

# **OCR Report to Centres**

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**June 2013**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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

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

OCR will not enter into any discussion or correspondence in connection with this report.

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# A701 Listening

## General Comments

The French Listening comprehension test this May proved to be a successful examination producing a good range of marks on both tiers. Examiners were generally impressed with the standards of candidates. Few candidates failed to attempt all the questions and, for the most part, they had been entered for the correct tier, although, as always, it was felt that some high-performing Foundation Tier candidates should perhaps have attempted the Higher Tier. Rubrics were well-understood and candidates were clearly familiar with the requirements of the tasks. Once again this year, however, centres should remind candidates to concentrate on writing as clearly as they can (in black ink) whether answering questions in sentences, or simply by choosing letters. If they wish to change an answer, candidates should be advised to make it clear which answer they wish to have marked by crossing through any answer they decide to discount, thereby making the preferred answer as clear as possible.

## Foundation Tier

### Exercise 1

As expected, candidates performed very well on this opening exercise, which tested comprehension of simple items of vocabulary. Q1, testing *je me brosse les dents* was well understood and many showed comprehension of *je mange du pain* (Q2), though there was evidence of occasional guessing here where icon C (the bowl of cereals) was selected. On Q3, *à pied* was easily understood. The time on Q4 tested *à midi*, though 13.00 hours was sometimes selected. On Q5, *la piscine* was well understood, as was the more demanding *je nettoie ma chambre* on Q6. There were virtually no problems in selecting the icon of the group of young people on Q7, testing comprehension of *j'aime sortir avec mes amis*. The final question in the exercise proved to be the most demanding, *j'aime lire* not being readily understood. Inclusion of the phrase *je préfère la poésie* may have increased the difficulty of the utterance here.

### Exercise 2

This exercise tested comprehension of common items of food and drink, a topic on which candidates usually show good understanding. Certainly this proved to be the case on this exercise, where marks were very good, with only a couple of the items causing any difficulties. The food items were generally better understood than the drinks. On Q9, *poulet* and *limonade* were almost always correctly identified and on Q10 *poisson* and *jus de fruits* were easily recognised, candidates not being put off by the inclusion of the unfamiliar *surtout la lotte* with the former. On Q11, the word *pâtes* caused a few more problems and the drinks on Q11 and Q12 (*l'eau* and *le lait*) were, understandably, sometimes confused.

### Exercise 3

Although the majority of candidates performed well on this exercise, certain difficulties were encountered; the fact that brief answers in English were required here made the exercise more demanding than the preceding objective exercises. There were a few instances of answers being offered which had featured in last year's examination (with which candidates were presumably familiar, having done it for their mock examination). Q13 was not well answered; candidates were required to show comprehension of the phrase *près du marché*. 'Supermarket' was frequently offered instead of 'market' and the preposition was sometimes missed or

rendered inappropriately (although it should be noted that any appropriate preposition such as 'near', 'by', 'close to', 'beside' etc. was acceptable, and *marché* could be rendered as 'a market', 'the market', 'the markets', 'the market place' or 'the market square'). Q14, however, presented no problems, all candidates rendering *petit* appropriately. On Q15, the answer '21' was occasionally given for Océane's age, presumably as *vingt ans* was heard as *vingt et un*. On Q16,  *paresseuse* was not generally well known, although some candidates may have surmised the correct answer through understanding of *elle ne fait rien*. It should be noted that understanding of *elle m'agace* (shown by answers such as 'annoying') was rewarded, though some offered the incorrect 'boring'. Q17 was a frequent source of error through *gentille* being rendered as 'gentle' (though it should be noted that candidates also heard the word *sympa* which was less likely to lead to an inappropriate rendering). Most candidates successfully rendered *elle aime faire la cuisine* on Q18, although the correct answer was sometimes invalidated by the addition of a phrase such as 'and cleans the kitchen'. On Q19, *belle* was often misunderstood. Guesses such as 'old' were common here. On Q20 *voisins* was not generally well known and again guesses abounded here where candidates suggested that grandmother talked to her friends, cousins or even herself. Candidates should be reminded to read the questions carefully, as an activity rather than a person was sometimes offered for this question. It is good advice to highlight key words such as 'who' during the reading time.

## Foundation and Higher Tier

### Exercise 4 Foundation Tier / Exercise 1 Higher Tier:

This was the first of the 'overlap' exercises. As expected Higher Tier candidates answered it with relative ease and those entered for Foundation Tier also generally did the exercise well. Here candidates were required to listen for the free-time activities described by four young people. On Q21/Q1, Célia's interests of *l'équitation/cheval* and *aller voir mes copains* were easily understood. However, on Q22/Q2 *regarder les oiseaux* was not readily understood although the second interest – *dessiner* – was more easily chosen. Q23/Q3 proved fairly difficult, with *faire de la voile* and *faire des promenades* not always being selected correctly. Candidates quite often chose the incorrect 'keeping fit' here, perhaps drawing the conclusion from the nature of Mélissa's favoured activities. On the final question, a good number of candidates showed comprehension of *j'aime cultiver les fleurs dans le jardin* and *jouer aux échecs* was reasonably well understood, though appreciably better by Higher Tier candidates.

### Exercise 5 Foundation Tier / Exercise 2 Higher Tier:

This exercise was based on work experience and impressions. There was a greater density of material than in previous exercises and candidates were required to draw inferences rather than simply identify individual items of vocabulary. Most Foundation Tier candidates understood jobs but were less successful with the impressions. On Q25/Q5 both marks were scored with relative ease, there being a number of indicators of Victor's job as a restaurant worker and the word *fatigué* being familiar to the majority of candidates. On Q26/Q6, Samira's job as a tour guide was detected reasonably well, the presence of the word *touristes* no doubt being a great help. The impression proved more elusive, with 'well-paid' often being selected instead of 'enjoyable'. On Q27/Q7, Karim's job as a garage mechanic was generally well understood and for the impression the words *ennuyeux et monotone* usually led to the correct answer. On Q28/Q8, Elise's job as a shop-assistant was usually chosen correctly, but the impression was not always correct. Perhaps failure to hear the negative in the phrase *l'ambiance n'est pas agréable* led to the incorrect selection of option J (enjoyable).

## Higher Tier

### Exercise 3:

This exercise differentiated well. The aim in this exercise was for candidates to draw conclusions from eight short monologues about what each speaker had recently done. This was not simply a question of picking out individual items of vocabulary as much as appreciating the gist of what each speaker said. Q13 ('had an argument') and Q15 ('seen a film') were the most common correct answers. Other successful answers tended to be on Q9 ('had a meal') and Q10 ('spent a lot of money'). Q11 and Q16 both proved to be challenging, the unused alternative 'lost something' often being chosen for one or other of these.

### Exercise 4:

This was a demanding exercise, designed to test Grade A. Some candidates tended to guess their answers, as for example on Q17, where the selection of the incorrect alternative 'snow' rather than 'wind' was perhaps based on the knowledge that the context was Switzerland. Q18 proved quite difficult, relying on comprehension of the phrase *une rue où il y avait beaucoup de monde et d'activité* leading to the answer 'a busy street'. Q19 was a challenge. It tested comprehension of the phrase *personne n'a été blessé* and option A ('a number of deaths') was frequently incorrectly selected. Few candidates were successful on Q20 which tested comprehension of the phrase *des panneaux de signalisation* and the phrase *des caves ont été inondées....sous plusieurs centimètres d'eau* did not always lead to the correct answer of 'floods', the answer 'power cuts' being favoured instead. In the final section, Q22, which tested *plusieurs vols ont été retardés* was usually well answered. Q23 was often correct, candidates understanding the idea in *quinze personnes ont été relogées*. Q24 was fairly well answered, candidates no doubt helped by the inclusion of the cognate *accident*.

### Exercise 5:

Not surprisingly, very few candidates got full marks on this exercise which targeted Grade A\*. Some candidates tended to guess answers rather than basing their answers on what they heard in the recording. Candidates got one or two of the marks available for Q25, *la préparation des médicaments* and *vous protéger contre le soleil....n'oubliez pas vos produits solaires* both leading fairly naturally to correct answers. Q26 was not always correct; candidates giving the opposite concept of not eating before leaving on hearing *ne manquez pas de manger avant de partir*. The correct answer required inclusion of the concept of 'before leaving' as well as 'eat something'. On Q27 candidates did not always understand *attacher vos ceintures*. For the second answer in this question, the detailed answer of 'pause every two hours' was required rather than simply 'take breaks'. Q28 tested comprehension of the phrase *ouvrez et fermez la bouche* and all details were needed to get the mark. There were two alternative answers for Q29; the concept of moving about in the aircraft was usually attempted - and successfully. The final question was challenging. Sometimes the verb was understood but it was followed by an incorrect body part such as 'arms'. Acceptable answers here were 'massage legs/ankles/thighs' (they had to be in the plural); the answer 'massage the knees' was not accepted but if included with a correct answer the mark was not lost.

## A702 Speaking

### General Comments

In the third full year of this specification, it has been extremely encouraging to see how well prepared the students have been for the Controlled Assessment tasks and also to see that the range of tasks submitted by centres is beginning to expand as centres become more confident of their own task-setting and of their own marking and internal moderation processes.

It is vital that internal moderation takes place within a centre; if there is an inconsistency in the marking between teachers/examiners within a centre, it is possible that all the candidates in that centre would need re-marking. Moderators were encouraged to see that centres followed the OCR guidelines and there was usually clear evidence that internal moderation had taken place. There were examples of extremely good practice where well prepared candidates responded to the tasks set within centres and to the sympathetic examining of their own teacher.

### Administration

Unfortunately in some centres, the marks for Task 2 were entered on the Task 1 mark sheet and vice versa. While the total for the candidate remains the same, it is essential that the mark for both tasks is accurate, as Task 1 is the moderated piece of work. This is clearly more difficult in a centre with several teachers/examiners and great care must be taken in the transfer of marks onto the correct MS1 sheets and when passing MS1 sheets on to colleagues. It is also important to ensure that the addition of the marks is correct. The online version of the mark sheets could be used to avoid mathematical errors.

Centres should wait for the sample request email from OCR, which is sent once the marks have been uploaded to the OCR system, before sending any work. This email details the candidates required for the sample and means that the centre does not have to send all the candidates' work to the moderator.

Best practice would be for all the paperwork to be sent with the recordings and a large number of centres followed this, sending the correct paperwork. The accompanying documentation can be summarised as:

- Recording of Task 1 for each candidate in the sample requested (either on CD or via the Repository)
- Candidates' Notes Forms for both Task 1 and Task 2 for the candidates in the sample requested
- Cover sheet for each candidate in the sample requested
- CCS160 – Centre Authentication Form
- Moderator's copy of the MS1 (mark sheets)

In many centres, the working mark sheets had been correctly filled in with the marks for both the recording submitted to OCR and for the second recording (where the recording was not required). The Speaking Notes Forms for the candidates were also correctly submitted and showed that the candidates had used the correct number of prompts. Some candidates had made no notes to work from, and while this is the candidate's choice, it is good practice for candidates to have some notes to refer to in case they 'freeze' in the assessment situation.

## Style of Tasks and Timing

While there were signs of some changes in tasks as candidates and teachers/examiners become more willing to experiment with new ideas, the vast majority of tasks remained similar to the previous year:

- Presentation on a theme followed by a discussion
- An interview (usually with the candidate playing the part of somebody famous, enabling them to draw on different topic areas of the specification)
- A general conversation with the candidate
- An extended role play, for example buying clothes or requesting tourist information about an area
- A narrative role play similar to the legacy specification, using the visual cues and adapted for the new specification

The most successful of the presentation and discussion style tasks allowed the candidates to speak for no longer than three minutes (the majority spoke for between two and two and a half minutes), which allowed ample time for the teacher/examiner to draw the candidate out and give them access to the higher marks in the assessment criteria. The candidates were then able to demonstrate their ability to understand unexpected questions and respond to them.

However, where the candidates were allowed to speak without support from the teacher/examiner for considerably longer than this (sometimes up to five minutes), the result for the candidate was not as positive. A presentation of this length allowed little, if any, time for questions which would elicit answers that could access the higher end of the mark range. In many cases, the pronunciation and intonation of the candidate also deteriorated.

There were some excellent interviews which included job interviews and/or interviews with famous people. This gave a lot of scope for using tenses and enabled candidates to use a variety of structures and vocabulary. Good sequences of language were heard in response to unexpected questions and the candidates expressed themselves well and showed their ability to link and develop ideas. Language was accurate, well pronounced and showed good control of relevant tenses.

This year saw a development in the use of role plays which then led on to a lengthier discussion of a topic. In one centre a role play in a restaurant setting then led on to a discussion about likes and dislikes in food and this certainly seemed to be successful from the candidates' point of view and also provided the interaction required by the nature of the Controlled Assessment. It was extremely encouraging to see that teachers/examiners were acutely aware of the criteria for assessing their candidates' work. It is, however, worth highlighting the good practice of some centres where they ensure that unprepared questions are used to encourage spontaneity and thereby access the higher end of the mark range.

It was pleasing to see that teachers/examiners adhered to the recommended timing of the Controlled Assessment (4-6 minutes). Where assessments were considerably longer than the six minute maximum, candidates could not sustain the level of input and the quality of their work began to deteriorate as time elapsed.

Moderators are instructed to listen to the first six minutes of a candidate recording, once they have discounted the introductory comments made by the teacher/examiner, and in some cases this meant that two minutes of candidate responses were redundant.

## **Recording Quality**

The recording quality was usually superb and there were no problems with CDs sent in the post as they were adequately wrapped to prevent damage. It is still worth pointing out that the position of the candidate is important as if he/she is too far away from the recording equipment, the recording, no matter how excellent the equipment, will still be faint. The recordings on the Repository were clearly identifiable and were also of excellent quality. Once recordings have been uploaded to the Repository, centres checked that the recording had saved correctly – a worthwhile precaution, saving much time and effort later.

It was encouraging to see in many centres that each recording was labelled with either the candidate's name and candidate number, or the centre and candidate numbers, making clear identification quick and easy.

It was reassuring to see that the vast majority of centres submitted work before the 15<sup>th</sup> May deadline, enabling the moderation process to be conducted quickly and efficiently.

# A703 Reading

## General Comments

Candidates appeared to have no problems accessing the reading papers. At Foundation level candidates had, for the most part, been entered appropriately, but there were a number of instances of candidates being inappropriately entered at Higher Tier.

Most candidates supplied an answer to all questions, often making sensible attempts at answers when faced with unknown language. However, candidates should be encouraged to check carefully at the end of the test, as some relatively straightforward items were left blank, even on higher scoring scripts.

## Foundation Tier

### Exercise 1

The majority of candidates scored well on this task, especially the first two items. On the other hand, some seemed to be put off by the mention of seaside in the rubric, providing answers which fitted the context, rather than using the vocabulary. Q3, Q4 and Q6 were especially prone to this: warm swimming pool, cold drinks, and beach balls or chairs were not uncommon answers. Similarly *douche* was sometimes rendered as 'towel' and a number of candidates were confused between 'left' and 'right'. Candidates should, perhaps, be encouraged to read the words as individual items and to use context as an aid to unknown vocabulary.

### Exercise 2

In this multiple-choice exercise many candidates performed well, responses to Q13 to Q16 being especially successful. It is pleasing to note that the majority of candidates are comfortable with finding individual vocabulary items within a text.

### Exercise 3

A high degree of success was seen with this task. The difficulties were in Q22 (b), where *je vais à la pêche* was not familiar to all and Q18, where *bavarde* and *se marre* were not widely known. A common fault was to link Q18 with the idea presented in the next question and, therefore, to suggest some kind of music practice. For Q20, *trois quarts d'heure* became three and a quarter hours in some responses.

## Foundation/Higher Tier

### Exercise 4 Foundation Tier/ Exercise 1 Higher Tier

This task proved to be accessible to candidates at all levels, and many scored full marks. The incorrect answers were to Q24/Q1 and Q25/Q2, despite both 'Camille' and 'Both' being acceptable answers for the latter; *trop de circulation*, in the 'Albert' text was obviously seen by many, who missed *il y a trop de monde* in the 'Camille' text.

## Exercise 5 Foundation Tier / Exercise 2 Higher Tier

A wide range of marks was seen on this exercise, which discriminated well. Q34 to Q39 in this task had a proportion of blank responses. Those who did attempt the exercise, however, did especially well with Q32/Q9 and Q33/Q10. Incorrect responses were for Q34/Q11, where *randomnée* was not well known, and Q38/Q15, which elicited the response ‘cold’ for *chaude*.

## Higher Tier

### Exercise 3

There was a mixed profile to answers on this exercise, as the longer text meant that candidates had to read carefully. The majority found the text accessible, and scored well. On Q23, some candidates did not appear to have read beyond the first sentence of the last paragraph and were attracted to the word *musique* in the first line.

### Exercise 4

This task proved to be demanding, and, therefore, differentiated well. Candidates had to write in English; it gave better candidates the opportunity to show what they knew, while allowing most candidates to feel that they could supply a sensible response. Few blank responses were noted. Close reading is important at this level, extrapolating a response from a single word is unlikely to result in a correct answer. In Q25 *histoire* often gave rise to mention of ‘history’, while many decided that ‘original’ was the appropriate answer to Q27. This appeared to lead many to decide that the answer to Q26 should be earlier in the text, and therefore to use *un goût prononcé pour le rap* as the stimulus for this. For Q29, many candidates recognised *vrai* as being required, but were unable to link this coherently with *métier*. Similarly in Q30, *ils n’essuient pas leurs pieds* led to many guesses using the word ‘feet’. *Théâtre* proved to be too tempting for Q31, too many candidates, again, not reading on to the end of the sentence, while in Q32, *un sens profond* and *chaleureusement* were often ignored.

### Exercise 5

At this level, candidates should be able to read a text for gist and detail, and interpret longer sequences of complex language. More able candidates displayed the ability to do this, and gained a pleasing number of marks. Q37, Q38 and Q40 were especially well answered, while Q35 proved to be the most challenging.

## A704 Writing

### General Comments

The standard of work presented this year was very comparable to that seen last year.

### Presentation

Centres are reminded that work should be attached with treasury tags rather than put in plastic folders and of the need for candidates to leave left and right hand margins, just as on official exam stationery, to allow for annotation of scripts. Work should be presented in the order of the tasks identified on the coversheet; there is a new coversheet available on the OCR website. Some centres, mindful of the opportunities for original presentation under previous specifications, are submitting work in brochure form, with pictures and hand drawn illustrations, and are therefore allowing candidates to use up valuable time on features which cannot earn marks. Newspaper columns are not a suitable format.

For candidates who have difficulty with their handwriting, there is the option to word-process work; guidelines are provided in the specification. Candidates who choose this option should use a readable font size and double space their work. They should also proof read carefully: missing accents on past participles and altered spelling were commonly noted.

### Choice of topic

There was a narrow range of topics: school, holiday, work experience, health and environment. The specification allows centres to choose a focus appropriate to the learning / level of their candidates. It is important that the choice is one that allows candidates to show what they know and can do. A film / book review is quite a challenging task, one that perhaps should be offered to only the best candidates. It was a pity to see candidates, capable of earning solid marks on one piece, struggling to reach a comparable standard when it came to writing a review or an evaluation of environmental problems.

If the focus for the tasks is not offered in a differentiated way, able candidates are forced to respond in a simple way and weaker ones are challenged beyond their abilities. A very good example of a differentiated topic was to link health to the 2012 Olympics; this led to much more personal and interesting responses from candidates of all abilities.

One of the problems facing weaker candidates is that they do not have the skill to address the complex ideas required to deal with more challenging issues. The response of such candidates is to turn to the dictionary, but the lack of dictionary skill again thwarts them: e.g. *je veux donner haut les cigarettes*.

### Candidate's Notes Form

The Candidate's Notes forms were not always available: these should be submitted, signed and dated, even if candidates have not made any notes. Centres / candidates are not making the most of the support available through this document. Words which are critical to the effectiveness of the piece of work are being commonly misspelt; if they were written on the form and checked, then candidates might have more success. The following are typical of the words which are regularly misspelt or for which the English word is written: *problème, avantage, uniforme, vacances, famille, environnement, cheveux*. References to the weather could also be established on the form: there is confusion over *le temps, la météo, le climat* just as there is with the idiomatic expressions: *il fait ..., il faisait ..., / il pleut ..., il pleuvait ...*. Other structures such as *je joue au foot ... / je fais du sport ...* could usefully be recorded for reference.

## Word Count

There were far fewer reports of excessive length this year. Many more candidates are respecting the guidelines: the result is often a more coherent and focused piece of writing which demonstrates a control of language at the top of the range, whereas at the lower end of the range, candidates are able to show what they can do, without the need to repeat themselves, introduce irrelevance or attempt to express ideas which are beyond their abilities. There were, however, some pieces ranging from 500 to over 1000 words. Very lengthy pieces are difficult to assess because inevitably repetition and error feature and these must be considered. Length does not necessarily mean quality. If candidates confine themselves to the recommended word limit, they will have time to check their work carefully.

## Review of performance

Where freedom is offered to candidates, the resulting work shows organisation, independence of thought and engages the reader. Quality work often has a narrative thrust, sometimes ranging over various time frames and expresses ideas which are clearly personal and heartfelt. Incoherence results when candidates are guided heavily towards certain features / details / ideas which then do not sit well with the attempts to add a personal note. It was clear that some candidates were using structures that they did not fully understand or were more focused on demonstrating pre-learned structures than on the coherence and logic of what they wrote:

*Pour aller au Québec nous avons pris l'avion parce que c'était plus rapide que le car.  
Nous sommes allés à la Réunion, le vol a duré deux heures, je préférerais prendre la voiture.*

There is also clear evidence, through phonetic spelling / misspelling / missing words, that pieces of work were learned by heart and produced from memory. It is possible that this may be an attempt to reproduce verbatim a Speaking presentation.

Candidates showed knowledge of a greater range of adjectives but not all were appropriately placed or had the correct agreement. The idea of 'busy' is quite difficult to convey in French with different words used for different circumstances: the use of a dictionary is important here. The tendency is that candidates who look up a word choose the first in the list. Unless candidates are discriminating, they will make incorrect use of *occupé, bondé, affairé, chargé, animé* e.g. *mon père est très occupé, le train était bondé, j'étais affairé avant les examens, la semaine est très chargée, la ville est toujours animée le week-end*. When candidates wish to convey the idea that a place is busy i.e. that there are a lot of people, candidates would do well to remember that the following is often the most appropriate: *il y a / avait beaucoup de monde en ville*.

Adverbs are now a regular feature, especially as intensifiers e.g. *c'était vraiment difficile, il faisait incroyablement chaud*. Candidates should, however, be advised that excessive use of these does not add significantly to the mark awarded.

Topics which had an essentially descriptive focus resulted in candidates producing lists, this time of features about the candidate's home, town / village. Here *il y a...* and *on peut...* were excessively used. Many, wishing to express a preference or recommend changes, repeatedly used *je voudrais*, but were unable to maintain control of the remaining part of the structure. Such a structure frequently requires a subjunctive. There were numerous uses of the subjunctive but some candidates were often unable to construct a sentence with a verb in an indicative tense. Control of the latter is far more important as it allows candidates to maintain the narrative flow and the coherent expression of ideas.

There was much evidence of subordination with a variety of conjunctions used. *Parce que* and *car* tended to be overworked. For variety, it should be remembered that a justification can be given in a simple sentence: *Je trouve que les drogues sont dangereuses. On peut (en) mourir.*

Only a few candidates were able to use *à cause de* accurately so comments such as *parce que de la pluie* were common. It was pleasing to see that some candidates were able to bring variety to the patterns used by recasting sentences which would otherwise require the idea of 'because' : *le matin, il faisait froid, donc je suis resté à l'hôtel.*

Verbal structures featured, but some candidates have not fully understood the use of the perfect infinitive / present participles. There was a mismatch between the subject of the infinitive / participle and the subject of the main verb, e.g. *après être arrivé, il a commencé à pleuvoir; en jouant au foot, il faisait froid.* In such instances, a candidate's awareness of the structure is still acknowledged and examiners always take a positive view of what candidates present; even if sometimes the language is incorrect, ambition is taken into account.

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