

Mark Schemes for the Units

June 2009

HX75/MS/R/09

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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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Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

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F701 French – Speaking

Examiners allocate marks to candidates' work on a best-fit basis using the following marking grids.

UNIT 1: SPEAKING – ROLE-PLAY

GRID A	USE OF STIMULUS 15 marks AO2	GRID B	RESPONSE TO EXAMINER 10 marks AO1
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.
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.
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.
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.
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.

UNIT 1: SPEAKING – ROLE-PLAY (Continued)

GRID C.1	QUALITY OF LANGUAGE (ACCURACY) 5 marks AO3
0–1	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
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.
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.
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.
5	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

UNIT 1: SPEAKING – TOPIC DISCUSSION

GRID D	IDEAS, OPINIONS AND RELEVANCE 10 marks AO1	GRID E.1	FLUENCY, SPONTANEITY, RESPONSIVENESS 10 marks AO1
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.
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.
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.
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.
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.

UNIT 1 SPEAKING – TOPIC DISCUSSION (Continued)

GRID C.1	QUALITY OF LANGUAGE (ACCURACY) 5 marks AO3	GRID G	PRONUNCIATION AND INTONATION 5 marks AO1
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.
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.
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.
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.
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.

KEY POINTS

ROLE-PLAY A: THE NATIONAL COAL MINING MUSEUM FOR ENGLAND

- on A642/between Wakefield and Huddersfield
- risks faced by miners (in the past)
- safety (of the present)
- explore historic buildings
- try practical activities
- see pit ponies
- stories of women and children who worked in mines/Victorian/19th Century exhibition
- take a helmet/lamp
- 140 metres underground
- 1 ¼ hour tour
- refreshments in café
- gifts in shop
- suitable clothing and shoes
- open 10am – 5pm, 7 days a week
- telephone 01924 848806

KEY POINTS

ROLE-PLAY B: THE HOLT HOTEL

- 15th Century hotel
- between Oxford and Banbury/on the A4260
- Oxford, Blenheim Palace, the Bicester Village shopping centre nearby
- 86 bedrooms with en-suite bathroom
- magnificent views
- colour TV, telephone
- tea and coffee making facilities
- flowers, champagne, chocolates in room
- sandwiches and hot food in bar
- restaurant has been awarded a rosette
- extensive menu, fine wines
- romantic weekend £199
- 2 nights half-board
- free parking for 200 cars
- telephone 01869 340259

KEY POINTS

ROLE-PLAY C: RIPLEY CASTLE AND GARDENS

- castle has 700 years of history
- one of Yorkshire's great attractions
- guided tours of castle/visit/see 16th and 18th century parts of castle
- famous/handwritten recipe book/from 1680
- Civil War weapons/example of a weapon
- portraits of people who lived here
- hear their stories
- park and gardens
- you can buy gifts, souvenirs, books
- lunches, teas/meals and drinks
- open 9am daily
- first tour 11am
- adults £7, children £4.50
- 3 miles north of Harrogate/on A61
- telephone 01423 770152

KEY POINTS

ROLE-PLAY D: LUCAS WORLD OF FURNITURE

- Lucas established in 1898
- good service
- modern and traditional furniture
- furniture from all over the world
- huge choice
- 'Treasure chest' with envelopes
- discounts up to 50%
- games for children
- customer toilets
- car park
- tea, coffee, drinks in bar
- delivery charge £35
- delivery to Oxford on Mondays
- open 9.30am to 5.30pm
- telephone 01296 486255

NB Allow either entertainment at weekends
or information about promotions at reception
as an additional key point.

KEY POINTS

ROLE-PLAY E: FOUNTAINHEAD VILLAGE, HALIFAX

- village near Halifax
- beautiful area, panoramic views
- excellent road to Halifax town centre, Bradford and Leeds
- old and new in Halifax
- buildings from Victorian times/19th century
- transformed into cafés/bars, shops and a museum
- Eureka children's museum in Halifax
- shopping and entertainment in Bradford and Leeds
- (National) Photographic Museum in Bradford
- you can watch rugby, football, cricket, and play golf (Wilsden). Dining room, lounge, kitchen
- 4 bedrooms and en-suite facilities
- price is £290,000
- open Thursday – Monday 10.30am to 5.30pm
- telephone 01422 361281

KEY POINTS

ROLE-PLAY F: JOHN LEWIS

- one of the largest retailers/26 department stores
- 184 Waitrose food stores
- they sell clothes, electrical goods, computers
- furniture, sports goods and many other things
- shopping centre near M1 and A5
- free car parking
- open 8.30am – 6pm, and to 8pm Thursday and Friday
- good communication skills
- friendly and can work in team
- they give 12% discount
- 4 weeks holiday
- reasonably priced/excellent food in dining room
- leisure and sports clubs
- sales assistants. Salary £5.90 - £8.15 an hour
- telephone 01908 678171

F702 French: Listening, Reading and Writing 1

Section A: Listening and Writing			
Task 1:			
Q	Answers	M	Additional comments
(a)	C (surprenants)	[1]	
(b)	A (plus)	[1]	
(c)	B (inférieur)	[1]	
(d)	B (national)	[1]	
(e)	B (en transformation)	[1]	
(f)	B (longtemps)	[1]	
(g)	A (trop)	[1]	
(h)	C (de partager)	[1]	
(i)	A (pratique)	[1]	
(j)	B (séparément)	[1]	

Task 2:			
Q	Answers	M	Additional comments
(a)	petits	[1]	
(b)	tard	[1]	
(c)	mieux	[1]	
(d)	détérioration	[1]	
(e)	gras	[1]	
(f)	convenables	[1]	
(g)	gros	[1]	
(h)	rarement	[1]	
(i)	entre	[1]	
(j)	insuffisance	[1]	

Task 3:				
Q	Answer	Notes/Guidance	Reject	M
(a)	original/very different (1) unforgettable/memorable (1)	Principle: Idea of unusual		[2]
(b)	(i) birthday (ii) wedding /marriage (iii) silver wedding/anniversary/c.f. wedding anniversary (1)	Principle: Must have one valid answer from any two groups		[1]
(c)	(it offers) <u>a lot of choice/options/possibilities</u> are endless	Principle: must render large amount (c.f. infini) + choice Allow: the idea of <u>wherever</u> you want to go	Reject: comparisons (eg more choice) Reject: reference to when to use the vouchers Reject: the idea of where t.c. (without range of possibilities) Reject: reference to things to do	[1]
(d)	<u>two</u> hours after sunrise/dawn (1) <u>two</u> hours before sunset/dusk (1) because (of the) weather (conditions are more stable) (1)	NB If the number of hours is incorrect and the same number is used the second time, do not penalise. Allow: atmosphere for weather (conditions)	Reject: incorrect rendering of stable which interferes (eg established)	[3]

Q	Answer	Notes/Guidance	Reject	M
(e)	Transfer (to and from the site) (1) inflating the balloon (1) landing/grounding of the balloon (1) packing the balloon (1) <i>Any 3 out of 4</i>	Principle: idea of going (from A to B) Principle: idea of getting the balloon ready Allow: lighting (up) the balloon Principle: idea of putting the balloon away (in a bag)		[3]
(f)	wear what you would <u>normally wear</u> /normal/clothing (1) for the time (of flight)/for the season/time of year (1) [either]	Allow: standard/appropriate		[2]
(g)	(i) The price varies/depends on (1) (ii) (according to) length of flight (1) (iii) (according to) size of group (1) (iv) extras/(glass of) champagne/a diploma/certificate (1) [any one]	Principle: Idea of <u>price variation</u> essential to gain full marks. Any two of (ii), (iii) or (iv) for 2 marks and any one of (ii), (iii) or (iv) for 1 mark	Reject: additions that invalidate (eg It <u>includes</u> champagne/certificate)	[3]

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.

- **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.

- **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			
Answer	Allow/Guidance (H.1)	Guidance (C.2)	M
Points to be covered			
1 I <u>heard</u> a programme about <u>hot air balloon</u> (flights)	Both (hearing/viewing about + ref to hot air balloon) needed to convey point	Past tense expected	
2 I need more information	Asking for/wanting needing information	comparative	
3 I think it would be <u>ideal</u>	Principle: Allow expression showing approval/enthusiasm (eg super/excellent etc...)	conditional	
4 for my <u>parents'</u> (50 th /golden) <u>wedding anniversary</u>	Ref to occasion for the flight (ie parents' wedding anniversary) Ignore incorrect rendering of 50 th	Possession/words order	
5 <u>How long</u> are the gift vouchers <u>valid</u> for?	Allow: Valid(es) – Anglicism but would convey meaning. Allow for Grid H.1 but bear in mind when applying C.2 Allow both interpretations: (i) frequency of use eg Combien de jours on peut utiliser le billet (ii) length of use eg Combien de temps le billet est valable	Question	
6 <u>How many weeks/how long before/ahead</u> (of the flight)/when must one <u>book</u> ?	Finding out either: a. when to book b. lapse of time between flight and booking for/buying/getting the voucher	Question Reward attempt at option (ii)	

Answer	Allow/Guidance (H.1)	Guidance (C.2)	M
Points to be covered			
7 I would like to know if there is/is there an <u>age limit</u> .	Enquiring about any age limit Accept higher and/or lower limit (eg asking if it would be suitable for children/older people)	Question	
8 (I would like to know) if <u>insurance is included</u>	Asking if insurance is included Allow: insurance instead of assurance for transfer of meaning	Question or indirect form (level of complexity is up to the candidate and will be rewarded accordingly)	
9 <u>What happens</u> if the trip cannot take place	What happens (to the trip) Allow: use of 'prendre place'	Question or indirect form (level of complexity is up to the candidate and will be rewarded accordingly - eg use of 'si' clause)	
10 because of <u>bad</u> weather?	In case of bad weather	Correct use of 'a cause de' to be rewarded	
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
0-2	Very little or no information conveyed.
3-4	Only a quarter of the points conveyed.
5-6	Half of the information successfully conveyed.
7-8	Three quarters of the points conveyed.
9-10	Most or all of the information successfully conveyed.

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.

Section B: Reading and Writing			
Task 5:			
Q	Answer	M	Additional comments
(a)	I (a eu lieu récemment)	[1]	1 mark for each correct answer
(b)	B (est presque certain)	[1]	
(c)	E (sont compétitifs)	[1]	
(d)	H (associent l'utile à l'agréable)	[1]	
(e)	J (reçoit une aide pratique)	[1]	
(f)	K (sont de bonne qualité)	[1]	
(g)	D (est bien établi dans certains pays)	[1]	
(h)	G (est d'ordre financier)	[1]	
(i)	L (sont en nombre insuffisant)	[1]	
(j)	A (prennent conscience des dangers)	[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. It is not expected that you will have to use such annotations very often.
 - f Enter the mark in the box.
 - g 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** Read all the answers again.
- b** Apply Grid C.2 (see Task 4 for guidance) and enter the mark.
- c** When candidates have left several questions unanswered:
 - if only up to $\frac{1}{3}$ of the questions have been answered, the maximum mark for C.2 is the $\frac{5}{6}$ band
 - if only up to $\frac{2}{3}$ of the questions have been answered, the maximum mark for C.2 is the $\frac{7}{8}$ band.

Task 6 :				
15 marks - Comprehension of text 10 marks - Quality of language – Grid C2				
Q	Answers	Notes/ Guidance	Reject	M
(a)	<p>(i) Ils aiment (regarder) les séries (TV) (1)</p> <p>(ii) <u>Particulièrement/surtout/ils préfèrent</u> les séries américaines. (1)</p> <p>OR</p> <p>(i) Ils aiment les séries américaines (1)</p> <p>(ii) <u>à cause</u> de leur contrôle de l'intrigue (1)</p>	<p>Principle: keen on series (1) + especially American ones (1) eg ils aiment particulièrement les séries américaines (2 marks)</p> <p>Allow: Les séries n'ont jamais eu autant de succès (cf text)</p> <p>Allow: Les séries américaines sont les plus populaires</p> <p>Principle: keen on American series (1) + reason (1)</p> <p>Link between (i) and (ii) must be clear (e.g explain why they like them)</p>		[2]
(b)	<p>(i) Son intrigue/scénario est (très) cohérent(e)/contrôlé(e) (1)</p> <p>(ii) Tous les éléments de l'histoire sont importants/rien n'y est laissé au hasard tout est prévu (1)</p>	<p>Principle: two ideas required: (i) idea of coherence/planning/design (ii) everything is important</p> <p>NB: (i) and (ii) either order</p> <p>Allow: idea that it is easy to understand/to follow</p>		[2]

Q	Answers	Notes/ Guidance	Reject	M
(c)	(On le compare) à un puzzle			[1]
(d)	<p>(i) Il pourrait ne pas comprendre l'histoire/les épisodes suivants/perdre le fil de l'histoire (1)</p> <p>(ii) Parce qu'il a manqué un indice (1)</p> <p>OR</p> <p>(iii) Parce que chaque épisode est indispensable à la progression de l'histoire (1)</p>	<p>Principle: (i) Idea of losing the drift of the plot/story (1)</p> <p>Plus either (ii) or (iii) for 2nd mark</p> <p>(ii) Reason 1: missing vital clue</p> <p>(iii) Reason 2: each episode is vital (to the development of the story)</p> <p>NB The answer and the reason can be reversed - eg reason given in (i), and idea of losing the plot, as a consequence in (ii).</p>		[2]
(e)	<p>les coupures/spots publicitaires/publicités (1)</p> <p>(i) (Il y a/on introduit/incorpore des) interruptions/coups de théâtre (1)</p> <p>OR</p> <p>(ii) (ça ajoute du) suspense (1)</p>	<p>NB : Question specifically asks about "facteur extérieur"</p> <p>Verb not needed</p> <p>Principle: (i) Adverts/advertising slots (1) Plus either (ii) or (ii) for 2nd mark</p>	Reject: le suspense/les coups de théâtre/les publicitaires	[2]

Q	Answers	Notes/ Guidance	Reject	M
(f)	(Parce qu') elles ont /attirent un grand public/beaucoup de gens les regardent (1) OR (Parce qu') ils peuvent mettre/introduire plus de publicité/pubs/réclames	Allow: audience Allow : annonces		[1]
(g)	ils peuvent mettre/introduire <u>plus de</u> /il y a <u>plus de</u> spots publicitaires (dans les séries que dans les films) (1)	Principle: idea of giving <u>more</u> scope/option/room to include adverts		[1]
(h)	(i) Parce qu'elles rapportent beaucoup d'argent aux chaînes de télévision/elles représentent/sont une (bonne) source de revenus (1) (ii) Le prix des spots publicitaires a augmenté/augmente (de 7%) (1) Les chaînes de télé /TF1 et M6 <u>se battent</u> pour acheter les séries (1)	Principle: Idea that series bring money in (for TV Channels) Allow: (Une inépuisable) source de revenus (c.f text) Principle: idea of rivalry/of competing (to buy American series)		[3]

Q	Answers	Notes/ Guidance	Reject	M
(i)	Les horaires/les heures/l'heure (où passent les séries) (1)	<p>Principle: idea of (change in) timing</p> <p>Allow: le temps/moment où passent les séries</p> <p>Allow: Elles sont/passent en début de soirée</p> <p>Allow: (elles passent) quand plus de personnes regardent la télé (this shows understanding of the text)</p> <p>Allow: elles occupent des cases prestigieuses (c.f. text)</p>	<p>Reject: à l'heure</p> <p>Reject: le temps moment t.c. /le temps /moment des séries</p> <p>Reject: Début de soirée 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 Tick to show that a point has been fully and successfully conveyed.
 - b **Grid I:** 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 Tick in the margin to show each opinion/personal response and to show a development/an extension of the opinion. NB: one opinion may have several extensions.
 - e **Grid J:** 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 – ie vocabulary and structures. Then assess for Accuracy (Grid C2).
 - 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. 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		
Task 7 : 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]
Q	Answer	M
(a)	Possible points	
Advantages 1 no need to own/have/buy a car (<i>idea of ownership</i>) 2 car available when needed (<i>idea of convenience</i>) 3 cost effective/saves money/cheap/reasonable/attractive hire rates (<i>reference to cost</i>) 4 no insurance/maintenance to pay (<i>either</i>) 5 simple/easy to use (<i>general principle</i>) 6 book by phone/Internet (<i>either</i>) 7 pay electronically/pay with a card 8 car available for various lengths of time (<i>idea of flexibility</i>)/ Allow one specific example of a length of time 9 cuts down pollution/good for the environment Potential Users - 10 city dwellers/Parisians 11 those who have no car 12 those who want to make short/occasional journeys (<i>either</i>) 13 those who use their car once a month (or so)/very rarely		
Section B Total		[85]

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.

NB: With 13 possible points, apply grid Grid I as follows:

One or two points – band 1-2

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

Nearly all points (ie between 10 and 13) – band 9-10

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

Up to 2/3 of the points (ie up to 9 points) – band 7-8

Grids C2 and F2 next page

Paper Total [140]

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 : Le logement**

Une enquête récente tire des conclusions inattendues sur le logement en France. On n'a jamais construit autant de logements et pourtant beaucoup de demandes restent insatisfaites. Chacun connaît quelqu'un qui a du mal à se loger, et pas seulement en région parisienne mais dans tout le pays. Alors pourquoi ?

Parce que les besoins de la société changent. D'abord, l'allongement de la durée de vie fait qu'on libère moins vite les logements. Parfois quand on vieillit, la maison ou l'appartement devient trop grand. C'est pourquoi une association propose une sorte de cohabitation aux personnes âgées et aux étudiants qui recherchent un logement : le logement est gratuit pour l'étudiant ; et comme l'étudiant ne paie pas de loyer, il doit aider la personne âgée dans ses tâches quotidiennes.

Autre point important : la famille. Les familles décomposées, recomposées, qui ne vivent pas forcément sous le même toit occupent plus de place et plus de logements.

Tâche 2 : L'alimentation des moins de trois ans

Selon une étude sur l'alimentation des moins de 3 ans, les petits ont de plus en plus tendance à manger comme des adultes.

Pour les enfants jusqu'à l'âge d'un an, les parents suivent mieux les conseils des médecins. Les parents commencent à varier les aliments vers cinq mois, au lieu de quatre mois, ce qui permet de réduire les risques d'allergies alimentaires. Mais plus tard, ça va moins bien ! Ainsi, dès l'âge d'un an, un enfant sur cinq mange des frites une à deux fois par semaine et un enfant sur trois de la charcuterie – c'est-à-dire des aliments pleins de graisses qui ne leur sont pas adaptés. Ils dérèglent ainsi leur organisme et augmentent le risque d'obésité.

En plus, les enfants ont tendance à manger seuls et prennent l'habitude de grignoter ce qui, on le sait, favorise la prise de poids. Enfin l'étude montre que les jeunes enfants manquent d'activité, et ça inquiète beaucoup les pédiatres.

Task 3: Hot air balloon flights

Vous souhaitez offrir un cadeau original et inoubliable à l'occasion d'un mariage, d'un anniversaire ou d'une noce d'argent? Alors un vol en montgolfière est le cadeau qu'il vous faut ! Avec la formule « billet cadeau », les possibilités sont infinies : volcans d'Auvergne, châteaux de la Loire, vallée de la Seine... À vous de choisir !

Les vols en montgolfière ont toujours lieu dans les deux heures qui suivent le lever du soleil et les deux heures qui précèdent le coucher du soleil. C'est à ce moment que l'atmosphère est la plus stable. Le vol dure au moins une heure, mais il faut compter 3 à 4 heures pour l'ensemble de l'aventure. Cela comprend les transferts aller/retour sur le site d'envol, le gonflage de la montgolfière, le vol, l'atterrissage et la mise en sac du ballon. Pour ce qui est des vêtements à prévoir, habillez-vous normalement pour la saison et l'heure de votre vol. Le tarif, quant à lui, dépend de la durée du vol et de la taille du groupe et peut aussi inclure une coupe de champagne et un diplôme.

Pour plus de renseignements, consultez notre site.

Grade Thresholds

Advanced GCE French (H475)
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 (ie 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	2216

1366 candidates aggregated this series

For a description of how UMS marks are calculated see:
http://www.ocr.org.uk/learners/ums_results.html

Statistics are correct at the time of publication.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

14 – 19 Qualifications (General)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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Head office
Telephone: 01223 552552
Facsimile: 01223 552553

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