

**GCE**

**French**

Unit **F702**: Listening, Reading and Writing 1

Advanced Subsidiary GCE

**Mark Scheme for June 2014**

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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.

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

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Annotations used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Annotation	Meaning
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Tick
	Use in 7b (red in scoris)
	Incorrect
	Large dot (consequential error / point already given)
	Caret sign to show omission
	Unclear
	Underline
	Good language
	Slash
	See answer below / Language worse than mark implies
	See answer above / Language not as good as mark implies
	Benefit of doubt
	Benefit of doubt not given
	Minus 1 (to show deduction of one mark)

<b>Abbreviations</b>	<b>Meaning</b>
/	Alternative and acceptable answers for the same marking point
( )	Words which are not essential to gain the mark
—	Underlined words must be included to gain the mark
t.c.	Tout court (i.e. on its own)

### **Subject-specific Marking Instructions**

- You should print out a copy of the paper and work through it yourself (using the transcript for the Listening activities which you can find at the end of the Mark Scheme, if the audio version is not available on the portal). You will need a copy of the written texts to refer to during the marking process in order to spot excessive lifting in tasks 6 and 7. The texts will not appear automatically on your marking screen.
- The award of marks is not necessarily dependent on the specific wording in the detailed sheets which follow. Other wordings will score the marks, provided they are semantically equivalent. If the language used by the candidate conveys meaning and also answers the question, then the mark(s) should normally be credited for comprehension (c.f. “sympathetic native speaker/sympathetic examiner”). Use your professional judgement to apply the marking principles given in this mark scheme but if you are still in doubt about the validity of any answer, then consult your Team Leader by phone, the messaging system within scoris or email.
- Language marks: These are assessed separately – Grids C.2 and F.2 – see guidance in the detailed sheets below.
- Where candidates give alternative answers, only the first one written or the one on the line should be marked.

## Section A: Listening and Writing

## Task 1

Question		Answer		Marks [10]	Guidance
1	a	B	dynamisme	1	<b>Multi-choice</b> Marks entered individually. Use a tick for a correct answer. Use a cross for an incorrect answer. Enter 1, 0 or NR as appropriate.
	b	B	disponibles	1	
	c	C	l'isolement	1	
	d	A	d'argent	1	
	e	C	perdu son emploi	1	
	f	A	devait	1	
	g	A	sur Internet	1	
	h	C	de la sécurité	1	
	i	A	d'expérience	1	
	j	B	sérieuses	1	
			Total	<b>10</b>	

## Task 2

Question		Answer	Marks [10]	Guidance
2	a	moins	1	<b>Gap-fill</b> The whole page is scanned. Use ticks for correct sentences and crosses for incorrect ones. Ignore mis-spellings. Enter mark out of 10.
	b	un défi	1	
	c	se détendre	1	
	d	régulièrement	1	
	e	empêcher	1	
	f	longtemps	1	
	g	combattre	1	
	h	pousser	1	
	i	mentale	1	
	j	potentielle	1	
<b>Total</b>			<b>10</b>	

## Task 3

## Task specific guidance:

- Each question will be scanned in individually (questions with more than one element may appear twice/three times as appropriate)
- For single mark questions use a tick (✓) for a correct answer. Enter 1, 0 or NR. Crosses (x) should be used as they make checking easier.
- For questions worth more than one mark you must use ticks (✓) and crosses (x). Use **BOD** or **NBOD** when you have had to think and decided to award or not to award the mark. Also use a cross (x) when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions.
- Answers in French get no marks.
- Ignore spelling mistakes in English as long as the answer is clearly recognisable and unambiguous.

Question		Answer	Marks	Guidance	
<b>3</b>			<b>[15]</b>	<b>Accept</b>	<b>Do not accept</b>
	<b>a</b>	those who love / like / have a passion for / are passionate about the cinema  cinema fan(s) / enthusiast(s)	1	...film(s)	cinemas <u>a</u> / <u>the</u> / film(s) film-goers excited by... passionated or any versions of passion used as a verb ( <i>doesn't make sense</i> )
	<b>b</b>	Paris seen by / through (the eyes of) Hollywood	1		use of visit use of view from Hollywood
	<b>c</b>	(i) Paris features / is in <u>over</u> / <u>more than</u> 800 films (1)	3	Paris as part of + in more than 800 films  setting the scene in Paris / there in over 800 films	wrong number
		(ii) (as) the place where the films were made (1)		by filming there / in Paris / shooting on site	by setting the scene there ( <i>could be filmed in studio - as in point (iii)</i> )  (the) scenes of Paris t.c.

Question			Answer	Marks	Guidance	
					Accept	Do not accept
		(iii)	(as) a studio set / by studio reconstructions of Paris (for films) (1)		<i>Idea that Paris was re-created in a studio to provide the background / backdrop (of films)</i>	decoration / furnishing / design (anything implying the inside of a building) décor(s)
	<b>d</b>	(i)  (ii)	costumes / outfits (1)  posters (1)	2		notices billboards
	<b>e</b>		city of <u>silent</u> movies (1)  (city of) love and freedom (1)	2	<i>Both details needed but "city" not needed twice</i>	aspects of...(in question) ...place <u>for</u>
	<b>f</b>		<b>Any two from</b> small / free (guides / leaflets) (1)  in French <u>and</u> in English (1)  25 000 of them / leaflets have been produced / published (1)	2	3 discrete points, any 2 for full marks <i>Allow singular</i>	France / England  wrong number examples ( <i>cf. exemplaires in text</i> )



Question			Answer	Marks	Guidance	
					Accept	Do not accept
	<b>g</b>	<p>to discover / explore Paris / the city / the town(1)</p> <p><b>EITHER</b></p> <p><u>through</u> / <u>by means of</u> some of / the films that were made / shot / filmed there (1)</p> <p><b>OR</b></p> <p><u>through</u> / <u>by means of</u> suggested / recommended walks / itineraries</p>	2	<p><i>Answer to what</i></p> <p><i>Answer to how</i></p> <p>by referring to films made / filmed there by <u>making use of</u> films made in Paris</p>	<p>to walk / to take a walk / walking through...</p> <p>through the cinema / the films t.c. through films <u>set</u> in Paris a (certain) film (<i>singular</i>) <i>Any suggestion that they are discovering / watching films by going through / in films by using films made in Paris and the films</i> by touring the city by walking / strolling</p>	
	<b>h</b>	<p>famous / well-known <u>and</u> historical areas / districts (of Paris) (1)</p> <p>less (well)-known places/places where <u>actors</u> went / which actors visited (1)</p>	2	<p><i>Both needed</i></p> <p>Tolerate places</p> <p>Tolerate historic</p> <p>more unknown</p>	<p>the history of the area regions / locations</p> <p>celebrity (area) / celebrities monuments / sites suburbs</p> <p>unknown / popular places ...when actors <u>are</u> in Paris (<i>present tenses</i>) celebrities for actors</p>	
		<b>Total</b>	<b>15</b>			

**Task 4 10 marks for Communication (Grid H1), 10 marks for Quality of Language (QoL)****Task Specific Guidance**

- The candidate response will be scanned in twice. The marks for Communication are awarded the first time. The second image is for you to assess the QoL.
- **Communication:** 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.

**Annotations:**

- In the margin, 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 (λ).
- 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 full point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use a cross (✕), either in the margin..
- Use a cross (x) when a word in the response invalidates an otherwise acceptable answer.
- The annotations will give a global impression to help you apply Grid H.1 accurately and consistently.
- Grid H.1: The ticks will show the number of points successfully conveyed. These will normally correspond with the marks you award. If you have used **BOD** or **NBOD** you may adjust the marks up or down.

## Task 4: Communication points

Question / points		Answer	Marks [10]	Guidance	
				Accept	Do not accept
4	1	La semaine dernière j'ai entendu un reportage / à la radio		j'ai écouté j'ai entendu parler – PCAB* un rapport / une diffusion omission of reportage / à la radio – PCAB* un report – PCAB* une présentation – PCAB*	future tense / present tense étendu
	2	sur / au sujet d'une exposition au sujet de / concernant les films <u>faits</u> / <u>réalisés</u> à Paris		une exhibition – PCAB* film (sg) – PCAB* use of tirer (to shoot a film) – PCAB*	omission of faits / réalisés (e.g. les films à Paris) – <i>wrong message</i>
	3	Le reporter / journaliste / présentateur / commentateur / parlait (trop / très) vite / rapidement		perfect tense Allow la personne / le reporter (spelling) rapporteur / rapporteur / présentateur – PCAB* il / elle ... – PCAB* plus vite – PCAB* use of present tense – PCAB* use of dire - PCAB*	word for word rendering of English continuous past
	4	et je n'ai pas entendu / compris tous les / quelques détails / renseignements / informations		j'ai raté / manqué... Do not penalise « étendu » again if already penalised in 1 use of attraper / écouter / apprendre – PCAB* present tense – PCAB* je n'ai pas tous les détails – PCAB*	future tense / conditional
	5	Est-ce que tu sais où et quand		use of vous ( <b>NB</b> : must be consistent throughout. If not language error in grid C.2) Allow connaître for savoir	quel temps location

Question / points		Answer	Marks [10]	Guidance	
				Accept	Do not accept
	6	elle a lieu / se tient/ se déroule / se passe		future tense prendre place – PCAB* Allow elle est / c'est	word for word rendering of English inappropriate verb, giving wrong message (e.g. commencer / déplacer)
	7	J'aimerais beaucoup / bien / je voudrais vraiment / j'adorerai aller la voir / y aller		intensifier necessary ; if missing, PCAB* j'aimerais / j'aimerais assez – PCAB*	past tense (e.g. j'adorais) present tense
	8	quand je serai chez toi / viendrai te voir le mois prochain		use of present ( <i>language error</i> ) use of conditional ( <i>language error</i> ) Allow "vous" (collective for the family) even if "tu" is used elsewhere use of visiter – PCAB* Allow rester	past tense
	9	Pourrais-tu / peux-tu organiser ça ?		not a question – PCAB* no rendering of « pouvoir » – PCAB* (e.g. Tu organiseras ça? )	use of imperfect (or past tense)
	10	(Ne) t'inquiète pas. C'est moi qui / je paierai / paie / vais payer / j'achèterai (les billets / places / tickets)		<i>Both sentences need to be conveyed fully for full marks. PCAB* if one of the two is not</i> ne s'inquiète pas ( <i>language error</i> ) pas de problème / de panique / de souci ! n'aie pas peur !	past tense n'inquiète pas (no personal pronoun) – invalidates 1 <sup>st</sup> sentence enquête for inquiète – invalidates 1 <sup>st</sup> sentence je peux payer invalidates 2 <sup>nd</sup> sentence use of dépenser invalidates 2 <sup>nd</sup> sentence
		<b>Total</b>	<b>10</b>		

\*NB: PCAB = partial communication at best

<b>GRID H.1</b>	<b>COMMUNICATION</b> <b>10 marks AO2</b>
<b>9-10</b>	<b>Most or all</b> of the information successfully conveyed.
<b>7-8</b>	<b>Three quarters</b> of the points conveyed.
<b>5-6</b>	<b>Half</b> of the information successfully conveyed.
<b>3-4</b>	Only <b>a quarter</b> of the points conveyed.
<b>0-2</b>	<b>Very little</b> or no information conveyed.

**QoL: Read response again and assess for language.**

- **Annotations:** do not annotate.
- **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.

GRID C.2	QUALITY OF LANGUAGE – ACCURACY 10 marks AO3
9-10	Characterised by a <b>high and consistent level of accuracy</b> in use of complex structures, although there may be some errors.
7-8	<b>Language generally accurate.</b> Shows a sound grasp of AS (and/or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although <b>there may be some inconsistency and errors in more complex areas.</b>
5-6	Shows evidence of <b>fair understanding of grammatical usage.</b> <b>Generally accurate use of simple sentence</b> structures. Some correct use of complex sentence structures. The performance is likely to be <b>patchy and inconsistent.</b>
3-4	Evidence of <b>gaps in basic grammar.</b> <b>Frequent errors</b> of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but <b>evidence of correct use of simple sentence structures.</b> Vocabulary and structures may be quite strongly influenced by the candidate's first language.
0-2	<b>Little evidence of grammatical awareness.</b> <b>Persistent,</b> serious and <b>elementary errors</b> (endings, verb forms, gender of common nouns). Frequent first language interference.

Question / Points		Indicative content	Marks [10]	Guidance	
				Content	Levels of response
4 QL	1	La semaine dernière j'ai entendu un reportage / à la radio		Position and agreement of adjective Perfect tense	<p style="text-align: center;"><b>Grid C2</b></p> <p><b>9-10</b> Characterised by a <b>high and consistent level of accuracy</b> in use of complex structures, although there may be some errors.</p> <p><b>7-8</b> <b>Language generally accurate.</b> Shows a sound grasp of AS (and/or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although <b>there may be some inconsistency and errors in more complex areas.</b></p> <p><b>5-6</b> Shows evidence of <b>fair understanding of grammatical usage. Generally accurate use of simple sentence</b> structures. Some correct use of complex sentence structures. The performance is likely to be <b>patchy and inconsistent.</b></p> <p><b>3-4</b> Evidence of <b>gaps in basic grammar. Frequent errors</b> of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but <b>evidence of correct use of simple sent</b> by the candidate's first <b>ence structures.</b> Vocabulary and structures may be quite strongly influenced language.</p>
	2	sur / au sujet d'une exposition au sujet de / concernant les films <u>faits</u> / <u>réalisés</u> à Paris		Prepositions Vocabulary; past participle used as adjective	
	3	Le reporter / journaliste / présentateur / commentateur / parlait (trop / très) vite / rapidement		Imperfect tense; adverb	
	4	et je n'ai pas entendu / compris tous les / quelques détails / renseignements / informations		Negative; perfect tense	
	5	Est-ce que tu sais où et quand		Asking a question; adverbs Present tense	
	6	elle a lieu / se tient / se déroule / se passe		Vocabulary + present tense	
	7	J'aimerais beaucoup / bien / je voudrais vraiment / j'adorerai aller la voir / y aller		Conditional + adverb Pronoun	
	8	quand je serai chez toi / viendrai te voir le mois prochain		Use of future after quand Position of adjective	
	9	Pourrais-tu / peux-tu organiser ça ?		Asking a question	

Question / Points		Indicative content	Marks [10]	Guidance	
				Content	Levels of response
	10	(Ne) t'inquiète pas. C'est moi qui / je paierai / paie / vais payer / j'achèterai (les billets / places / tickets)	10	Imperative + negative. Future / idiomatic expression	<b>0-2</b> <b>Little evidence of grammatical awareness. Persistent,</b> serious and <b>elementary errors</b> (endings, verb forms, gender of common nouns). Frequent first language interference.



## Section B: Reading and Writing

## Task 5

Question		Answer	Marks [10]	Guidance
<b>Part A</b>				
5	a	à travers	1	<b>Finding the equivalent in text.</b> Tick correct answers. Enter 1, 0 or NR as appropriate.  <b>1 mark for each correct answer</b>  Answers must be exactly as shown. Any addition or changes other than those stated invalidate the answer. Tolerate minor copying error.
	b	passer un bon moment	1	
	c	(tous) les fondements nutritionnels	1	
	d	reproches	1	
	e	(se) souvent (de)	1	
<b>Part B</b>				
5	f	D	1	<b>Matching titles and summaries</b> Tick correct answers. Enter 1, 0 or NR as appropriate.  <b>1 mark for each correct answer</b>
	g	F	1	
	h	B	1	
	i	A	1	
	j	C	1	
		<b>Total</b>	<b>10</b>	

**Task 6****Task specific guidance**

- The response appears on the screen twice: once with each question shown separately to be marked for comprehension, once as a whole page for you to assess the QoL.
- 1. Familiarise yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
- 2. 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. If appropriate, candidates may answer with single words / short phrases.

**Annotations:**

- Use a tick (✓) to indicate a mark awarded on any question .
- If you hesitated and decided to give or not to give the benefit of the doubt, use the appropriate annotation: **BOD** or **NBOD**. It is not expected that you will have to use such annotations very often.
- Use a cross (x) over a word that invalidates an answer or to show an incorrect response. Use a caret sign (λ) to show that part of the answer has not been given.
- Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but highlight and exclude from Quality of Language assessment.

Question		Comprehension points	Marks [15]	Guidance	
				Accept	Do not accept
6	a	(parce que) les <u>étudiants</u> / beaucoup d' <u>étudiants</u> les (re)cherchent / ont besoin de / veulent / doivent trouver un travail et un logement (pas cher)	1	<p><i>Idea of needing to look for / find a job + somewhere to live (action on their part)</i></p> <p><i>Idea of both travail and logement needed – or implied (e.g. when pronoun is used)</i></p> <p>Tolerate beaucoup d'étudiants ne les ont pas</p> <p>Tolerate hébergement</p> <p>pour les étudiants, il est important de <u>trouver</u> un travail et un logement (verb, so OK)</p>	<p>les jeunes les études</p> <p>beaucoup d'étudiants doivent trouver un logement t.c. (<i>no idea of having to work</i>)</p> <p><i>Answers referring only to students' financial situation</i> e.g. parce que le nombre d'étudiants en situation précaire augmente / beaucoup d'étudiants ont besoin d'argent</p> <p><i>idea of it being important / problematic (e.g. ce sont des choses importantes pour les étudiants too vague)</i> c'est un grand problème ils sont très difficiles à trouver pour les étudiants</p>
	b	<p>(parce qu') il a dû / avait besoin de louer / a loué / cherché l'appartement le moins cher (possible) / pas cher</p> <p><b>OR</b></p> <p>il a dû travailler / gagner de l'argent pour payer son logement</p>	1	<p>Allow 'elle' for 'Stéphane' <i>Conveying the idea that he wanted / rented the cheapest (available) flat</i> Tolerate: moins cher</p> <p><i>Idea that he had to get a job / earn money to pay for somewhere to live / a flat</i></p> <p><i>Allow inference (e.g. il pense que 325 euros par mois, c'est cher / beaucoup / qu'il aura besoin de faire un emprunt)</i></p>	<p>Use of future / conditional</p> <p>il finance ses études (seul) il doit / a dû financer ses études</p>

Question		Comprehension points	Marks [15]	Guidance	
				Accept	Do not accept
	<b>c</b>	<p>son père pourrait / peut / risque de perdre son emploi / de se trouver / d'être au chômage (1)</p> <p>sa mère est sans emploi / boulot / job / ne travaille pas (1)</p>	2	<p>...va <u>peut-être</u> perdre... il est possible que son père perde son emploi</p> <p>... femme au foyer</p>	<p>a perdu / a risqué de / va perdre il est probable que son père va perdre son emploi (<i>not the same as 'peut-être'</i>)</p> <p>femme de maison ... est en / au chômage</p>
	<b>d</b>	<p>il va faire / prendre / avec / par / en faisant un emprunt (1)</p> <p>il a travaillé / en travaillant / servant pendant (tout) l'été / dans un bar / comme serveur (1)</p>	2	<p><i>Idea of future borrowing</i></p> <p><i>idea of past work</i> <i>Travailler needs one development – either 'in a bar', or 'during the summer' or 'as a waiter'</i></p> <p><i>Allow « il a gagné / reçu 2000 euros » as an alternative for past work but do not credit again in Q6e</i></p>	<p>Past tense or present (e.g. il a fait / il fait / a dû faire un emprunt)</p> <p>Future tense Present tense</p>
	<b>e</b>	<p>il a (gagné) assez d'argent pour / il a pu trouver un logement / il n'est pas à la rue</p>	1	<p>il a gagné / reçu beaucoup d'argent / 2000 euros</p> <p>Allow future ...ne devra pas vivre / sera pas à la rue</p> <p>Allow : il n'habite pas / ne doit pas habiter à la rue (<i>language</i>)</p>	<p>il gagne / reçoit... il gagnera / recevra...</p>

Question		Comprehension points	Marks [15]	Guidance	
				Accept	Do not accept
	<b>f</b>	<p>la colocation ne lui convient / convenait / plaît / plaisait pas / n'a pas marché</p> <p><b>OR</b></p> <p>elle préfère / a besoin d'être indépendante / pour avoir son indépendance</p>	1	<p>elle n'aime / aimait pas la colocation / partager son logement / louer avec une autre personne</p> <p>elle aime / veut son / l'indépendance (NB : il se faut son indépendance - language error)</p>	son indépendance t.c.
	<b>g</b>	<p>(qu') elle est insuffisante / ce n'est pas beaucoup / pas assez / ça ne suffit pas</p> <p><b>OR</b></p> <p>elle ne lui suffit pas. / elle n'a pas assez d'argent / c'est trop peu</p>	1	<p>Tolerate: ...la suffit (attempt at manipulating the text but wrong pronoun, - language error)</p>	<p>...suffisant d'argent</p> <p>...</p> <p>Any other use of "suffit" (e.g. ...se suffit / ce n'est pas suffit (meaningless))</p>
	<b>h</b>	<p>ce qui lui reste / ce que / l'argent qu'elle a pour elle (1)</p> <p>quand elle a réglé / payé tous ses frais / après ses dépenses (1)</p>	2	<p>après (avoir payé ...) / + list of essential expenses</p> <p><i>The two points could be combined e.g. l'argent de sa bourse qui n'est pas nécessaire pour le gaz, l'électricité, le logement 2 marks</i></p>	<p>l'argent elle reste (meaningless) l'argent qu'elle serait laissé</p> <p>après avoir payé t.c.</p>

Question		Comprehension points	Marks [15]	Guidance	
				Accept	Do not accept
	i	<p><b>In any order, any two from</b> pour avoir un / payer le logement / se loger (1)</p> <p>les loyers (dans le privé) sont trop élevés / coûtent cher (1)</p> <p>il n'y a plus / pas de places dans les résidences / les résidences universitaires sont pleines (1)</p> <p>les étudiants n'ont pas le choix / ne peuvent pas faire autrement (1)</p> <p>pour ne pas avoir de dettes (1)</p>	2	<p><i>They need somewhere to stay</i> Allow: pour le logement t.c.</p> <p><i>Idea of high cost of housing (for students)</i> le logement est très cher</p> <p><i>Idea of lack of housing specifically for students</i></p> <p><i>Idea of lack of option (rendering of « que faire ? »)</i></p> <p><i>Idea of avoiding future difficulties</i></p>	<p>ils ne peuvent pas payer le logement pour avoir plus d'argent</p> <p>le louer for le loyer les loyers sont plus chers / élevés t.c. (2<sup>nd</sup> part of comparison needed)</p> <p>Use of occupés Use of résidents les logements pour les étudiants sont <u>souvent</u> pleins</p>

Question		Comprehension points	Marks [15]	Guidance	
				Accept	Do not accept
	<b>j</b>	<p>ce n'est pas bon / c'est mauvais pour les études / leurs études peuvent en souffrir</p> <p>OR</p> <p>il est difficile de étudier / de se concentrer / de faire des études (universitaires) quand on doit / et de travailler en même temps</p> <p>il est difficile d trouver un équilibre entre les études et le boulot</p>	1	<p><i>Either negative effect on studies or difficulty to find a balance between work and studies</i></p> <p>ce n'est pas compatible avec les études</p> <p><i>Allow inference e.g.</i></p> <p>il ne reste pas assez de temps pour étudier / cela réduit le temps pour les études / le travail peut prendre beaucoup de leur temps</p> <p>les heures du boulot ne sont peut-être pas convenables à cause de leurs études</p>	<p>ils ne peuvent pas faire des études (<i>beyond the text</i>)</p> <p>la moitié des étudiants n'ont pas un emploi qui est compatible avec leurs études (<i>doesn't answer the question</i>)</p>
	<b>k</b>	ils doivent / sont obligés de trouver / d'avoir un boulot / de travailler (en faisant leurs études) / d'éviter les dettes	1	<p>ils vont avoir / auront des dettes / une dette</p> <p><i>Allow minimal responses (e.g. un boulot pendant l'année (universitaire) t.c. / des dettes t.c.)</i></p> <p>il faut travailler pendant l'été <u>et</u> pendant l'année (universitaire) – (<i>they work during the placement / work experience</i>).</p>	un emploi / ils travaillent pendant l'été t.c.
		<b>Total</b>	<b>15</b>		

3. Assessing **Quality of Language**

- a) You will get a separate screen which will be the whole page (unannotated). Read all the answers again. Do not annotate.
- b) Apply Grid C.2 and enter the mark.
- c) When candidates have left several questions unanswered, click on 'fit height' to have an overall view.
  - If only 1/3 of the questions have been answered, the maximum mark for C2 is the 5/6 band
  - If only 2/3 of the questions have been answered, the maximum mark for C2 is the 7/8 band

GRID C.2	QUALITY OF LANGUAGE - ACCURACY 10 marks AO3
9-10	Characterised by a <b>high and consistent level of accuracy</b> in use of complex structures, although there may be some errors.
7-8	<b>Language generally accurate.</b> Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although <b>there may be some inconsistency and errors in more complex areas.</b>
5-6	Shows evidence of <b>fair understanding of grammatical usage.</b> <b>Generally accurate use of simple sentence</b> structures. Some correct use of complex sentence structures. The performance is likely to be <b>patchy and inconsistent.</b>
3-4	Evidence of <b>gaps in basic grammar.</b> <b>Frequent errors</b> of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but <b>evidence of correct use of simple sentence structures.</b> Vocabulary and structures may be quite strongly influenced by the candidate's first language.
0-2	<b>Little evidence of grammatical awareness.</b> <b>Persistent,</b> serious and <b>elementary errors</b> (endings, verb forms, gender of common nouns). Frequent first language interference.



**Task 7****Task specific guidance**

Have a copy of the text to hand and familiarize yourself with it, so that you can easily spot instances of lifting from the original. Only the candidates' work will appear on the screen. You will have three successive screens 7a, 7b and then 7a + 7b again, but without the annotations in order to assess QoL.

**Task 7a Comprehension. Grid I [10 marks]****a. Annotations:**

- In the body of text, use a green tick ✓ to show that a point from the mark scheme below has been fully and successfully conveyed.
- If an element of the point has been omitted, use the caret sign (^).
- 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.

- b. **Grid I:** Looking at the annotations, assess what proportion of the points has been conveyed and apply Grid I. Enter your mark.
- 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. Use the highlighting tool to show lifted language. Only phrases of more than 5 consecutive words should be counted as lifted language.

Question/ Point		Indicative content	Marks [10]	Guidance	
				Content	Levels of Response
7a	1	for (children's) safety			<b>Grid I</b>  <b>COMPREHENSION OF TEXT</b>  <b>9-10</b> Consistently relevant information. Includes nearly all the points from the original passage. Shows a very clear understanding of the text  <b>7-8</b> Relevant information showing understanding of up to two thirds of the points from the original passage. There may be one or two instances of lifting from the original passage.  <b>5-6</b> Some relevant information showing understanding of up to half of the points. There may be instances of lifting from the original passage.  <b>3-4</b> 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.  <b>0-2</b>
	2	to know where they / their children are			
	3	for parents' reassurance / not having to worry			
	4	(contracts with) limited number of calls and unlimited SMS		<i>Both parts required</i>	
	5	parents have to pay (quite) a lot		fractures / facteurs invalidates factures must be qualified Do not allow parents have to pay t.c.	
	6	(risk of) becoming addicted (to mobile / SMS)		Allow idea of obsession	
	7	intensive / excessive / non-stop use / huge number of SMS sent		<i>ie SMS mentioned in connection with young people's usage</i>  Allow daily (cf end paragraph 1) Tolerate intensive use of mobile	
	8	use during lessons / in class		Do not allow: at school / within school  hours: too vague – could be in playground	
	9	<u>use</u> at night + disrupting sleep		Idea of disrupted sleep / waking up in the night needed Reject sleeping less t.c. Not being able to sleep t.c.	
	10	health hazard		Idea of impact on health	

Question/ Point		Indicative content	Marks [10]	Guidance	
				Content	Levels of Response
	11	pains in joints / fingers		Allow hands	No relevant information or supplies one or two relevant points from the original passage.
	12	<u>new</u> illness: text-neck  <b>OR</b> an explanation of what causes text-neck		Position of neck / head when sending messages Hours spent sending texts  (NB mention of texts / messages may not be required if clear from the context, so position of the neck or length of time spent t.c. may or may not be enough)	
		<b>Total</b>	<b>10</b>		
<b>NB: With 12 possible points: 1 mark per point up to 8. Then 9 or 10 points = 9; 11 or 12 points = 10</b>					

## Task 7(b) Response Grid J [20 marks]

Question	Answer	Marks [20]	Guidance	
			Content	Levels of Response
7 b	<p>No Indicative Content – personal response</p> <p><b>NOTE:</b> To get access to the full range of marks, candidates need to express their opinion about mobile phones <u>and</u> texting</p> <p>To avoid a penalty, there must be a personal response to texts/ texting: ie I like/ I love/ I hate/ I text all the time/ never/ texting is great. They need not mention and/or justify their dependency, or lack of it.</p> <p>Annotate with a green (red in scoris) cross in the left-hand margin the first time that texts/texting are mentioned as required above.</p> <p>If texts are mentioned in a more general context, or not mentioned at all, a penalty of 2 marks is applied.</p> <p>Annotate using the <span style="border: 1px solid black; padding: 0 2px;">-1</span> annotation twice.</p>		<p><b>Grid J:</b> Looking at the annotations, assess the quality of the response to the text and apply Grid J. NB: “imagination” and “insight” are interpreted conservatively.</p> <p><i>The number of ticks you have awarded and the way they spread (i.e. number of developments per opinion / personal response) may 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. Enter your mark.</i></p> <ul style="list-style-type: none"> <li>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 / extension of the opinion. NB: one opinion may have several extensions.</li> </ul>	<p><b>GRID J RESPONSE TO TEXT</b></p> <p><b>16-20</b> Responds with <b>well-developed points of view</b> which show <b>insight, originality and imagination.</b></p> <p><b>12-15</b> Expresses <b>points of view</b> which are <b>consistently developed</b> and <b>respond to the requirements</b> of the task. Shows <b>some originality and/or imagination.</b></p> <p><b>8-11</b> Expresses <b>points of view</b> which <b>respond to the requirements</b> of the task. Some of these <b>may be developed</b> and there <b>may be some originality and/or imagination.</b></p> <p><b>4-7</b> Manages <b>the beginning of a response to the requirements</b> of the task. <b>May have difficulty in expressing and/or developing points of view.</b></p> <p><b>0-3</b> <b>Very short. May not go beyond points of view</b> already expressed in the original text.</p>
	<b>Total</b>	<b>20</b>		

## Task 7(a) +7(b) – Language (QoL) – Grids C.2 and F.2: [20 marks]

Question	Answer	Marks	Guidance
Task 7a+b	Assess for Quality of Language using Grids C2 and F2 Appendix 1	20	<p>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 underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential. Enter your mark.</p> <p>b. Ignore language lifted from the text when assessing language (See <b>Task 7a</b> above). Lifted language is not credited for QoL – only content points and/or personal response.</p>

## APPENDIX 1

GRID C.2	QUALITY OF LANGUAGE - ACCURACY 10 marks AO3	GRID F.2	QUALITY OF LANGUAGE (RANGE) 10 marks AO3
9-10	Characterised by a <b>high and consistent level of accuracy</b> in use of complex structures, although there may be some errors.	9-10	<b>Effective and confident use of a wide range</b> of vocabulary and idiom with a <b>variety of complex sentence structures</b> .
7-8	<b>Language generally accurate.</b> Shows a sound grasp of AS (and/or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although <b>there may be some inconsistency and errors in more complex</b> areas.	7-8	<b>Effective use of a range of vocabulary and structures</b> appropriate to the task, with <b>little repetition</b> . A <b>positive attempt to introduce variety</b> and to use a <b>range of complex sentence structures</b> (though not always able to maintain correct usage).
5-6	Shows evidence of <b>fair understanding of grammatical usage</b> . <b>Generally accurate use of simple sentence structures</b> . Some correct use of complex sentence structures. The performance is likely to be <b>patchy and inconsistent</b> .	5-6	<b>Attempts to extend the range</b> of vocabulary, though still rather repetitive. <b>Attempts to use more complex language with some success</b> in producing a range of syntax and sentence structures appropriate to the task.
3-4	Evidence of <b>gaps in basic grammar</b> . <b>Frequent errors</b> of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but <b>evidence of correct use of simple sentence structures</b> . (Vocabulary and structures may be quite strongly influenced by the candidate's first language).	3-4	Use of a restricted range of <b>vocabulary and structures</b> . <b>Frequent repetition</b> of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures.
0-2	<b>Little evidence of grammatical awareness</b> . <b>Persistent, serious and elementary errors</b> (endings, verb forms, gender of common nouns). Frequent first language interference.	0-2	<b>Only simple sentence patterns</b> . <b>Very limited</b> vocabulary. Very limited range of structures.

## APPENDIX 2

## Transcripts of Listening Texts

**Note for Document production team: This section of the mark scheme must stay in Portrait format until after the standardisation meeting.**

**Tâche 1 - Les nouveaux baby-sitters : Les « mamies nounous »**

Si vous cherchez un baby-sitter, vous trouverez que de plus en plus de femmes de 50 ans ou plus se lancent dans la garde d'enfants. On appelle ces jeunes seniors les « mamies nounous ». Encore pleines d'énergie, elles veulent se sentir utiles. Et comme elles ont du temps libre, elles souhaitent travailler pour rester en contact avec les gens et pour augmenter leurs revenus, souvent insuffisants.

Annie explique : *« Il y a quatre ans j'ai été licenciée, mais il fallait toujours que je gagne ma vie. Je lisais les petites annonces dans le journal, mais sans succès... et un jour, par hasard, en surfant je suis tombée sur un site de garde d'enfants. J'ai appelé. Et voilà ! »*

Les parents se sentent rassurés : les « mamies nounous » ont déjà élevé leurs propres enfants, alors elles ont l'habitude de s'occuper des petits et savent comment réagir dans toutes les situations. Les parents savent qu'ils peuvent compter sur elles.

**Tâche 2 - Le sport et la santé**

Aujourd'hui, un Français sur deux déclare pratiquer régulièrement une activité sportive, soit deux fois plus qu'il y a 50 ans. Pourquoi ? Par désir d'aller au-delà de ses limites ou pour trouver un remède anti-stress... ? Il y a d'autres raisons.

La ligue contre le cancer conseille une demi-heure de marche chaque jour. Cela permet de prévenir la maladie. D'autre part, il est maintenant prouvé que l'activité physique augmente les chances de survie des victimes du cancer. On a constaté qu'avec un art martial, comme le karaté, on doit attaquer et se défendre, et cela peut aider les gens dans leur lutte contre la maladie.

Mélanie se remet d'une opération pour un cancer du sein : *« Avec le karaté, je peux aller plus loin. Ça me permet d'être plus forte dans ma tête. Quand je pratique ce sport, je me bats contre la maladie – pas celle que je viens de vaincre mais celle qui pourrait revenir. »*

**Task 3 – Paris and films**

Ce mois-ci, la Fête du Cinéma offre toutes sortes de possibilités aux passionnés de cinéma. Pour commencer, une visite de « Paris, vue par Hollywood », l'exposition que nous propose l'Hôtel de Ville de Paris.

Depuis près d'un siècle, les cinéastes américains ont utilisé la capitale française dans plus de 800 films – soit lors de tournages faits à Paris, soit dans des décors reconstitués en studio. À travers des photos et des films, des costumes ou des affiches, l'exposition nous montre Paris, la ville du cinéma muet mais aussi Paris, la ville de l'amour et de la liberté.

Et puis, il y a les « Parcours du cinéma », ces petits guides gratuits, édités à 25.000 exemplaires, en français et en anglais. Ils invitent Parisiens et touristes français ou étrangers à découvrir la ville à travers certains films qui ont été tournés à Paris.

Les « Parcours du cinéma » sont des suggestions de promenades qui vous feront explorer des quartiers célèbres et historiques ainsi que des lieux moins connus, fréquentés par les acteurs pendant qu'ils étaient dans la capitale.



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