

Mark Scheme for June 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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Section A: Listening and Writing

Task 1: Le sport et vous

Q	Answers	M	Additional comments
(a)	A (souvent)	[1]	(Multiple-choice) 1 mark for each correct answer Enter 1, 0 or NR. Place a green tick (✓) next to the correct box. Crosses are not needed but may be used.
(b)	C (de la persévérance)	[1]	
(c)	A (l'organisation)	[1]	
(d)	B (la situation)	[1]	
(e)	A (plaie)	[1]	
(f)	B (à deux)	[1]	
(g)	C (motiver)	[1]	
(h)	B (semaine)	[1]	
(i)	A (manger)	[1]	
(j)	C (sommeil)	[1]	

Task 2: Stages de soutien scolaire			
Q	Answers	M	Additional comments
(a)	au printemps	[1]	<p>(gap-fill)</p> <p>Annotate the scanned image. Use the green tick (✓) to show correct answers.</p> <p>Place the tick next to the word the candidate has written – disregard transcription errors.</p> <p>Crosses are not needed but may be used.</p> <p>Enter the total number of green ticks in the box.</p>
(b)	en difficulté	[1]	
(c)	punis	[1]	
(d)	différente	[1]	
(e)	détendue	[1]	
(f)	petite	[1]	
(g)	confiants	[1]	
(h)	surveillés	[1]	
(i)	favorable	[1]	
(j)	corrigée	[1]	

Task 3 – Guidance

Annotations:

- If a question is worth 1 mark only, use a tick (✓) or a cross (x) to annotate the response. Enter the mark in the box.
- For questions worth more than 1 mark, you must use a tick (✓) to indicate each correct answer. You may also use a cross (x) for unacceptable answers. This way you can check ticks and crosses add up to the correct total for the question.
- Enter the total in the box.
- If you reject an unexpected response, place a cross (x) over the word / phrase that made you reject it.
- You may use the highlighter tool to show harmless additions.
- **Ignore spelling mistakes in English as long as the answer is clearly recognizable and unambiguous.**

Task 3: Télé 7 game show				
Q	Answer	Allow / Guidance	Do not allow	M
(a)	The (average) number of <u>years</u> [1] <u>French</u> people / the <u>French</u> / people <u>in</u> <u>France</u> spend eating [1]	<i>Discrete mark – credit even if the second part of the answer is incorrect</i> amount of time in <u>years</u> at the (dining) table	No <i>distortion / vagueness allowed.</i> Serving / cooking food invalidates	[2]
(b)	It is fashionable / trendy / in fashion [1] <u>Vast / huge number of / endless (TV)</u> programmes / shows on <u>cooking / it</u> [1] A <u>major</u> / one of the <u>main</u> activities / activity / occupation(s) / hobbies / pastimes / <u>great</u> pleasure [1]	<i>Discrete marks – in any order</i> a / the fashion <i>Idea that there are lots of cookery programmes</i> many / a (good) number <i>Do not penalise 1st pers. plural rendering of text</i> e.g. The French / their / your / our NB: one mark only. The noun must render either “occupations” or “plaisirs” and must be qualified to render “principales” or “grands” e.g. a favorite leisure / hobby it brings (us) great pleasure (OK – see above) principle (<i>spelling</i>)	on fashion Any implication that the programmes / shows are on a media other than TV several / some more and more enjoyable it is <u>the</u> / <u>our</u> / <u>their</u> biggest pleasure / occupation a very important part of French life (<i>too</i> <i>vague</i>) it brings pleasure t.c.	[2]
	[Any 2 from 3]			

<p>(c) (encourage / help) (re-)evaluate the viewers' eating / dietary habits / diet / food how viewers / the French eat [1]</p> <p>ask / put / give / with <u>45</u> questions [1]</p>	<p><i>Idea evaluation / analysis</i> Do not penalise 1st pers. plural rendering of text e.g. their / your / our / people's for viewers'</p> <p><i>Rendering of "en posant" required through an appropriate verb or use of with</i></p>	<p>Any reference to value Loose rendering of "évaluer" e.g. look at / talk about / change evaluate t.c. Addition that distorts meaning e.g. the diet of the contestants lifestyle t.c.</p> <p>45 questions t.c. answer</p>	<p>[2]</p>
<p>(d) (how to) cook <u>safely</u> / risk-free / without risk / danger [1]</p> <p>(how to) <u>choose</u> the right food [1]</p> <p>(how to) avoid <u>putting on</u> weight [1]</p> <p>(how to) know if you have a balanced diet / if you are eating healthily [1]</p> <p>[Any 3 from 4]</p>	<p><i>Focus on cooking + safety / lack of risk.</i></p> <p><i>Idea of <u>lack</u> of risk should relate to the cooking process not to the food</i></p> <p><i>Focus on idea of choice of food</i> good / healthy produce / product(s) / meals to choose food well / good food</p> <p><i>Focus on weight <u>gain</u></i> a surplus of / extra kilos to stay slim</p> <p><i>Focus on knowing / what makes your own / the viewer's diet balanced / healthy</i> e.g. If your food is balanced e.g. what makes your diet balanced</p>	<p>Any implication that cooking / food is risky / a risk / at risk to cook t.c. cook well</p> <p>best ingredients</p> <p>to lose weight to avoid overweight / excess weight / watch your weight</p> <p>equilibrated how to avoid health risks (too general) how to be healthy how to eat healthily / well how to have a balanced diet</p>	<p>[3]</p>

<p>(e) <u>Funny pictures / photos</u> [1]</p> <p><u>of / on the stars' / celebrities'</u> (odd / amazing) <u>diets</u> [1]</p>	<p>clips / illustrations / images / animations / films / programmes / videos etc. for pictures</p> <p><i>Must be linked to photos and relate to stars</i></p> <p>famous people</p>	<p>singular</p> <p><i>Use of "and" invalidates what celebrities eat (too vague)</i></p> <p>a star's diet regimes people t.c.</p>	[2]
<p>(f) (i) Members of the public <u>on the set / in the studio</u> / the <u>live</u> audience [1]</p> <p>(ii) Viewers / TV audience [1]</p>	<p>people / spectators in the studio</p> <p>stage for set / studio</p> <p><i>Must clearly imply those who watch the programme - as opposed to those in the studio mentioned in (i)</i> e.g. people watching the programme (at home)</p> <p>NB: if only one part of the answer has been attempted, general answers such as spectators, audience, general public can be awarded 1 mark</p>	<p>Singular (<i>implying 1 specific person only</i>) the general public / the public t.c. (too wide) spectators t.c. audience t.c.</p> <p>members of the public the general public spectators t.c. audience t.c.</p>	[2]
<p>(g) (i) 12 000 Euros [1]</p> <p>(ii) what is needed / the money to <u>feed / food</u> for a family of four / with two children <u>for a year</u> [1]</p>	<p><i>all details needed</i> meals</p>	<p>12000 / £</p> <p>shopping (for feed) nutrition (for food) healthy diet / diet t.c.</p>	[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 (x) 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 (x) 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 / Reject / Guidance (H.1)	Guidance (C.2)	M
Points to be covered			
1. I <u>really</u> liked the programme last Friday	<p><i>Intensifier must be rendered. If not partial at best.</i> Present tense – <i>partial at best</i> J'aime bien – <i>partial at best, except if linked with beaucoup</i></p> <p>Allow: beaucoup Allow: programme / émission</p>	Position of adverb and adjective	
2. and I learnt quite a lot.	<p>assez t.c.: <i>partial at best, except if linked with beaucoup</i></p> <p>Past tense needed – <i>if not, partial at best unless sequence of event is clear</i> e.g. je sais beaucoup de choses maintenant</p> <p>NB: J'ai apprendre / appris / J'apprendre – can just be recognisable as <i>past tenses</i></p>	Perfect tense	
3. The people in the <u>studio</u> had a <u>great</u> time.	<p>Allow: "salle" for studio</p> <p><i>Idea of great must be rendered (adjective or verb implying enjoyment). If not partial at best.</i></p> <p>Allow: expérience with an adjective</p> <p>Allow: passer / avoir un bon moment but passer / avoir + temps – <i>partial at best</i></p> <p>avoir + amuser – <i>partial at best</i> Allow: être + amuser</p>	Collective noun + idiomatic expression Tense	

4. How are they chosen?	<p>Very short component – either communicates or does not – no partial communication</p> <p>Reject: avoir + choisir</p> <p>Allow : On a choisi (<i>Must be a recognisable form of choisir</i>)</p>	Question + passive	
5. Could you tell me what I have to do	<p>Allow: What do I have to do / how can I ...</p> <p>Allow: could you tell me how I can....</p>	Conditional + infinitive Ce que + possible use of subjunctive	
6. to obtain tickets.	<p>Allow: tickets</p>	Pour + infinitive	
7. Would I be able to choose	<p>Allow: Present tense</p>	Question + conditional – modal verb / impersonal expression + infinitive	
8. a <u>specific</u> programme or date?	<p><i>Adjective must be rendered. If not partial at best</i></p> <p>Allow: programme / émission</p> <p>Allow: English spelling of specific</p>	Vocabulary + position adjective	
9. Finally, when do you contact the people	<p>Allow: les personnes / candidats</p> <p>Allow: Moi / me only if 1st person is used in point 10, if not partial at best</p> <p><i>Allow specific ways of contacting, eg telephone</i></p>	Question + collective word	

10. who are selected to participate?	<p>Both ideas of selection and participation / attendance are needed <i>NB: selection may only be implied</i> e.g. Ceux qui vont participer / participeront – full point but ceux qui participant - partial (<i>generalisation</i>) ceux qui sont choisis – partial (<i>no idea of participation</i>) Avoir + sélectionner / choisir – <i>partial at best</i> Allow: On a choisi Reject: assister – <i>partial at best</i></p>	Relative pronoun + present passive (and agreement) + pour + infinitive	[20]
10 marks for Communication – Grid H1 10 marks for Quality of Language (Accuracy) – Grid C2			[55]
		Section A Total	

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: Les musées pour les jeunes			
Section A	Question	Answer	Additional comments
		(a)	1 mark for each correct answer Place a green tick (✓) next to each correct answer. If candidates put more than 5 ticks, deduct 1 mark for each extra tick. Enter the total number of green ticks in the box.
		(f)	
		(g)	
		(i)	
		(j)	
			[1]
			[1]
			[1]
			[1]
			[1]
Section B	Question	Answer	
	(k)	F (apprécie les loisirs)	[1]
	(l)	D (apporte de la flexibilité)	[1]
	(m)	B (visite les musées)	[1]
	(n)	E (appartient à tous)	[1]
	(o)	A (décide de l'avenir)	[1]
			1 mark for each correct answer Annotate the scanned image. Use the green tick (✓) to show correct answers. Crosses are not needed but may be used. Enter the total number of green ticks in the box.
			(matching task)

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: tick (✓) with **BOD** or a cross (x) with **NBOD**. It is not expected that you will have to use such annotations very often.
 - f. If a question is worth 1 mark only, use a tick (✓) or a cross (x) to annotate the response. Enter the mark in the box. For questions worth more than 1 mark, you must use a tick (✓) to indicate each correct answer. You may also use a cross (x) for unacceptable answers. This way you can check ticks and crosses add up to the correct total for the question.
 - g. For unexpected incorrect answers, put a cross (x) over the word which invalidates the response. Use a cross (x) 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. Use highlighter tool to show lifted language.
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 () 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: Accro pendant 15 ans		15 marks – Comprehension of text 10 marks – Quality of language – Grid C2		M
Q	Answers	Allow / Guidance	Do not allow	
(a)	(Parce que) son histoire / son cas est très banal(e) / ordinaire [1]	<p><i>Idea that his case / story is commonplace.</i> c'est une banalité il est (d') une (triste) banalité C'est quelque chose qui arrive souvent / c'est commun</p> <p><i>Idea that there are many like him / he is not the only one (to whom this has happened)</i> e.g. C'est un problème qui touche beaucoup de jeunes / parce que beaucoup de jeunes prennent des drogues / fument le cannabis</p>	<p>triste t.c. (e.g. c'est triste) banalité t.c. Il dit que banalité (meaningless)</p> <p><i>ideas that go beyond the text / extrapolate he smoked with others</i> e.g. Il a fumé avec les autres au lycée / dans un squat</p> <p><i>he was supplied by others</i> e.g. il a obtenu des joints des autres</p> <p><u>he knows others who smoke</u> e.g. Il connaît beaucoup de gens qui fument</p> <p><i>he does not smoke <u>more</u> than others</i> e.g. il n'a pas fumé plus que les autres</p>	[1]
(b)	<p>Elle est faible / réduite [1] Il fume un joint de temps en temps / rarement / pas souvent / quelquefois</p> <p>OR</p> <p>du cannabis, un / des joint (s)</p>	<p><i>idea of occasional / small / limited / reduced use</i></p>	<p><i>Idea that he does not smoke or has stopped altogether</i> e.g. il ne fume plus <i>Ref to what he used to smoke</i></p> <p><i>Contradictory statements</i> e.g. Il ne fume pas et seulement un joint de temps en temps</p> <p><i>Meaningless statements</i> e.g. un joint par temps / à temps de temps</p>	[1]

(c)	<p>Les effets des joints sont moins puissants / forts (que ceux de la pipe) / les joints sont moins forts / puissants (que la pipe)</p> <p>OR</p> <p>les effets de la pipe sont plus puissants / forts (que ceux des joints) / la pipe est plus puissante / forte (que les joints). [1]</p>	<p>reference to effects / strength + comparison required</p> <p>(NB. One part of the comparison may be omitted - as long as the comparison is clear and accurate)</p>	<p>No mention of either <i>la pipe</i> or <i>les joints</i> e.g. plus / moins d'effets t.c. des effets différents</p> <p><i>Value judgement – interpretation of the text.</i> e.g. La pipe est plus nuisible / dangereuse La pipe a de meilleurs effets sur Jérôme</p>	[1]
(d)	<p>(i) (Il a eu) des / beaucoup de bronchites [1]</p> <p>(ii) (il a eu) des angoisses [1]</p> <p>OR</p> <p>(Il a été) angoissé / déprimé / stressé / mal dans sa peau</p>	<p>Discrete marks in any order</p> <p>des bronchites ; la bronchite t.c. des maladies respiratoires</p> <p>l'angoisse t.c</p> <p>Il s'est trouvé dans des conditions angoissantes / stressantes</p> <p>Allow rendering of <i>angoisse</i> e.g. des moments quand il avait peur des inquiétudes sévères</p>	<p>use of <i>je / on</i> but only penalise once</p> <p>wrong ailment / symptom e.g. mal à la gorge</p> <p>Il a des situations mauvaises (too vague) (Il est devenu) angoissant</p> <p>Consequences of his lying e.g. il s'est renfermé / il s'est coupé de sa famille</p>	[2]
(e)	<p>(i) Son <u>besoin</u> / <u>désir</u> / <u>manque</u> de drogue [1]</p>	<p>NB: In this question there must be the idea of needing / not having enough. It can be linked with either money or drugs in (i) or (ii)</p> <p>Idea linked with need for drugs / being an addict e.g. il était accro</p> <p>Il n'avait plus / pas assez de cannabis (need for drugs implied)</p>	<p>Il n'avait pas de cannabis (idea of need missing)</p> <p>il n'avait pas assez fumé (too vague + other implications)</p>	[2]

	(ii) Son manque / besoin / Il avait besoin d'argent [1]	<p><i>Idea linked with need for money</i> e.g. pour gagner de l'argent (need for money implied) e.g. Il ne pouvait plus / pas acheter de drogues (<i>lack of money implied by acheter</i>) e.g. Il n'avait pas assez pour fumer / pour acheter des drogues (2 marks) Il n'avait plus de drogues et il voulait de l'argent (2 marks)</p> <p>BUT il n'avait plus rien à fumer (1 mark only lack of drugs)</p> <p>NB: Il avait besoin d'argent / pas assez d'argent pour acheter des drogues (2 marks) but il n'a pas d'argent pour les drogues (max 1 mark – need is not clearly expressed)</p>	<p><i>Idea that he has no money – needing not rendered</i> e.g. Il a dépensé beaucoup d'argent Il n'a pas d'argent</p>	
(f)	(Que) <u>dealer</u> / vendre des drogues / <u>devenir</u> / être <u>dealer</u> était illégal [1]	<p><i>illegality must relate to dealing, not to taking drugs</i> use of present tense C'était / c'est (une activité) illégal(e)</p>	<p><i>Reference to anything other than dealing being illegal</i> e.g. Les drogues sont illégales</p> <p><i>Reference to risk</i> e.g. Que le risque n'était pas grand</p> <p><i>Reference to addiction</i> e.g. de sa dépendance</p>	[1]

(g)	Aucun / négligeable / elle n'a pas eu d'effet [1]	idea that it has not been a problem / did not change anything)	idea of hiding his addiction malgré son addiction (does not answer the question) pas beaucoup / un peu/ des effets pas graves	[2]
	Il a obtenu des diplômes / trouvé un travail [1]	Idea that he was successful in his studies or at finding a job Discrete mark ; allow even if the first part of the answer is not worth a mark	Contradiction between alternative options e.g. il a abandonné ses études et il a trouvé un boulot incorrect answers e.g. Il a continué à étudier / Il a eu des diplômes à cause de la drogue	
(h)	Pour qu'on ne sache pas qu'il était accro / pour cacher son addiction / sa dépendance [1] OR Pour se donner / trouver des excuses	Idea of keeping his addiction secret Idea of seeking excuses e.g. il cherchait / voulait des excuses	Idea of wanting to hide to smoke e.g. pour aller fumer dehors / dans sa voiture / pour prendre des drogues en cachette Ideas which go beyond the text e.g. parce qu'il avait honte de son addiction Parce qu'il avait / à cause d'une addiction t.c.	[1]

<p>(i) Il s'est distancé / coupé de / a détruit ses relations avec sa famille / de ceux qu'il aimait / Il n'a pas eu de rapports amoureux / de petite amie [1]</p> <p>OR</p> <p>Elle a eu des effets désastreux sur sa famille / sa vie amoureuse [1]</p>	<p><i>Practical outcome on relationships. Idea breaking away / cutting off relationships / not having relationships + <u>type of relationship</u></i></p> <p>NB : <i>expect reference to any of famille / romantique / personnelle when relationships are defined</i></p> <p>e.g. Il a abandonné toutes relations avec sa famille Il a quitté / perdu sa famille et les relations amoureuses BOD</p> <p><i>Emotional consequences affecting relationships</i> e.g. il s'est renfermé sur lui-même elle a eu des effets très mauvais / un impact négatif (sur ses relations personnelles)</p>	<p>Il a détruit sa famille / ses relations amoureuses Les relations personnelles étaient difficiles pour Jérôme (<i>too vague + incorrect</i>)</p> <p><i>Incorrect use of relations</i> e.g. Il n'a pas beaucoup de relations t.c.</p> <p><i>Idea of being abandoned by family / girlfriend (incorrect – he made the move – even if the outcome is the same)</i></p>	[1]
<p>(j) Il a demandé l'aide / a utilisé des / les services médicaux [1]</p> <p>En faisant / il a fait / il voulait commencer / pour faire une cure de désintoxication / un sevrage [1]</p>	<p><i>idea of what he did to succeed – ie active decision on his part (ie verb needed – (cf. rendering of “je me suis tourné vers ...”)</i></p> <p>Il est allé voir un médecin / à l'hôpital.</p> <p><i>Idea of what he did to succeed – how he did it (going through detox. / weaning)</i></p>	<p>des services médicaux t.c.</p> <p>il a eu / il a été aidé par des structures médicales</p> <p>une période / cure de désintoxication / un sevrage / t.c.</p> <p>Quelqu'un faisait une désintoxication</p>	[2]

	<p>Grâce à / avec l'aide de ses amis / ses amis l'ont aidé [1]</p> <p style="text-align: center;">Any 2 from 3</p>	<p><i>Idea of friends helping / supporting him – i.e. they had an active role</i> e.g. ses amis ne l'ont jamais abandonné</p>	<p>ses amis t.c. l'aide de ses amis t.c.</p> <p><i>Any implication that he helped his friends</i></p> <p><i>idea that his friends had a passive / non-active role</i> e.g. ses amis ne veulent pas qu'il abandonne / ses amis sont abandonnés</p>	
<p>(k)</p>	<p>(Qu') elles peuvent mener à la consommation de drogues dures [1]</p> <p>OR</p> <p>(Qu') elles ne devraient pas être dépenalisées / il est contre leur légalisation [1]</p>	<p><i>Idea of risk /danger of leading to something stronger</i></p> <p><i>Idea that they should remain illegal</i></p>	<p><i>Idea of risk / danger without development</i> e.g. Elles sont (plus) dangereuses C'est un (grand) risque</p>	<p>[1]</p>

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)
 - a. **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.
 - b. **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		
Task 7:		[50]
Q	Answer	M
	<p>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</p>	
(a)	Possible points	
1.	Aimed at children younger than 3	
2.	An American idea / started in the USA	
3.	No advertising (in programmes)	
4.	Non-stop programmes/ day and night (long) (allow 24 (heures) sur 24 but do not allow toute la journée / chaque jour – or similar))	
5.	Lively programmes in the daytime (Allow chaînes for programmes)	
6.	Relaxing / soothing programmes at night	
7.	Programmes last 2 to 7 minutes / short programmes (or implied shortness e.g. pas plus de 7 minutes)	
8.	Either pictures + idea of simplicity / colour OR music + idea of rhythm / liveliness / softness	
9.	Positive effect on babies (do not allow avantages)	
10.	Develops their ability to think (logically) / to become logical (idea of brain power / logic)	
11.	Stimulates their imagination	
12.	Improves their vocabulary NB stimulation / improvement only needed once	
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

GRID I	COMPREHENSION OF TEXT 10 marks AO2
0-2	No relevant information or supplies one or two relevant points from the original passage.
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.
5-6	Some relevant information showing understanding of up to half of the points. There may be instances of lifting from the original passage.
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.
9-10	Consistently relevant information. Includes nearly all the points from the original passage. Shows a very clear understanding of the text.

GRID J	RESPONSE TO TEXT 20 marks AO2
0-3	Very short. May not go beyond points of view already expressed in the original text.
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.
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.
12-15	Expresses points of view which are consistently developed and respond to the requirements of the task. Shows some originality and/or imagination.
16-20	Responds with well developed points of view which show insight, originality and imagination.

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 sport et vous**

- C'est décidé, demain je reprends le sport ! Combien de fois avez-vous déjà dit ça... pour abandonner quelques semaines plus tard ! Ce qui est plus difficile, c'est de continuer... Alors pour réussir, planifiez vos activités à l'avance, sinon vous trouverez toujours toutes sortes d'autres choses à faire. Sabine est venue vous donner quelques conseils.
- D'abord, choisissez une salle de sport près de chez vous ou de votre lieu de travail. Ensuite, pratiquez une activité qui vous apporte du plaisir. Et puis, trouvez un partenaire. C'est l'idéal contre la paresse car vous pourrez vous encourager mutuellement et choisir un jour et une heure fixes pour vos séances hebdomadaires. Avant de débiter une séance, échauffez-vous bien pour éviter les problèmes musculaires. Et puis, nourrissez-vous correctement avant l'effort. Sinon, attention aux malaises car vous allez avoir besoin d'énergie. Enfin, évitez le sport le soir, au risque de ne pas pouvoir vous endormir ensuite.
- Merci, Sabine !

Tâche 2: Stages de soutien scolaire

Les vacances de Pâques ont commencé, mais des milliers d'enfants ont repris le chemin de l'école pour des stages de soutien scolaire proposés aux élèves de CM1 et CM2 qui ont du mal à suivre en classe.

Ici, à Lille, on fait tout pour que les enfants n'aient pas l'impression d'être en punition... Alors, dans la classe, on fait les cours d'une autre façon... dans une ambiance décontractée mais studieuse : seulement deux groupes de cinq élèves avec un professeur qui peut donc apporter à chacun un soutien personnalisé. Ça devrait leur donner confiance car le rapport professeur-élève est différent. Même les plus timides n'ont pas peur de demander de l'aide.

Quant aux parents, certains veulent qu'on pousse leurs enfants, d'autres préfèrent qu'ils soient à l'école plutôt que dans la rue. En fait, très peu ont refusé ces stages qui ne coûtent rien et qui permettent à leurs enfants de se remettre à niveau avant d'entrer au collège.

Task 3: Télé 7 game show

Savez-vous que si on ajoute tout le temps passé à manger, un Français passe en moyenne 16 ans de sa vie à table ? La nourriture est une de nos occupations principales et aussi un de nos grands plaisirs. La preuve ? À l'heure actuelle la cuisine est à la mode ; on ne compte plus le nombre d'émissions de télé qui lui sont consacrées. Et vendredi, ce sera le grand jeu de Télé 7 pendant lequel la présentatrice nous proposera d'évaluer notre alimentation en nous posant 45 questions.

Comment cuisiner sans risques... comment choisir les bons produits pour éviter les kilos en trop... comment savoir si notre alimentation est équilibrée... c'est le but de cette émission. Et pour accompagner les différents thèmes, des images drôles sur les étonnants régimes des stars.

Des membres du public dans le studio vont jouer mais les téléspectateurs pourront jouer eux aussi. Pour cela, il suffit de remplir une grille de réponse qu'il faudra envoyer à Télé 7. Et en plus on peut gagner 12.000 euros, soit l'équivalent d'une année d'alimentation pour une famille avec deux enfants. Alors mangez bien, mangez sain et amusez-vous bien !

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