

**GCE**

**French**

Unit **F703**: Speaking

Advanced GCE

**Mark Scheme for June 2017**

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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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Question	Answer	Mark	Guidance
A	<ol style="list-style-type: none"> <li>1. Founded in 1984 + by <u>ex</u>-professional footballer</li> <li>2. After (he finished) + his <u>playing</u> career</li> <li>3. He dedicated himself + to promoting the game</li> <li>4. Football coaching + at all levels</li> <li>5. From beginner + to expert</li> <li>6. For those who want to play + 10 youth and adult teams</li> <li>7. Make friends + enjoy this sport</li> <li>8. (Coaches are) highly qualified + most have worked there for years</li> <li>9. Players must wear + academy colours of red and black</li> <li>10. Shop sells football shirts + in a range of sizes</li> <li>11. Players must respect each other + and (academy) staff</li> <li>12. If absent for three + or more weeks in a row</li> <li>13. You <u>will have</u> to explain reason + to committee</li> <li>14. Visit website for photos + details of fixtures / matches</li> <li>15. The <u>latest</u> results + download an application form</li> </ol>		<p>Not: dédiquer, not promoter. Promotion ok</p> <p>Reject 10 jeunes or 10 adultes</p> <p>Reject past tense, but not pour.</p> <p>Plus récents or derniers</p>

Question	Answer	Mark	Guidance
B	<ol style="list-style-type: none"> <li>1. Just outside Hexham + makes the best sweets</li> <li>2. In the north of England + for 40 years</li> <li>3. Originally in Fifi's kitchen/home + the factory moved</li> <li>4. (As) her reputation grew + for quality and innovation</li> <li>5. Makes all kinds of sweets + including chocolate</li> <li>6. Adds (at least) 10 new products + to its range each year</li> <li>7. Tours Tues-Sun every half hour + from 10.00 to 4.30</li> <li>8. Shop open every day + except bank holidays</li> <li>9. Annual passes on sale soon + standard tickets £10</li> <li>10. Include £5 voucher + to spend in the shop</li> <li>11. Don't need to book a tour + to make purchases</li> <li>12. Every six months + healthy eating event</li> <li>13. Confectionery with less sugar + and fat are delicious</li> <li>14. (Website gives) details of <u>monthly</u> competition + transport advice</li> <li>15. Staff vacancies + contact information</li> </ol>		<p>Not dehors. Reject past tense Tolerate pour Location INV not bouger if aller, needs where to</p> <p>Idea of reduction acceptable</p>

Question	Answer	Mark	Guidance
C	<ol style="list-style-type: none"> <li>1. New coach company specialises in + travel between cities</li> <li>2. No stops apart from + essential breaks for the driver</li> <li>3. Journey is considerably shorter + than with (many) other companies</li> <li>4. Drivers have a minimum of + 5 years' experience</li> <li>5. They are polite, friendly + wear a smart uniform</li> <li>6. Coaches are regularly inspected + by a team of mechanics</li> <li>7. A breakdown + will not interrupt your journey</li> <li>8. All coaches have + air conditioning, a toilet</li> <li>9. And a machine serving + hot and cold drinks</li> <li>10. All travellers' needs catered for + departures throughout the day</li> <li>11. Overnight service + for long (distance) journeys</li> <li>12. Prices vary according to distance + time of departure</li> <li>13. Reductions for <u>full-time</u> students + on production of a valid student card</li> <li>14. Website has details of how to book + available routes</li> <li>15. (Current) timetables + advice for travellers</li> </ol>		<p>Tolerate bus Reject cités Rendering of breaks not required, unless INV eg récréations</p> <p>Future or conditional required</p> <p>Reject production</p> <p>Reject routes/rues</p>

Question	Answer	Mark	Guidance
D	<ol style="list-style-type: none"> <li>1. Cinema specialises in + low-budget British films</li> <li>2. Bollywood musicals + foreign language films</li> <li>3. You won't find + the latest blockbusters</li> <li>4. With fantastic special effects + and big-name stars</li> <li>5. Want staff of all ages + able to start soon</li> <li>6. Experience desirable but not necessary + training will be provided</li> <li>7. (Jobs include) working in ticket office + selling refreshments</li> <li>8. Showing customers to <u>their</u> seats + cleaning the auditorium</li> <li>9. Pay for all posts £8 + £9.75 after a year</li> <li>10. Get a free pass + see as many films as you like</li> <li>11. Conveniently situated + just 5 minutes from station</li> <li>12. Buses every 15 minutes + until midnight</li> <li>13. Download an application form + send it by email</li> <li>14. References required + two people who know you well</li> <li>15. Successful candidates need + a UK bank (account)</li> </ol>		<p>Reject musicaux/musicales etc</p> <p>Future needed</p> <p>Reject chamber/pièce</p> <p>Accept billet Either conveniently or just needed</p> <p>Reject savoir</p> <p>Reject réussi</p>

Question	Answer	Mark	Guidance
E	<ol style="list-style-type: none"> <li>1. Courses for people + who would like guidance</li> <li>2. Preparing for + the world of work</li> <li>3. (If you are a ) school leaver + unemployed</li> <li>4. Returning to work + after a break</li> <li>5. BLH can give you + personalised advice</li> <li>6. Course lasts 2 days + available weekend and midweek</li> <li>7. Costs <u>just</u> £100 + limited number of participants</li> <li>8. (First day) focuses on + what companies are looking for nowadays</li> <li>9. Expert <u>will look</u> at application + help you with style and grammar</li> <li>10. You don't want an employer to reject you + without having met you</li> <li>11. (Second day) dress as if + you were attending an interview</li> <li>12. A (local) employer will give you tips + for answering tricky questions</li> <li>13. Can stay at Coulton Hotel + at a special rate</li> <li>14. Breakfast and evening meal + included in price</li> <li>15. Book a place + pay by credit card</li> </ol>		Reject récreation

Question	Answer	Mark	Guidance
F	<ol style="list-style-type: none"> <li>1. Café was established + 18 months ago</li> <li>2. By 2 Belgian animal lovers + who wanted to combine</li> <li>3. Two of their favourite things + cats and coffee</li> <li>4. 15 types of coffee and tea + from around the world</li> <li>5. Wide selection + biscuits and pastries</li> <li>6. Most importantly + café's 12 (resident) felines</li> <li>7. Keep you company + while you enjoy your drink</li> <li>8. <u>Rescue</u> cat Luna + came to live here six months ago</li> <li>9. When she arrived + she was in a terrible state</li> <li>10. She loves the attention + she gets from customers</li> <li>11. Cats can wander freely + some may be out when you visit</li> <li>12. Children <u>must</u> be supervised + treat animals with respect</li> <li>13. Rabbits in garden + when weather is fine</li> <li>14. Visit website for menu + profile of each cat</li> <li>15. Opening times + merchandise that (your) cat will love</li> </ol>		<p>Tolerate combiner</p> <p>Idea of abandoned, lost family, lost, from refuge needed</p> <p>Future or conditional required</p>

## APPENDIX 1

## UNIT 1: SPEAKING – ROLE-PLAY

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

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

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

<b>GRID C.1</b>	<b>QUALITY OF LANGUAGE (ACCURACY) 5 marks AO3</b>	<b>GRID G</b>	<b>PRONUNCIATION AND INTONATION 5 marks AO1</b>
<b>5</b>	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.	<b>5</b>	Sounds authentic nearly all of the time. Only occasional errors of pronunciation and intonation.
<b>4</b>	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.	<b>4</b>	Pronunciation and intonation generally accurate, although there may be occasional mispronunciation of more difficult sounds.
<b>3</b>	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.	<b>3</b>	Pronunciation and intonation acceptable, in spite of a number of errors that rarely impede communication. Some problems with some more difficult sounds.
<b>2</b>	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.	<b>2</b>	Pronunciation and intonation may be influenced by candidate's first language, and problems with more difficult sounds sometimes impede communication.
<b>0–1</b>	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.	<b>0–1</b>	Comprehensible only with difficulty. Many sounds mispronounced. Heavily influenced by candidate's first language.

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