

# **Mark Scheme for June 2010**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by Examiners. It does not indicate the details of the discussions which took place at an Examiners' meeting before marking commenced.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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**ROLE-PLAY A**

Points from the text to be mentioned by candidates:

- 1 (Museum in a unique (set of) buildings
- 2 Tells story of elementary education (in Britain) 1810-1969 (one date required) **or** 19<sup>th</sup>-20<sup>th</sup> century
- 3 Joseph Lancaster taught 330 boys in one (school)room
- 4 Touch the exhibits / hands-on / interactive museum
- 5 Dress up as a 19th century (child) / wear 19<sup>th</sup> century clothes
- 6 Guided tours
- 7 Lesson by a strict teacher
- 8 Group visits for 10-40 people
- 9 Must be booked in advance
- 10 Visit includes an (introductory) talk
- 11 (Light) refreshments (one example of one food and one drink)
- 12 Visit specially for visitors with mobility difficulties
- 13 Opening times (one example)
- 14 Closed in December and January
- 15 Tea room and gift shop

**ROLE-PLAY B**

Points from the text to be mentioned by candidates:

- 1 Date from 1913 / Charles Wicksteed bought land
- 2 For local families
- 3 Many lived in houses with no gardens / many had no garden
- 4 Children (had to) play in the street
- 5 Range of attractions
- 6 For/targeted at families with children up to 14
- 7 (Security) cameras
- 8 Staff watch over/in the playground
- 9 Good fishing
- 10 (Hexagon) restaurant provides food, drinks, ice cream
- 11 Near the/just off A6 / between Barton Seagrave and Kettering
- 12 Opens at 10.30 and closes (between) 4.30-6.00
- 13 Depending on the time of year
- 14 Admission prices (one example)
- 15 £4.75 per day (for fishing)

**ROLE-PLAY C**

Points from the text to be mentioned by candidates:

- 1 Great destinations and activities
- 2 Staff make sure customers have a good holiday / staff available there for the customers
- 3 250,000 (young) people go on a PGL holiday each year
- 4 Enjoy yourself / customers enjoy themselves
- 5 Major provider of activity holidays
- 6 35 centres (across/in) UK, Spain and France
- 7 Work with children
- 8 Help with activities and water sports
- 9 (Help with) catering and cleaning (or example of type of job)
- 10 Full-time and part-time jobs (available)
- 11 For some jobs no experience necessary
- 12 Training provided
- 13 Caythorpe Court is near Sherwood Forest / near A1
- 14 Lots of/huge range of activities and facilities
- 15 Telephone number 08700 551551

**ROLE-PLAY D**

Points from the text to be mentioned by candidates:

- 1 Fresh chocolate is better
- 2 Consume quickly after manufacture
- 3 (New) selection every month
- 4 Members choose if and when they receive the selections
- 5 Pay for chocolates on receipt
- 6 5% discount for members
- 7 Mail order and in shops
- 8 Carefully chosen selections
- 9 Exciting range of chocolates
- 10 White, dark and milk chocolates (any two) in the Classic selection
- 11 (Gift) memberships for 1, 3 or 6 months
- 12 For people who really like chocolate
- 13 No obligation / they can cancel when they like
- 14 Delivery dates to suit (the recipient)
- 15 Delivery to UK addresses

**ROLE-PLAY E**

Points from the text to be mentioned by candidates:

- 1 Have a (pre-dinner) drink
- 2 Meet the other 'detectives'/characters
- 3 A police inspector arrives
- 4 During the meal you can talk (to the characters)
- 5 Watch the story (develop)
- 6 Look out for information
- 7 The action (will) continues during the meal
- 8 After coffee
- 9 The Inspector (will) makes an arrest
- 10 Prize for identifying the killer / reason
- 11 Mike Hart is going to lose his job (allow any tense)
- 12 40 other scenarios include Wedding
- 13 Medieval / Gangsters / 1959
- 14 Telephone number / 01536 713441 / website / [www.murderexperts.com](http://www.murderexperts.com)
- 15 Company formed in 1991 (or correct number of years) / the best in interactive entertainment

**ROLE-PLAY F**

Points from the text to be mentioned by candidates:

- 1 Big sports hall
- 2 Can do indoor football and badminton
- 3 Swimming classes for parents and toddlers / beginners
- 4 Competitive swimming
- 5 Life-saving (club)
- 6 Two ice hockey clubs/teams
- 7 Ice skating club provides lessons at all levels
- 8 If travelling from a distance
- 9 In case the ice rink is full or closed
- 10 Ring 01642 551381
- 11 I.C. the bear skates on the ice
- 12 Open Monday to Sunday (all year round)
- 13 Prices (one example)
- 14 Theatre has a wide-ranging/varied programme
- 15 Popular in the region

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)**

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

<b>GRID D</b>	<b>IDEAS, OPINIONS AND RELEVANCE 10 marks AO1</b>	<b>GRID E.1</b>	<b>FLUENCY, SPONTANEITY, RESPONSIVENESS 10 marks AO1</b>
<b>0–2</b>	Very few ideas. Ideas not explained or developed. Very limited ability to convey even quite basic information. Very superficial.	<b>0–2</b>	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.
<b>3–4</b>	Shows a limited ability to develop or explain ideas and to express opinions. May have some difficulty communicating factual information. Often irrelevant or repetitive.	<b>3–4</b>	May be hesitant in responding. Responses to the examiner are brief and sometimes inadequate. Fluency is often confined to pre-learnt material.
<b>5–6</b>	Shows some ability to develop and explain ideas and to express opinions. Able to convey information. Not always relevant.	<b>5–6</b>	Responds reasonably promptly to the examiner, though with occasional hesitation. Reasonably fluent and spontaneous at times.
<b>7–8</b>	Able to develop and explain ideas and to express points of view, with some justification. Offers relevant information.	<b>7–8</b>	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.
<b>9–10</b>	Well-chosen relevant information to develop a range of ideas and to justify points of view.	<b>9–10</b>	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.

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