

# **Mark Scheme for June 2013**

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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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**Subject-specific Marking Instructions**

- If the recording exceeds 6 minutes for the role play and/or 10 minutes for the topic discussion, do not assess work after the time limits have been reached.

## MARK SCHEME

## Section A: Role Play

Task	Indicative Content	Marks	Guidance
A	<ol style="list-style-type: none"> <li>1. Film and TV companies + are (always) looking</li> <li>2. For extras of any age + for projects</li> <li>3. Extras can be of any appearance + or personality</li> <li>4. can work + full-time</li> <li>5. Part-time + or (just) a couple of days a month/time to time</li> <li>6. Agency will/can help(s) you + to find opportunities/jobs</li> <li>7. Give advice + how to present yourself</li> <li>8. Your profile and photos + will be seen by (top) directors</li> <li>9. Be professional + listen to instructions</li> <li>10. It is important + not to waste time</li> <li>11. Don't ask for autographs / bring a friend or pet / look at the camera (2 of 3)</li> <li>12. Average pay + is £80 per day</li> <li>13. May be called + at the last minute</li> <li>14. Make arrangement + for travel <u>quickly</u></li> <li>15. (Website) gives details + of jobs near you</li> </ol>		<p>Accept key points from indicative content in any order.</p> <p>Mark for Use of Stimulus, Response to Examiner and Quality of Language, using Grids A, B + C.1 in Appendix 1.</p> <p>Allow 'directeur'; do not allow 'photographe(s)'</p> <p>Do not allow 'appareil-photo' Allow 'euros'</p> <p>Do not allow 'préparer' or 'arrangement'</p>

Task	Indicative Content	Marks	Guidance
B	<ol style="list-style-type: none"> <li>1. Family lived there + for 41 years</li> <li>2. Rare to find + two (great) writers in a family</li> <li>3. All three sisters + wrote novels/books</li> <li>4. Museum gives a <u>fascinating</u> (look) + at the life of the girls</li> <li>5. They were forced to work as governesses + before writing</li> <li>6. In 19<sup>th</sup> century (Haworth) was an industrial town + (life) was hard</li> <li>7. Average at death + was age 25</li> <li>8. (Nearly) half of children + did not reach 6</li> <li>9. No guided tours + but leaflet in several languages</li> <li>10. Provides information + on (each of) the rooms</li> <li>11. Museum provides educational activities + for all ages</li> <li>12. Adapted + to suit your group</li> <li>13. Shop sells + books and souvenirs</li> <li>14. (All) income helps + maintain museum / collections</li> <li>15. Website gives details of ticket prices + and opening times</li> </ol>		<p>Accept key points from indicative content in any order.</p> <p>Mark for Use of Stimulus, Response to Examiner and Quality of Language, using Grids A, B + C1 in Appendix 1.</p> <p>Do not allow 'langage'</p> <p>Allow 'maintenir'</p>

Task	Indicative Content	Marks	Guidance
C	<ol style="list-style-type: none"> <li>1. Garmin has been developing GPS/SatNav technology + for 20 years</li> <li>2. Makes products for ships / planes + and sports (sector)</li> <li>3. Superior products + at affordable prices</li> <li>4. Allows you to (enjoy) driving/drive + without worrying about</li> <li>5. Reading maps + and getting lost</li> <li>6. Enter destination + to get clear/good directions</li> <li>7. In language + of your choice</li> <li>8. Has large screen / easy to read + and maps of (all) European countries</li> <li>9. Warns you + of traffic problems</li> <li>10. And temporary + and permanent speed cameras</li> <li>11. Can find hotel + near destination or en route</li> <li>12. Connect mobile phone to SatNav/GPS + for hands free calls</li> <li>13. Choice of + male and female voices</li> <li>14. Celebrity voices + can be downloaded</li> <li>15. (Sold) online + or from major retailers</li> </ol>		<p>Allow 'pour'</p> <p>Accept key points from indicative content in any order. Mark for Use of Stimulus, Response to Examiner and Quality of Language, using Grids A, B + C1 in Appendix 1.</p> <p>Do not allow 'langage'</p> <p>Allow 'magasins'</p>

Task	Indicative Content	Marks	Guidance
D	<ol style="list-style-type: none"> <li>1. I GCSE is a popular qualification + for 14-16 year olds</li> <li>2. Has been developed + for schools worldwide</li> <li>3. Adapted (to meet) + needs of learners</li> <li>4. Teachers get excellent resources + training and advice</li> <li>5. Encourages learners to think creatively + and solve problems</li> <li>6. (Good) preparation for + next phase of their education/future studies</li> <li>7. Helps learners communicate + and work in English</li> <li>8. 70 subjects + 30 languages</li> <li>9. Students can study traditional + European languages</li> <li>10. And increasingly important ones + an example</li> <li>11. Exams are held + twice a year / give months</li> <li>12. Includes written + and oral tests</li> <li>13. Practical exams + in some subjects</li> <li>14. I GCSE in 135 countries + 500 UK schools</li> <li>15. Gives info for learners + schools and parents</li> </ol>		<p>Accept key points from indicative content in any order.  Mark for Use of Stimulus, Response to Examiner and Quality of Language, using Grids A, B + C1 in Appendix 1.  Do not allow 'entraînement'</p> <p>Do not allow 'langage'</p>

Task	Indicative Content	Marks	Guidance
E	<ol style="list-style-type: none"> <li>1. DSi is (much) <u>more</u> than a games console + (that you hold) in your hand</li> <li>2. Sophisticated technology + allows you to</li> <li>3. Share photos + play music. Allow 'listen'</li> <li>4. Record + using the microphone</li> <li>5. Can surf web + and download games (directly)</li> <li>6. XL version available in 5 colours + offers all the above features</li> <li>7. Plus screen + twice as big</li> <li>8. TG offers unique and easy + way to play</li> <li>9. Range (quantity/variety) of games + for every generation</li> <li>10. Don't have to be + young to play</li> <li>11. Learn to create + artwork</li> <li>12. You will be proud + to show your friends</li> <li>13. Your tutor / Vincent will help you + with examples and techniques</li> <li>14. Console and two games + £125</li> <li>15. Website has latest news + and details of club Nintendo</li> </ol>		<p>Accept key points from indicative content in any order.</p> <p>Mark for Use of Stimulus, Response to Examiner and Quality of Language, using Grids A, B + C1 in Appendix 1.</p> <p>Allow 'euros'</p>



Task	Indicative Content	Marks	Guidance
F	<ol style="list-style-type: none"> <li>1. RM provides a service + to every address in the UK</li> <li>2. Will be busy + over the Christmas period</li> <li>3. Will handle + 130 million items per day</li> <li>4. Double the normal amount + so will need help</li> <li>5. Jobs for 15,000 + additional staff</li> <li>6. Opportunities across the UK + flexible working hours</li> <li>7. (Roles include) delivering mail + driving a van</li> <li>8. Working indoors + sorting mail</li> <li>9. (Need) people who can work independently + and as part of a team</li> <li>10. Can get up + early</li> <li>11. Carry + (up to) 16kg</li> <li>12. RM does not accept + paper applications</li> <li>13. Apply online + when application has been received</li> <li>14. Choose a location and date + to talk to a manager</li> <li>15. See website for further details + of (all) jobs</li> </ol>		<p>Accept key points from indicative content in any order. Mark for Use of Stimulus, Response to Examiner and Quality of Language, using Grids A, B + C1 in Appendix 1.</p> <p>Allow 'gens'</p> <p>Allow 'livrer' and 'délivrer' but <b>not</b> 'délivérer'; allow 'véhicule' and 'camion' but <b>not</b> 'voiture'</p> <p>Do not allow 'application'</p> <p>Allow 'manager'</p>

Section B: Topic Discussion

Task	Answer	Marks	Guidance
		30	<p>Using Grids D, E.1, C.1 and G in Appendix 1, mark for Ideas, Opinions and Relevance; Fluency, Spontaneity, Responsiveness; Quality of Language (Accuracy); and Pronunciation and Intonation.</p> <p><b>Grid D guidance</b></p> <ul style="list-style-type: none"> <li>• All topics must relate to AS topic/sub-topic areas, otherwise max 4</li> <li>• Max 4 if insufficient reference to TL country.</li> </ul> <p><b>Grid E.1 guidance</b></p> <ul style="list-style-type: none"> <li>• Max 4 for pre-learnt non-spontaneous material.</li> </ul> <p><b>Grid C.1 guidance</b></p> <ul style="list-style-type: none"> <li>• Even if there is pre-learnt material, award marks at face value.</li> </ul>

## APPENDIX 1

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

## UNIT 1 SPEAKING – ROLE-PLAY

<b>GRID A</b>	<b>USE OF STIMULUS 15 marks AO2</b>	<b>GRID B</b>	<b>RESPONSE TO EXAMINER 10 marks AO1</b>
<b>13–15</b>	Full use of the stimulus material. Successfully conveys all or nearly all of the points.	<b>9–10</b>	Responds fluently and fully to the examiner's questions and comments. Shows initiative and imagination throughout. Leads the conversation. A convincing performance.
<b>10–12</b>	Good use of the stimulus material. Successfully conveys about three quarters of the points.	<b>7–8</b>	Responds readily, takes the initiative and is able to keep the momentum going. Shows imagination and gives some well developed answers.
<b>6–9</b>	Reasonable attempt to use the stimulus material. Successfully conveys about half of the points.	<b>5–6</b>	Responds satisfactorily to the examiner. Produces some appropriate replies. Shows some initiative and imagination in developing answers but performance is inconsistent.
<b>3–5</b>	Some attempt to use the stimulus material. Able to give some basic information. Successfully conveys about a quarter of the points.	<b>3–4</b>	May be hesitant in responding. Responses to the examiner are brief and sometimes inadequate. Shows little initiative or imagination.
<b>0–2</b>	Little or no attempt to use the stimulus material. No relevant information or supplies one or two of the points.	<b>0–2</b>	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.

## UNIT 1 SPEAKING – ROLE-PLAY (Continued)

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

## 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>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.
<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>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>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>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.

## UNIT 1 SPEAKING – TOPIC DISCUSSION (Continued)

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

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