mark only as no reason is given. They choose what they want to do rather than what is best for them = 1 mark (too general)</p>	<p>Reject: Idea of not knowing what they want to do idea of not wanting to follow their chosen path</p> <p>Reject : capacités abilités</p>	[2]
(f)	<p>(i) Ils dialoguent / discutent avec eux (1)</p> <p>(ii) Ils <u>les</u> testent / ils testent <u>les élèves</u> (1)</p>	<p>Principle: interaction required</p> <p>Allow: en dialoguant avec eux parlent avec eux un dialogue t.c. / une discussion t.c.</p> <p>Allow: Ils font des tests / des tests t.c. en faisant des tests</p>	<p>Reject: Ils dialoguent avec <u>lui</u> (as in text) invalidates ils parlent t.c.</p> <p>Reject: examens / épreuves test (sing)</p>	[2]
(g)	Il le complète / ils se complètent / il complète le système / la méthode d'orientation des lycées (1)	Allow: an explanation of "compléter" or a comparison (e.g les deux aident / encouragent les élèves à trouver la bonne filière / orientation)	Reject: ils complètent t.c.	[1]
(h)	<p>(i) Les coaches s'occupent / soutiennent / orientent / doivent s'occuper d'un petit nombre de jeunes / de moins de jeunes / d'élèves (que les conseillers) (1)</p> <p>(ii) Ils s'occupent de la psychologie de l'élève / ils donnent / apportent une dimension psychologique à leur travail (1)</p>	<p>Principle: size of groups</p> <p>Allow: the other angle – i.e. les conseillers d'orientation s'occupent d'un grand nombre / de presque 1200 élèves</p> <p>Principle: ref to (taking into account the) psychology of the student</p> <p>Allow : ils utilisent la psychologie / une dimension psychologique</p>		[3]

Q	Answers	Notes/ Guidance	Reject	M
	(iii) Leur service coûte cher / il faut payer (pour avoir leur service) (1)	<p>Principle : mention of cost</p> <p>Allow : the other angle – i.e. on ne paie pas les conseillers d'orientation plus chers que les conseillers</p> <p>Allow : ils reçoivent 450 € par élève</p>	Reject : ils chargent	
(i)	<p>(i) Le conseiller leur a donné / ils ont reçu des prospectus / beaucoup d'information (1)</p> <p>(ii) ``Des anciens élèves (leur) ont présenté / sont venus (leur) présenter / parler de leur filière/de leurs études / choix (1)</p>	<p>Principle: ref to plentiful and/or concrete information</p> <p>Allow: Present tense On donne / a donné / ils ont donné</p> <p>NB : if <i>élèves</i> is used as the subject of <i>donner</i>, the verb must sound like a passive</p> <p>Principle: idea that former pupils shared their experience</p> <p>Allow: Des anciens élèves leur ont dit/ leur disent ce qu'ils ont fait</p> <p>Ignore incorrect position of anciens</p>	<p>Reject: use of <i>nous</i> (e.g. le conseiller nous a donné) un prospectus (sing) Future tense Use of <i>il</i> (sing)</p> <p>Reject: élèves plus âgés faire une présentation t.c. donner des informations t.c.</p>	[2]
(j)	Parce qu'elle a reçu des conseils utiles / des réponses franches (1) (EITHER)	<p>Principle: <u>nature</u> of the advice she was given</p> <p>Allow: de bons conseils / des réponses qui ont aidé (i.e. utiles) des réponses directes</p>	<p>Reject: Reference to asking questions (e.g. elle peut poser des questions) directement de bonnes réponses / des réponses positives conseils t.c. renseignements t.c.</p>	[1]

GRID C.2	QUALITY OF LANGUAGE - ACCURACY 10 marks AO3
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	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	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	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.
9-10	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 (^). 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)
 - d. **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.
 - e. **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
Task 7 : Faut-il ouvrir tous les magasins le dimanche ? 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)	Possible points	
1	law dating from 1906 (<i>allow: a century <u>old</u> /an <u>old</u> law</i>)	
2	forbids / regulates opening	
3	except for small (local) shops	
4	one example of such a shop (<i>allow examples of what is sold in the shop as well as the name of the shop</i>)	
5	which may open <u>morning</u> (only)	
6	<u>commercial</u> / <u>shopping</u> centres may open (only) 5 Sundays per year / mostly before Christmas (<i>allow grandes surfaces but not hypermarchés or grands magasins</i>)	
7	a <u>new</u> law (has been passed) (<i>allow: maintenant for new</i>)	
8	allows (shops in) <u>large</u> <u>commercial</u> centres to open (<i>not grandes zones or zones commerciales / centre commerciaux without 'large'</i>)	
9	(but only) in some big cities / one example of such cities	
10	and tourist <u>areas</u> (must be independent from point 9)	
11	positive consequence of changing the law / one such example (e.g. applying the law everywhere would lead to less congestion etc.)	
12	negative consequence of changing the law / one such example (e.g. price rise etc.)	
Section B Total		[85]

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

One or two points – band 1-2

Up to 1/3 of points (i.e. up to 4 points) – band 3-4

Up to ½ the points (i.e. up to 6 points) – band 5-6

Up to 2/3 of the points (i.e. up to 8 points) – band 7-8

Nearly all points (i.e. between 9 and 12) – band 9-10

i.e. 9 or 10 points = 9 and 11 or 12 points = 10

Total for paper [140]

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

GRID C.2	QUALITY OF LANGUAGE - ACCURACY 10 marks AO3
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	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	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	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.
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

GRID F.2	QUALITY OF LANGUAGE (RANGE) 10 marks AO3
0-2	Only simple sentence patterns. Very limited vocabulary. Very limited range of structures.
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.
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.
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).
9-10	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures.

Transcripts of Listening texts

Tâche 1 : Vous aimez la lecture ?

Laurent : Moi, je suis plutôt adepte des magazines. Des livres, je n'en lis pas des quantités ... trois ou quatre par an... pendant les vacances, alors le coût m'importe peu. En général... des policiers ou des livres d'action. Je lis peu de romans, par contre je connais les classiques que j'ai étudiés à l'école.

Mélanie : Mon boulot et mes gosses ne me laissent pas beaucoup de temps ! Mon seul moment de libre, c'est pendant mon trajet au bureau. Pour moi, la lecture c'est de la détente, alors je choisis des romans qu'on peut lire sans problème... de préférence aux classiques. J'achète surtout des livres de poche qui sont moins coûteux.

Sophie : Je ne suis pas une grosse lectrice, mais je ne pourrais pas m'endormir sans lire quelques pages. Certains lisent pour se détendre, moi, il faut que je sois détendue pour lire. J'ai une petite préférence pour les classiques... mais je me laisse aussi tenter par la couverture du livre.

Tâche 2 : Action contre l'alcool à Nancy

Changements concernant la vente et la consommation d'alcool dans la rue à Nancy ! On vient d'étendre la zone d'interdiction autour de la gare jusqu'au centre historique de la ville. Dans cette zone, plus de vente d'alcool à emporter entre 22 heures et 6 heures du matin. À l'origine de cette décision, les accusations de résidents irrités par le comportement inacceptable des gens qui font la fête et qui crient et chantent jusque tard dans la nuit ... et pas seulement le week-end. De plus, les bouteilles cassées abandonnées dans la rue représentent un danger pour le public.

Une quinzaine de commerçants se sentent visés par cette mesure, essentiellement des épiciers, spécialisés dans la vente d'alcool en soirée. Ils estiment que rien ne va changer car les fêtards, de plus en plus jeunes d'ailleurs, iront plutôt faire provision de canettes de bière et d'alcool forts dans les supermarchés en début de soirée. On peut alors douter de l'efficacité d'une telle interdiction.

Task 3: Hiring a boat in France

- Pour visiter la France en toute tranquillité, avez-vous pensé à voyager en bateau ? Avec 8500 km de rivières et de canaux qui traversent de nombreuses régions françaises, on n'a que l'embaras du choix.
- Que faut-il pour utiliser ce type de bateau ?
- Il y a une initiation obligatoire qui se fait dès qu'on prend possession du bateau. C'est une initiation à la fois pratique et théorique : on doit suivre un petit circuit avec le loueur qui explique les principes de base... et quand on a fini... on reçoit une autorisation de naviguer.
- Il y a d'autres choses à apprendre ?
- Evidemment, il faut apprendre à passer les écluses. Il ne se passera pas un jour où vous n'en rencontrerez pas au moins une sur votre passage !
- Et comment sont les bateaux ?
- Ils peuvent loger de 2 à 12 personnes. Ils sont confortables et bien aménagés. Quant au prix, tout dépend de la période de l'année. En général, il faut compter de 300 à 400 € par personne par semaine
- Ah oui... Et comment trouver les compagnies de location ?
- Rien de plus simple ! Il suffit de consulter les annuaires sur Internet.

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