

# GCSE

## French

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**Session:** 2010 June  
**Type:** Mark scheme  
**Code:** J030-J130-J730  
**Units:** A701; A702; A703; A704

**Mark Scheme for June 2010**

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## A701/01 FOUNDATION TIER

Ex	Q	Expected Answer	Marks	Advice
1	1	B	1	If two or more boxes are ticked, the mark is lost even if one selected is correct. Accept alternative way of selecting correct answer (e.g. ticking correct icon).
	2	C	1	
	3	B	1	
	4	C	1	
	5	A	1	
	6	A	1	
	7	A	1	
	8	C	1	
		<b>Total</b>	<b>[8]</b>	

Ex	Q	Expected Answer	Marks	Advice/Reject
2	9	bicycle/bike/cycle Accept plural "bicycles".	1	Be tolerant of incorrect English. Judge answers as a sympathetic reader of English. Try to decipher poor hand-writing. Use the magnifying glass tool to help. Reject: inclusion of other people. Plural "sisters".
	10	sister.	1	
	11	talks/speaks/chats (to friend(s)) Tolerate harmless additions e.g. "meets and talks to friends"; "sees and talks to friends"	1	Reject: omission of talks/speaks. Inclusion of incorrect information (e.g. talks to teachers).
	12	English / Music (interchangeable)  Tolerate French "musique", German "musik"  <b>[NB - 2 marks - one per subject]</b>	2	Reject: inclusion of incorrect subject on same line as correct subject e.g. (b) music and maths.  Reject "anglais"
	13	mid-day / noon / 12  Ignore am/pm. Ignore other material whether right or wrong (e.g. 12 o'clock on Thursday)  Accept inclusion of "eats sandwiches".	1	
	14	swims / swimming (goes to) (swimming) pool; swimming bath(s)	1	Reject: inclusion of additional activity (e.g. cycles and swims). Reject "baths" / "bath" tc
	15	loves (it ) /likes (it) great / fantastic / fabulous / super etc.  Accept positive reaction e.g. "good"; "excellent"	1	Formidable (but HA); "OK" (but HA) Inclusion of specific incorrect info. E.g. "loves the subjects" (but HA); "great – it's simple"; "she loves her school – it's affordable" "enjoyable"; "fun" (but HA)
		<b>Total</b>	<b>[8]</b>	

Ex	Q	Expected Answer	Marks	Advice
3	16	K	1	If two or more boxes are ticked, the mark is lost even if one selected is correct. Accept alternative way of selecting correct answer (e.g. ticking correct icon).
	17	A	1	
	18	B	1	
	19	F	1	
	20	H	1	
	21	C	1	
	22	D	1	
	23	J	1	
		<b>Total</b>	<b>[8]</b>	

Ex	Q	Expected Answer (NB – 2 MARKS PER QUESTION!)		Marks	Advice/Reject
		<b>Laura</b>	<b>Thomas</b>		
4	24	(aero)plane / fly / flew Accept plurals “planes” etc. (aero)plane / fly / flew	coach / bus / minibus / omnibus	2	NB Answers in each pair are NOT interchangeable. Be tolerant of incorrect English. Judge answers as a sympathetic reader of English. Try to decipher poor hand-writing. Use the magnifying glass tool to help. Inclusion of incorrect mode of transport = INV. E.g. “train and plane”
	25	big / enormous / huge / gigantic / massive / 400 rooms	old / ancient	2	Wrong number of rooms <b>invalidates</b> (e.g. 4); “Big rooms” (specific part of hotel) <b>invalidates</b> . Average (but HA)
	26	weather; nice weather; sun; sunny weather	(nice) people / the English / the public	2	“Time” <b>invalidates</b> . Inclusion of “beach” <b>invalidates</b> .
	27	(stay) at home / house / stay here / stay in the country  Ignore renderings of “chouette”	(visit / go to) USA / US America / States	2	Rest/relax. Nothing
		<b>Total</b>		<b>[8]</b>	

Ex	Q	Expected Answer NB – 2 MARKS PER Q.		Marks	Advice
5	28	F	L	2	Answers in each pair are <b>not interchangeable</b> . Letters can be written upper or lower case or a mixture of the two, but do not reward if unclear.
	29	E	G	2	
	30	D	M	2	
	31	C	J	2	
		<b>Total</b>		<b>[8]</b>	

		<b>Total for Foundation Tier</b>		<b>40</b>	
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## A701/02 HIGHER TIER

Be tolerant of incorrect English. Judge answers as a sympathetic reader of English. Try to decipher poor hand-writing. Use the magnifying glass tool to help.

Ex	Q	Expected Answer		Marks	Reject
		<b>Laura</b>	<b>Thomas</b>		
1	1	(aero)plane / fly / flew  Accept plurals "planes" etc.	coach / bus / minibus / omnibus	2	NB Answers in each pair are NOT interchangeable. Inclusion of incorrect mode of transport = INV. E.g. "train and plane"  Wrong number of rooms <b>invalidates</b> (e.g. 4); "Big rooms" (specific part of hotel) <b>invalidates</b> . Average (but HA)  "Time" <b>invalidates</b> . Inclusion of "beach" <b>invalidates</b> .  Rest/relax. Nothing
	2	big / enormous / huge / gigantic / massive / 400 rooms	old / ancient	2	
	3	weather; nice weather; sun; sunny weather	(nice) people / the English / the public	2	
	4	(stay) at home / house / stay here / stay in the country  Ignore renderings of "chouette"	(visit / go to) USA / US America / States	2	
		<b>Total</b>		<b>[8]</b>	

Ex	Q	Expected Answer		Marks	Advice
2	5	<b>F</b>	<b>L</b>	2	Answers in each pair are not interchangeable. Letters can be written upper or lower case or a mixture of the two, but do not reward if unclear.
	6	<b>E</b>	<b>G</b>	2	
	7	<b>D</b>	<b>M</b>	2	
	8	<b>C</b>	<b>J</b>	2	
		<b>Total</b>		<b>[8]</b>	



Ex	Q	Expected Answer	Marks	Advice
3	9	school	1	Award if it is clear that the candidate has chosen the correct option – e.g. award “meals” on Q.10, “carers” on Q.12 etc.
	10	a meal	1	
	11	holidays	1	
	12	careers	1	
	13	a film	1	
	14	cars	1	
	15	sport	1	
	16	parents	1	
		<b>Total</b>	<b>[8]</b>	

Ex	Q	Expected Answer	Mark	Advice
4	17	C	1	
	18	A	1	
	19	A	1	
	20	B	1	
	21	B	1	
	22	C	1	
	23	B	1	
	24	A	1	
		<b>Total</b>	<b>[8]</b>	

Note: The following answers are concepts. There will be a number of ways of expressing them. Be lenient with poor English, but insist on appropriate renderings of concepts. Do not penalise missing articles, verbs in wrong tenses etc. No answers given in French can be accepted.

Ex	Q	Expected Answer	Marks	Reject
<b>5</b>	<b>Item A</b>			
	<b>25</b>	circus (in Belgium); Belgium – circus.	<b>1</b>	circus in the garden (garden invalidates); Belgium tc. ; wrong place (e.g. in France)
	<b>26</b>	threw them chickens; (with) chicken(s) / fed them chickens; got a chicken; some chicken	<b>1</b>	(with) meat/ food; released chickens (wrong concept)
	<b>27</b>	(a) the meat / chicken (s) / food (for animals)	<b>1</b>	damage; damages; repairs
		(b) the (damaged) fence (s) / gate (s) / repairs to gate/fence		
		(a) and (b) interchangeable	<b>1</b>	
	<b>Item B</b>			
	<b>28</b>	provide methods to amuse animals / entertain animals / stop animals becoming bored / improve life of animals /give animals more things to do / some things to do. Answer must include verb.	<b>1</b>	Make activities (for animals) Better area for animals To distract them. (Distract/distraction invalidates)
	<b>29</b>	planning/creating / making games / activities / attractions/interesting things; building toys (for animals) Answer must include verb.	<b>1</b>	Distractions/distract invalidates
	<b>30</b>	(fall/become/get) ill / sick / unhealthy/ ill and bored (Tolerate omission of verb)	<b>1</b>	Bored tc (but HA). Inclusion of “tired”.
	<b>31</b>	search for food; hunt; hunting (other animals)	<b>1</b>	food tc. Inclusion of “journeys” invalidates
		<b>Total</b>	<b>[8]</b>	
		<b>Total for Higher Tier</b>	<b>40</b>	

**OCR French Listening NEW SPEC. (A701) – 2010. Recording Transcript.****FOUNDATION TIER**

**Note:** *Exercise 4 and 5 at Foundation Tier are also Exercises 1 and 2 at Higher Tier. The text is identical but the question numbers are different.*

**EP (English presenter):** Exercise 1. Questions 1 - 8.  
A camping holiday in France with some friends.

You will hear some short statements in French. You will hear each statement twice.  
Tick the correct box.

[3 second pause]

**Example.** Which platform does your train leave from?

[3 second pause]

**M1:** *Le train part de la voie numéro cinq.*

[5 second pause]

**EP:** Listen to the example again.

[5 second pause]

**EP:** The answer is A. Now answer these eight questions. Tick one box for each.

[3 second pause]

**Question 1.** In how many minutes does the train leave?

[3 second pause]

**M1:** *Le train part dans trois minutes.*

[5 second pause]

**Repeat French stimulus.**

[5 second pause]

**EP:** Question 2. How do you get to the campsite?

[3 second pause]

**F1: *Pour aller au camping, prenez l'autobus.***

[5 second pause]

**Repeat French stimulus.**

[5 second pause]

**EP: Question 3. What is the campsite near?**

[3 second pause]

**F1: *Le camping est tout près de la plage.***

[5 second pause]

**Repeat French stimulus.**

[5 second pause]

**EP: Question 4. At what time does the campsite close?**

[3 second pause]

**M2: *On ferme à onze heures et demie.***

[5 second pause]

**Repeat French stimulus.**

[5 second pause]

**EP: Question 5. What is next to the reception?**

[3 second pause]

**M2: *Nous avons un petit magasin à côté de la réception.***

[5 second pause]

**Repeat French stimulus.**

[5 second pause]

**EP: Question 6. How do you get to the showers?**

[3 second pause]

**M2: *Pour les douches, tournez à gauche.***

[5 second pause]

**Repeat French stimulus.**

[5 second pause]

**EP: Question 7. What sports competition is there this evening?**

[3 second pause]

**F2: *Il y a un concours de volley ce soir.***

[5 second pause]

**Repeat French stimulus.**

[5 second pause]

**EP: Question 8. What meal do they recommend at the restaurant this evening?**

[3 second pause]

**M1: *Ce soir, au restaurant, on vous recommande le poulet frites.***

[5 second pause]

**Repeat French stimulus.**

[8 second pause]

**EP: Exercise 2. Questions 9 to 15. Mathilde's school day. Read the questions.**

[12 second pause]

**Listen to Mathilde and answer the questions briefly *in English*. Example.**

[3 second pause]

**G1 (Mathilde): *Bonjour! Voici une journée typique à l'école. Alors....je quitte la maison à huit heures moins le quart.***

[5 second pause]

**EP: Listen to the example again. Now listen to the recording.**

***\*Je vais à l'école à vélo. J'y vais avec ma sœur.***

[8 second pause]

***J'arrive à l'école vers huit heures. Quand j'arrive à l'école je parle avec mes amis.***

[8 second pause]

***Je fais beaucoup de matières. Les matières que je préfère sont le français, l'anglais et la musique. Par contre, je n'aime pas du tout les maths.***

[8 second pause]

***Je prends le déjeuner dans la cantine à midi. D'habitude je mange des sandwiches.***

[8 second pause]

***En principe, je reste à l'école jusqu'à cinq heures à peu près. Après l'école je nage dans la piscine. C'est rafraîchissant!***

[8 second pause]

***J'adore mon école – c'est formidable!\*\****

[8 second pause]

**EP: Now listen for the second time.**

[3 second pause]

**Repeat whole French text from \* to \*\*.**

[12 second pause]

**EP: Exercise 3. Questions 16 to 23. Young people's evening activities.  
Read the list.**

[10 second pause]

**Listen to the young people and write the correct letter in the box.  
Example. Manon.**

[3 second pause]

**G1 (Manon): *D'habitude, le soir, je joue au tennis de table***

[5 second pause]

**EP: Listen to the example again.**

**EP: Now listen to the recording. \* Question 16. Benjamin.**

**B1 (Benjamin): *Moi, le soir, je regarde la télévision. C'est les films d'action que je préfère.***

[5 second pause]

**EP: Question 17. Agathe.**

**G2 (Agathe): *La plupart du temps, je fais mes devoirs. Souvent je dois faire des rédactions.***

[5 second pause]

**EP: Question 18. Julien.**

[3 second pause]

**B2 (Julien) *D'habitude le soir je sors en ville avec mes copains. On se marre bien.***

[5 second pause]

**EP: Question 19. Coralie.**

[3 second pause]

**G3 (Coralie): *Moi, je reste à la maison et je joue à l'ordinateur.***

[5 second pause]

**EP: Question 20. Kévin.**

[3 second pause]

**B3 (Kévin):** *J'ai une passion pour la lecture. Donc d'habitude je passe la soirée à lire un roman.*

[5 second pause]

**EP: Question 21. Noémie.**

[3 second pause]

**G4 (Noémie):** *Après le boulot je suis très fatiguée, donc je vais au lit de bonne heure.*

[5 second pause]

**EP: Question 22. Matthias.**

[3 second pause]

**B4 (Matthias):** *Moi, le soir, je dois aider ma mère à faire le ménage. C'est déprimant!*

[5 second pause]

**EP: Question 23. Chloé.**

[3 second pause]

**G5 (Chloé):** *Moi, je voudrais devenir chanteuse, alors chaque soir je chante.\*\**

[5 second pause]

**EP: Now listen for the second time.**

[3 second pause]

**Repeat from \* to \*\*.**

[10 second pause]



EP: Exercise 4. Questions 24 to 27. Holidays abroad. Look at the grid.

[10 second pause]

Listen to Laura and Thomas and fill in the details *in English*.

[3 second pause]

Example.

B1 (Thomas): *Salut Laura! Où êtes-vous allés en vacances en avril?*

G1 (Laura): *Salut Thomas! Je suis allée en Espagne avec la famille. Et vous?*

B1: *On est allé en Angleterre – c'était rigolo.*

[5 second pause]

EP: Listen to the example again. (Repeat example). Now listen to the recording.

B1: \* *Et comment êtes-vous allés en Espagne?*

G1: *On a pris l'avion. C'était rapide et pas trop cher. Et vous – vous avez voyagé en Angleterre en avion aussi?*

B1: *Non. Nous, on y est allés en autocar. C'était marrant.*

[10 second pause]

B1: *Et votre hôtel – c'était comment?*

G1: *C'était énorme! Au moins quatre cents chambres. Gigantesque, hein! Et vous, c'était comment, votre hôtel?*

B1: *Vieux! Vraiment ancien, hein! Moyenâgeux!*

[10 second pause]

B1: *Qu'est-ce que vous avez aimé le plus en vacances? La plage?*

G1: *Non. C'est le temps qu'on a préféré. Et vous?*

B1: *Ce que nous avons apprécié, c'était les gens, qui étaient sympa et chaleureux.*

[10 second pause]

**B1:** *Et pour les vacances d'été? Que ferez-vous?*

**G1:** *On va rester chez nous en été. Et vous?*

**B1:** *Nous allons visiter les États-Unis. Ça sera chouette! \*\**

[10 second pause]

**EP:** **Now listen for the second time.**

[3 second pause]

**Repeat from \* to \*\*.**

[15 second pause]

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**EP: Exercise 5: Questions 28 to 31. Work experience – people and places.**  
**Look at the lists below.**

[12 second pause]

**Listen to the young people and, for each, choose: one letter A to F to show where they worked and one letter G to M to show their opinion of the work.**  
**Example. Clément.**

[3 second pause]

**B1 (Clément): *C'était immense et très bruyant! On y fabriquait des moteurs à réaction. C'était pas mal comme travail mais j'avoue que je l'ai trouvé très fatigant.***

[5 second pause]

**EP: Listen to the example again. (Repeat example). Now listen to the recording. \***  
**Question 28. Océane.**

[3 second pause]

**G1 (Océane): *J'ai dû parler aux clients et les aider à trouver un hôtel, leur donner des renseignements sur la ville, les transports etc. C'était vraiment intéressant comme travail et, tout compte fait, ça m'a plu énormément.***

[8 second pause]

**EP: Question 29. Xavier.**

[3 second pause]

**B2 (Xavier): *D'habitude j'étais au rayon vêtements mais parfois, quand il y avait beaucoup de clients, le patron me disait de travailler à l'alimentation au rez-de-chaussée. Le patron, je ne l'aimais pas – on ne s'entendait pas bien. Il n'était pas très compréhensif.***

[8 second pause]

**EP: Question 30. Leila.**

[3 second pause]

**G2 (Leila): *J'ai aidé dans une classe d'élèves de quatre ans. Ils étaient mignons, et peu exigeants! Je leur apprenais des chansons enfantines et j'ai inventé des jeux. J'ai trouvé le travail facile et en général ça s'est assez bien passé.***

[8 second pause]

**EP: Question 31. Ahmed.**

[3 second pause]

**B3 (Ahmed):** *J'ai travaillé principalement le soir. Je passais la plupart du temps dans la cuisine à faire la vaisselle. C'était rasoir! Quelquefois j'étais chargé de la préparation des repas mais ce n'était pas du tout intéressant et je n'ai pas aimé le travail. \*\**

[8 second pause]

**EP: Now listen for the second time.**

[3 second pause]

**Repeat from \* to \*\*.**

[10 second pause]

**EP: This is the end of the test. You must stop writing now.**

**OCR French Listening NEW SPEC. (A701) – 2010. Recording Transcript.****HIGHER TIER**

**Note: Exercises 1 and 2 at Higher Tier are the same as Exercises 4 and 5 at Foundation Tier. The text is identical but the question numbers are different.**

**EP: Exercise 1. Questions 1 to 4. Holidays abroad. Look at the grid.**

[10 second pause]

**Listen to Laura and Thomas and fill in the details *in English*.**

[3 second pause]

**Example.**

**B1 (Thomas): *Salut Laura! Où êtes-vous allés en vacances en avril?***

**G1 (Laura): *Salut Thomas! Je suis allée en Espagne avec la famille. Et vous?***

**B1: *On est allé en Angleterre – c'était rigolo.***

[5 second pause]

**EP: Listen to the example again. (Repeat example) Now listen to the recording.**

**B1: \* *Et comment êtes-vous allés en Espagne?***

**G1: *On a pris l'avion. C'était rapide et pas trop cher. Et vous – vous avez voyagé en Angleterre en avion aussi?***

**B1: *Non. Nous, on y est allés en autocar. C'était marrant.***

[10 second pause]

**B1: *Et votre hôtel – c'était comment?***

**G1: *C'était énorme! Au moins quatre cents chambres. Gigantesque, hein! Et vous, c'était comment, votre hôtel?***

**B1: *Vieux! Vraiment ancien, hein! Moyenâgeux!***

[10 second pause]

**B1:** *Qu'est-ce que vous avez aimé le plus en vacances? La plage?*

**G1:** *Non. C'est le temps qu'on a préféré. Et vous?*

**B1:** *Ce que nous avons apprécié, c'était les gens, qui étaient sympa et chaleureux.*

[10 second pause]

**B1:** *Et pour les vacances d'été? Que ferez-vous?*

**G1:** *On va rester chez nous en été. Et vous?*

**B1:** *Nous allons visiter les États-Unis. Ça sera chouette! \*\**

[10 second pause]

**EP:** **Now listen for the second time.**

[3 second pause]

**Repeat from \* to \*\*.**

[15 second pause]

**EP: Exercise 2: Questions 5 to 8. Work experience – people and places.  
Look at the lists below.**

[12 second pause]

**Listen to the young people and, for each, choose: one letter A to F to show where they worked and one letter G to M to show their opinion of the work.**

**Example. Clément.**

[3 second pause]

**B1 (Clément): *C'était immense et très bruyant! On y fabriquait des moteurs à réaction. C'était pas mal comme travail mais j'avoue que je l'ai trouvé très fatigant.***

[5 second pause]

**EP: Listen to the example again. (Repeat example). Now listen to the recording. \*  
Question 5. Océane.**

[3 second pause]

**G1 (Océane): *J'ai dû parler aux clients et les aider à trouver un hôtel, leur donner des renseignements sur la ville, les transports etc. C'était vraiment intéressant comme travail et, tout compte fait, ça m'a plu énormément.***

[8 second pause]

**EP: Question 6. Xavier.**

[3 second pause]

**B2 (Xavier): *D'habitude j'étais au rayon vêtements mais parfois, quand il y avait beaucoup de clients, le patron me disait de travailler à l'alimentation au rez-de-chaussée. Le patron, je ne l'aimais pas – on ne s'entendait pas bien. Il n'était pas très compréhensif.***

[8 second pause]

**EP: Question 7. Leila.**

[3 second pause]

**G2 (Leila): *J'ai aidé dans une classe d'élèves de quatre ans. Ils étaient mignons, et peu exigeants! Je leur apprenais des chansons enfantines et j'ai inventé des jeux. J'ai trouvé le travail facile et en général ça s'est assez bien passé.***

[8 second pause]

**EP: Question 8. Ahmed.**

[3 second pause]

**B3 (Ahmed):** *J'ai travaillé principalement le soir. Je passais la plupart du temps dans la cuisine à faire la vaisselle. C'était rasoir! Quelquefois j'étais chargé de la préparation des repas mais ce n'était pas du tout intéressant et je n'ai pas aimé le travail. \*\**

[8 second pause]

**EP: Now listen for the second time.**

[3 second pause]

**Repeat from \* to \*\*.**

[10 second pause]



**EP: Exercise 3. Questions 9 to 16. What are they talking about? Read the list of topics.**

[8 second pause]

**Listen to the conversations and, for each one, choose the correct topic from the list. Example.**

[3 second pause]

**F1: *C'est un beau pavillon. Il y a un grand salon et une cuisine très bien équipée.***

**M1: *Et combien de chambres?***

**F1: *Trois.***

[8 second pause]

**EP: Listen to the example again. (Repeat example). Now listen to the recording.**

**\*Question 9.**

[3 second pause]

**G1: *Qu'est-ce que tu as maintenant?***

**B1: *Moi, j'ai EPS. Et toi?***

**G1: *Sciences-éco, et franchement je n'arrive pas à suivre les cours!***

[8 second pause]

**EP: Question 10.**

[3 second pause]

**M1: *Qu'est-ce que tu prends, toi?***

**F1: *Une truite aux amandes. Et toi?***

**M1: *Moi, je vais essayer la côte de porc.***

[8 second pause]

**EP: Question 11.**

[3 second pause]

**F1: *Tu veux aller à l'étranger?***

**M1: *Non, pas cette année. Pourquoi pas aller en Normandie?***

**F1: *Si tu veux, mais il faudra réserver bientôt.***

[8 second pause]

**EP: Question 12.**

[3 second pause]

**B1: *Je cherche un emploi dans l'hôtellerie.***

**G1: *Oui ce serait sûrement intéressant mais moi, j'ai toujours envie de devenir vétérinaire.***

[8 second pause]

**EP: Question 13.**

[3 second pause]

**M1: *Moi, j'ai trouvé que le jeu des acteurs était génial.***

**F1: *Moi aussi. C'était convaincant et très émouvant.***

**M1: *Et la musique était super, n'est-ce pas?***

**EP: Question 14.**

[3 second pause]

**F1: *Elle roule si bien, la mienne!***

**M1: *Mais la mienne peut dépasser les 200 kms à l'heure!***

**F1: *Ça se peut bien, mais pour moi, c'est la sécurité qui importe.***

[8 second pause]

**EP: Question 15.**

[3 second pause]

**B1: *Ça me plaît beaucoup.***

**G1: *Moi aussi, j'aime bien jouer.***

**B1: *Et ça fait du bien.***

**G1: *Oui. On garde la forme.***

[8 second pause]

**EP: Question 16.**

[3 second pause]

**G1: *Ils ne me laissent pas sortir le soir.***

**B1: *Pour moi, ça va, mais on se dispute de temps en temps.\*\****

[8 second pause]

**EP: Now listen for the second time.**

[3 second pause]

**Repeat from \* to \*\*.**

EP: Naïma, a popular singer. Read the questions.

[30 second pause]

Listen to the interview and tick the correct box. Example.

[3 second pause]

M1 (Interviewer): *Naïma. Bonjour et bienvenue.*

F1 (Naïma): *Bonjour Paul.*

M1: *Alors Naïma, dis-moi d'abord de quelle nationalité tu es.*

F1: *Algérienne, mais ma mère, qui est décédée, était Française.*

[5 second pause]

EP: Listen to the example again. (Repeat example).

M1: *\*Donc tu es née en Algérie, oui?*

F1: *C'est ça. Je suis née à Alger en 1991.*

M1: *Et tu habites là maintenant?*

F1: *Pour l'instant je reste installée ici en Algérie, mais mon intention, c'est d'habiter un bel appartement à Paris ou en Suisse.*

[10 second pause]

M1: *Parle-moi un peu de ton enfance.*

F1: *Je suis l'aînée de trois enfants. J'ai vécu avec mon frère et ma sœur une enfance douce et heureuse. J'ai grandi solitaire et rêveuse.*

M1: *Et comment cela a commencé, ta passion pour la musique?*

F1: *J'ai découvert la musique grâce à mon père. Il m'a inscrite à des cours de musique où j'ai appris la guitare à sept ans et où j'ai fait mon premier concert.*

[10 second pause]

M1: *Et comment ta carrière de chanteuse a-t-elle démarré?*

F1: *A l'âge de 14 ans je me suis inscrite à un concours et j'ai remporté le premier prix.*

M1: *Et tu écris toutes tes chansons, je pense.*

F1: *Pas toutes. Mettons quatre-vingts pour cent. J'en chante quelques-unes qui ont été écrites pour moi.*

M1: *Et l'avenir? Tes ambitions?*

**F1: *Je voudrais vraiment me faire connaître ailleurs qu'en Algérie. Sortir un disque en Amérique, ça serait formidable, hein!***

**M1: *Merci infiniment, Naïma.* \*\***

[10 second pause]

**EP: Now listen for the second time.**

[3 second pause]

**Repeat from \* to \*\*.**

[12 second pause]

UCLES

**EP: Exercise 5. Questions 25 to 31. Two news items about animals. Item A. Questions 25 to 27. Read the questions.**

[10 second pause]

**Listen and answer the questions briefly *in English*. Example.**

[3 second pause]

**M1: *Vendredi dernier trois tigres ont semé la panique.***

[5 second pause]

**EP: Listen to the example again. (Repeat example). Now listen to the recording.**

[5 second pause]

***\*Échappés d'un cirque en Belgique, les trois félins ont pénétré dans le jardin d'une maison voisine où ils ont commencé à endommager la clôture. C'est alors que des policiers sont arrivés et leur ont jeté des poulets, pour les retenir jusqu'à l'arrivée d'un employé de cirque.***

[10 second pause]

***Le propriétaire des trois tigres n'a pu récupérer ses animaux qu'après avoir payé pour la viande utilisée par la police ainsi que pour la clôture endommagée.\*\****

[10 second pause]

**EP: Listen to Item A again.**

[3 second pause]

**EP: Item B. Questions 28 to 31. A new plan for caged animals in a Swiss zoo. Read the questions.**

[10 second pause]

**Listen and answer the questions briefly *in English*.**

**F1: *Un zoo en Suisse a recruté une équipe d'animation pour les animaux. Le but est d'améliorer la vie des animaux en cage qui n'ont pas d'occupation. Une nouvelle équipe de divertissement animal prendra ses fonctions en janvier prochain et conçoit actuellement des jeux et des distractions pour les animaux.***

[10 second pause]

***Dans certains cas d'ennui extrême, les animaux peuvent tomber malades....mais stimulés, ils vivent généralement leur captivité de façon équilibrée. Jennifer Ringleb, psychologue pour animaux, précise qu'à l'état naturel les animaux passent leur journée à chercher de la nourriture. Ce n'est pas le cas dans les parcs zoologiques, ce qui peut contribuer à leur faire ressentir de l'ennui.***

[10 second pause]

**EP: Listen to Item B again.**

[3 second pause]

**EP: This is the end of the test. You must stop writing now.**

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# **French/German/Spanish**

General Certificate of Secondary Education **A702/A712/A722**

Guide To Controlled Assessment Speaking

## **Mark Scheme for June 2010**

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## 5 Teacher guidance on task marking

### 5.1 Generic guidance on how to mark Controlled Assessment tasks

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Two tasks are marked by the centre assessor(s) using OCR assessment criteria.

#### 5.1.1 Understand the criteria

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It is important to spend time getting to know the criteria and the requirements of the new GCSE qualification. In particular check the level of performance required at each key grade threshold: this is described in the specification (appendix A). It is useful to develop a common understanding of these among staff in a department.

#### 5.1.2 Mark globally and positively

---

In making assessments of a student's work it is important to mark each task as a whole, bearing in mind that some candidates may experience a shaky start or may not be able to complete the task. It is also important to mark positively, rewarding students for what they produce, rather than reducing the marks for what they do not. It is normal for some students to produce an inconsistent performance.

#### 5.1.3 Be consistent

---

In fairness to all students it is essential that there is a consistent approach to the use of the assessment criteria in the centre. This means that due time and attention needs to be given to ensuring that all teachers marking assessments are applying the same criteria and applying them consistently. Candidates should be able to feel confident that they would be awarded the same mark regardless of which teacher is doing the marking. So departments need to make sure that all teachers have been trained in how to apply the assessment criteria.

#### 5.1.4 Use the full range of marks available

---

Sometimes teachers are reluctant to award top marks because the student may have made some minor slips in their use of the language. Remember that GCSE candidates are not expected to perform like first language speakers, so look carefully at the assessment criteria and if a mark in the top band seems justified then award it.

## 5.2 Unpacking assessment objectives in Controlled Assessment tasks

---

### Preparing to assess

Before starting any assessment make sure that the work itself fulfils the **requirements of the unit** and allows students the possibility of showing the best of what they can do.

- Before assessing the first candidate read carefully through the **assessment criteria**.
- Be very clear about what you are assessing for each category of the assessment criteria. There may be cases, for example, where a candidate communicates a great deal of information and so achieves a high mark in that category, but the quality of language or the pronunciation and intonation may be inconsistent and merit a different mark band. Be careful to listen to the candidate's performance in such a way as to be able to make clear distinctions between each category of the assessment criteria and award marks appropriately.
- If there is a gap of a few days between assessing groups of candidates, it may be useful to plan to listen again to some candidates to make sure that you apply consistent standards.
- Similarly it is a good idea to listen to some candidates from the previous assessment series each time you start a new round of assessments. If you have a **moderator's report** from the previous series, take the comments into account; they can be very helpful in developing a consistent approach.

## 5.3 Interpretation of the Controlled Assessment marking criteria

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Assessment objective and standards

**The assessment of speaking derives from assessment objective AO2 in the national subject criteria: Communicate in Speech**

Grade descriptions, within the specification, have been provided to give an indication of the standards of achievement likely to have been shown by candidates awarded grades A or C or F.

### Grade A

Candidates initiate and develop conversations and discussions, present ideas and information, and narrate events. They express and explain ideas and points of view, and produce longer sequences of speech using a variety of vocabulary, structures and verb tenses. They speak confidently, with accurate pronunciation and intonation. The message is clear although there may still be some errors, especially when candidates use more complex structures.

### Grade C

Candidates take part in conversations and simple discussions, which contain a variety of structures and may include different tenses or time frames. They express personal opinions, present information and show an ability to deal with some unpredictable elements. Although there may be some errors, they convey a clear message, and their pronunciation and intonation are generally accurate.

### Grade F

Candidates take part in simple conversations, can present simple information and can express their opinions. Their pronunciation is understandable, and although there may be grammatical inaccuracies the main points are communicated.

### Using the criteria

Task(s) should be assessed by the teacher according to the assessment criteria within the relevant unit using a 'best fit' approach. For each of the assessment criteria, select the description that most closely describes the level of the work being assessed.

Marking should be positive, rewarding achievement and the production of successful language throughout the test rather than penalising failure or omissions. The award of marks **must be** directly related to the assessment criteria.

Listen carefully to the candidate. In each of the **three categories (Communication, Quality of Language, and Pronunciation and Intonation)** try to locate the candidate in a band, initially, and then allocate a mark within that band. Do this only once the test is complete, so that your mark can be global. It is usually best to mark immediately at the end of the test whilst the performance is still fresh in your mind.

To select the most appropriate mark within the band, use the following guidance:

- Where the candidate's work *convincingly* meets the statement, the higher mark should be awarded
- Where the candidate's work *just* meets the statement, the lower mark should be awarded.

Teachers should use the full range of marks available and must award the top mark in any band for work which fully meets the description. This is work which is 'the best that could be expected from students working at this level'.

One mark per assessment category is required. The final mark for each task is out of a total of 30. The marks for each task are then added together to give a total mark for the unit out of 60.

#### ASSESSMENT CRITERIA: SPEAKING

<b>Task One</b>	Communication	15 marks
	Quality of Language	10 marks
	Pronunciation and Intonation	5 marks
	<b>Total</b>	<b>30 marks</b>

<b>Task Two</b>	Communication	15 marks
	Quality of Language	10 marks
	Pronunciation and Intonation	5 marks
	<b>Total</b>	<b>30 marks</b>

<b>UNIT TOTAL</b>		<b>60 marks</b>
-------------------	--	-----------------

<b>Communication 15 marks</b>	
14 - 15	The candidate responds fully to all tasks/questions, including open-ended ones. Uses relevant information to develop and justify individual ideas and points of view. Produces information spontaneously without being cued.
12 - 13	Usually gives extra information in response to tasks/questions, including open-ended ones. Routinely expresses opinions and provides justifications. Sometimes develops and explains own ideas. Conveys information confidently without the need for repeated stimulus.
10 - 11	Produces enough language to address the tasks/questions competently. Sometimes gives additional detail. Expresses more than straightforward points of view, sometimes with justifications. Often responds with sequences of information.
8 - 9	Tackles the range of set tasks/questions and communicates the essential elements. Readily expresses points of view. Can deal with some unpredictable questions. Only occasional hesitation.
6 - 7	Performs unevenly in response to the tasks/questions but tries to address most of them. Expresses some opinions. Makes some attempt to deal with unpredictable elements. Hesitant at times.
4 - 5	Communicates with simple, short pieces of information in response to straightforward tasks/questions. Occasionally gives opinions. Attempts to link straightforward ideas. Hesitation usually in response to unpredictable elements.
2 - 3	Communicates a few facts or ideas in response to well-practised tasks/questions. Can express simple opinions. Sometimes irrelevant or repetitive. Communicates briefly in response to direct questions. Hesitant delivery.
1	Conveys only isolated pieces of information, even in response to very simple tasks/questions. Brief and monosyllabic. Single words in response to questions and delivery is slow and hesitant.
0	Communicates no relevant information.

<b>Quality of Language 10 marks</b>	
9 - 10	Confident and accurate use of a wide variety of clause types, vocabulary and structures, including verb structures and tenses. Very fluent, coherent and consistent – only one or two instances of minor errors, usually in the most ambitious language.
7 - 8	A good range of structures and vocabulary, including verb structures and tenses. Uses more complex language features, but makes some mistakes. Fluent most of the time and overall in control of the material.
5 - 6	Uses a range of straightforward structures and vocabulary, which may include different tenses or time frames. Can connect verbs. The response is sufficiently accurate for the basis of the message to be clear and reasonably coherent.
3 - 4	Some awareness of verbs and time frames, but inconsistent overall. Straightforward vocabulary and structures. Everyday messages are sufficiently accurate to be comprehensible.
1 - 2	Only a few phrases or short sentences are accurate enough to be recognisable. Very simple sentence structure.
0	Nothing coherent or accurate enough to be comprehensible.

<b>Pronunciation and Intonation 5 marks</b>	
5	Very accurate for a non-target language speaker though there may be some minor slips.
4	Mostly accurate with occasional errors.
3	Generally accurate, though there may be some instances of first language interference.
2	Inconsistent but still some instances of accurate pronunciation and intonation.
1	Very few instances of clear pronunciation and intonation, significant first language influence prevents clarity.
0	Nothing coherent enough to be comprehensible.

### Communication 15 marks

When assessing the work for communication, teachers must consider both parts of the assessment, the presentation/interview/transactional part of the role play/discussion, and the unexpected element. Teachers must ask **unexpected** questions to elicit a spontaneous response, based on the candidate's prepared work, and their knowledge of the candidate's ability. If a candidate shows that, as well as communicating the essential elements of the topic, they can deal with these unexpected questions, with only occasional hesitation, teachers should award within the 8-9 band for communication.

Similarly, to access full marks for communication candidates must respond fully to all tasks and unexpected questions, and have developed and justified their ideas and points of view. To be able to do this, they will have to be able to use a variety of tenses, vocabulary and structures, as specified within the grammar list in the specification.

#### Key words within the bands

14-15	<b>fully, develop, justify</b> , individual ideas and points of view, <b>spontaneously</b>
12-13	usually, <b>extra</b> , routinely, sometimes develops/explains own ideas, <b>confidently</b>
10-11	<b>enough</b> , competently, sometimes, more than straightforward, often
8-9	tackles, <b>communicates</b> , readily, some, occasional
6-7	<b>unevenly</b> , tries, <b>some</b> opinions, <b>some</b> attempt, hesitant at times
4-5	<b>simple</b> , short, <b>occasionally</b> , attempts to link, hesitation
2-3	<b>a few</b> , simple, sometimes irrelevant/repetitive, hesitant
1	isolated, <b>brief</b> , monosyllabic, single words, slow, hesitant
0	<b>nothing</b> relevant

**N.B.** A mark of **0** for communication will mean a mark of 0 for Quality of Language and Pronunciation/Intonation

### Quality of Language 10 marks

As it suggests, Quality of Language, identifies and categorizes the variety of language the candidate produces, including the variety of vocabulary, verb tenses, and structures attempted.

#### Key words within bands

9-10	confident, accurate, <b>wide</b> variety, <b>very fluent, coherent</b> , consistent, ambitious, odd minor error
7-8	<b>good range</b> , more complex, some mistakes, most of the time, overall control
5-6	<b>a range</b> , straightforward, can, sufficiently accurate, clear, reasonably coherent
3-4	some awareness, overall inconsistent, <b>straightforward</b> , everyday, sufficiently accurate
1-2	<b>a few</b> accurate phrases, very simple
0	<b>nothing</b> comprehensible

'**Wide variety**' means using a wide range of grammar from both the foundation and higher grammar lists, including a variety of tenses, adverbs and adjectives, quantifiers and intensifiers, linking words, both subordinate and co-ordinating. Candidates who only use grammar from the foundation grammar list will not be able to access the higher bands for quality of language.



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**Pronunciation and Intonation 5 marks**

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This assessment category concerns the level of accuracy in delivery of the candidate's language and is fairly self-explanatory. The key point to bear in mind for band 5 is that the candidate does not need to be a target language speaker! It may be that it is difficult to tell whether they are or not. As long as they are **very accurate**, they are allowed some **minor slips**.

'**Minor slips**' means odd errors, which do not prevent communication and could even occur with a first language speaker, eg confusion of gender.

In Band 4, candidates are allowed occasional errors; these may be major and cause ambiguity in complex structures, though they will be few in number.

In Band 3, first language interference will be noticeable on occasions.

In Band 2, there will be some clarity, but some delivery may not be clear, due to pronunciation and intonation, i.e. there will be a lot of mistakes.

In Band 1, communication will be seriously impaired, and an award of 0 will mean that nothing can be understood.

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## 5.4 Authentication of Controlled Assessment outcomes

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Teachers/course tutors must be confident that the work they mark is the student's own. This means that teachers should introduce sufficient checks to be in a position to judge the authenticity of the learner's work.

Students must not plagiarise or copy work. Plagiarism is the submission of another's work as one's own and can be caused by the failure to acknowledge the source correctly. Plagiarism and copying are considered to be malpractice and could lead to the candidate being disqualified. Plagiarism sometimes occurs innocently when students are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that students understand that the work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied.

**Note:** Centres must confirm to OCR that the evidence produced by students is authentic. The Centre Authentication Form, available separately from the OCR website, includes a declaration for teachers to sign. It is a requirement of the *QCDA Common Criteria for all Qualifications* that proof of authentication is received.

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## 5.5 Internal Standardisation of Controlled Assessment

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It is important that all internal assessors, working in the same subject area, work to common standards. Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place using an appropriate procedure.

This can be done in a number of ways. In the first year, reference material and OCR training meetings will provide a basis for Centres' own standardisation. In subsequent years, this, or Centres' own archive material, may be used. Centres are advised to hold preliminary meetings of staff involved to compare standards through cross-marking a small sample of work. After most marking has been completed, a further meeting at which work is exchanged and discussed will enable final adjustments to be made.

## 5.6 Moderation of Controlled Assessment

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All work is assessed by the teacher and internally standardised by the centre. Marks are then submitted to OCR, after which moderation takes place in accordance with OCR procedures. The purpose of moderation is to ensure that the standard of the award of marks for work is the same for each centre and that each teacher has applied the standards appropriately across the range of students within the centre.

The sample of work which is presented to the Moderator for moderation must show how the marks have been awarded in relation to the assessment criteria defined in Appendix C of the Specification.

Each student's work submitted for moderation, should be accompanied by the two Speaking Notes Forms (Candidates) (GCW937) and a Working Mark Sheet (GCW932). The Working Mark Sheet details the marks awarded by the centre for each task. If the work is submitted to the OCR Repository these forms should be uploaded electronically into the 'Administration' folder.

## 5.7 Minimum requirements for Controlled Assessment

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There should be clear evidence that work has been attempted and some work produced.

If a candidate submits no work for an internally assessed component, then the candidate should be indicated as absent from that component on the mark sheets submitted to OCR. If a candidate completes any work at all for an internally assessed component, then the work should be assessed according to the internal assessment objectives and marking instructions and the appropriate mark awarded, which may be zero.

## 5.8 Submission of Speaking Tests

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Centres will have chosen to submit their recording EITHER via the OCR Repository (Component Code 01/03 OR postally by CD (Component Code 02/03).

Please refer to the "Guidance for administering internal assessment 2009/10" for **general instructions** to centres.

### a) Submission via the OCR Repository (Component Code 01/03)

- For each candidate entered for GCSE MFL Speaking, centres will need to submit **by 15 May**:

#### To OCR:

1. a mark for Task 1
2. a mark for Task 2

#### To the Moderator (as shown on the address label);

1. a centre Authentication form (CCS160)
2. a copy of the marks for Task 1
3. a copy of the marks for Task 2

- For each candidate in the moderation sample, centres will need to upload:
  1. the recording (Task 1)
  2. the completed Working Mark Sheet (GCW932) (an interactive version is available on the website if preferred)
  3. the two Speaking Notes forms (Candidates (GCW937)

Only files correctly labelled with the 4-digit candidate number as a prefix will be able to use the bulk upload facility. This allows the simultaneous upload of several candidates' work.

- Centres will need to keep the Speaking Information Forms (Teachers) until the December following the June examination series.

**b) Submission by CD (Component Code 02/03)**

The CD supplied by OCR will hold approximately 700 minutes of sound in mp3 format, enough for 30 candidate performances. CDs should be labelled using a CD friendly marker pen (**do not use a biro**) with the Centre number and unit code. The CD sleeve should be completed with the candidate details in each case.

- For each candidate entered for GCSE MFL Speaking, centres will need to submit **by 15 May**:

**To OCR:**

1. a mark for Task 1
2. a mark for Task 2

**To the Moderator** (as shown on the address label):

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  2. the completed Working Mark Sheet (GCW932) (an interactive version is available on the website if preferred)
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## FOUNDATION TIER

Ex	Q	Expected Answer	Marks	Advice
1	1	D	1	See paragraph 8 for general instructions on marking objective exercises.
	2	C	1	
	3	A	1	
	4	E	1	
	5	H	1	
	6	B	1	
	7	F	1	
	8	K	1	
		<b>Total</b>	<b>[8]</b>	

Ex	Q	Expected Answer	Marks	Advice
2	9	E	1	See paragraph 8 for general instructions on marking objective exercises.
	10	A	1	
	11	B	1	
	12	K	1	
	13	F	1	
	14	D	1	
	15	J	1	
	16	G	1	
		<b>Total</b>	<b>[8]</b>	

Ex	Q	Expected Answer	Marks	Advice
3	17	a) near/next/close to Canada near the coast of Canada off Canada	1	17(a) Reject Canada t.c.
	17	b) 4000km from Paris/France a long way from Paris/France	1	
	18	a)( they speak) French The (same) language	1	
	18	b) (they use) the euro/euros (They use the same) currency/money/coinage	1	Q18 (b) Reject "coins"
	19	Closed/not open/don't open on Sunday(s)	1	Q19 Reject " <b>Sometimes</b> closed on Sunday(s)"
	20	a) not/never (very) hot/warm	1	Q20(a) Reject "cold"
	20	b) (often/frequently) misty/foggy/poor visibility	1	
	20	c) sunny/ some sunny days/sunshine "days are sunny"	1	Q20(c) Reject "lots of sunshine" etc. Reject " <b>All</b> days are sunny."
		<b>Total</b>	<b>[8]</b>	



Ex	Q	Expected Answer	Mark	Advice
4	21	Christina	1	See paragraph 8 for general instructions on marking objective exercises.
	22	Nadia	1	
	23	Christina	1	
	24	Both	1	
	25	Nadia	1	
	26	Both	1	
	27	Nadia	1	
	28	Both	1	
		<b>Total</b>	<b>[8]</b>	

Ex	Q	Expected Answer	Mark	Advice
5	29	Scotland	1	Accept misspellings of selected words as long as they are recognisable as being from the list.
	30	computers	1	
	31	party	1	
	32	shy	1	
	33	everything	1	Reject words <b>not</b> from the list.
	34	liked	1	
	35	Duncan	1	
	36	lost	1	
		<b>Total</b>	<b>8</b>	
		<b>Grand Total</b>	<b>[40]</b>	

## HIGHER TIER

Ex	Q	Expected Answer	Marks	Advice
1	1	Christina	1	See paragraph 8 for general instructions on marking objective exercises.
	2	Nadia	1	
	3	Christina	1	
	4	Both	1	
	5	Nadia	1	
	6	Both	1	
	7	Nadia	1	
	8	Both	1	
		<b>Total</b>	<b>[8]</b>	

Ex	Q	Expected Answer	Marks	Advice
2	9	Scotland	1	Accept misspellings of selected words as long as they are recognisable as being from the list.
	10	computers	1	
	11	party	1	Reject words <b>not</b> from the list.
	12	shy	1	
	13	everything	1	
	14	liked	1	
	15	Duncan	1	
	16	lost	1	
		<b>Total</b>	<b>[8]</b>	

Ex	Q	Expected Answer	Marks	Advice
3	17	C	1	See paragraph 8 for general instructions on marking objective exercises.
	18	C	1	
	19	B	1	
	20	C	1	
	21	B	1	
	22	A	1	
	23	A	1	
	24	C	1	
		<b>Total</b>	<b>[8]</b>	

Ex	Q	Expected Answer	Mark	Advice
4	25	a) (building/block of flats) where he lived/used to live/was living	1	Tolerate the use of the present tense. "in Chicago" =INVL
	25	b) 7 floors/storeys	1	Q25 Reject "stages", "levels"
	26	(he was timid/fearful and) wanted to <u>prove</u> he was brave/courageous	1	Q26 Treat "to someone", "to other people" as HA
	27	Having time available for climbing/to climb Allowing him to continue climbing/to climb	1	Q27 Reject " <u>a</u> climb"
	28	to be ready/prepared/better prepared/well prepared It was (such) a testing/ difficult/ demanding/hard climb.	1	Q28 Reject "To get/have everything ready" Q28 Allow any reasonable interpretation of "éprouvant"
	29	<u>less</u> chance/possibility of arrest/ being arrested/caught (by the police)  Insist on the idea of a smaller chance of arrest.	1	Q29 "Because it was illegal" = HA to an otherwise correct answer. Q29 "stop", "stopped" invalidates. "He could get arrested"=0
	30	a) to live/realise/fulfil his/the dream(s) To make his dreams come true	1	
	30	b) stopping (climbing) would be (like) death to him It would kill him He would die (a little) Stopping would be the death of him	1	

		<b>Total</b>	<b>[8]</b>	
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<b>Ex</b>	<b>Q</b>	<b>Expected Answer</b>	<b>Mark</b>	<b>Advice</b>
<b>5</b>	<b>31</b>	B	<b>1</b>	See paragraph 8 for general instructions on marking objective exercises.
	<b>32</b>	A	<b>1</b>	
	<b>33</b>	B	<b>1</b>	
	<b>34</b>	C	<b>1</b>	
	<b>35</b>	B	<b>1</b>	
	<b>36</b>	C	<b>1</b>	
	<b>37</b>	C	<b>1</b>	
	<b>38</b>	B	<b>1</b>	
		<b>Total</b>	<b>8</b>	
		<b>Grand Total</b>	<b>[40]</b>	

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**French/German/Spanish**

General Certificate of Secondary Education **A704/A714/A724**

Controlled Assessment Writing

**Mark Scheme for June 2010**

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UNCLE

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## GCSE Controlled Assessment Writing (French A704/German A714/Spanish A724)

### Scheme of Assessment

Task One	Communication	15 marks
	Quality of Language	15 marks
	<b>Total</b>	<b>30 marks</b>
Task Two	Communication	15 marks
	Quality of Language	15 marks
	<b>Total</b>	<b>30 marks</b>
	<b>TOTAL</b>	<b>60 marks</b>

### General Notes for Marking

Candidates are required to submit two tasks. Each task is marked separately out of 30 marks to give a total out of 60.

Each task must be on a different topic and be for a different purpose, e.g. narration / report / letter / diary entry / blog / magazine article, etc. If the same format is used for both tasks the Examiner should record the Centre details and forward this to the PE and QM in the first instance.

Candidates should write up to 350 words for grades G – D across the two tasks and up to 600 words for grades C – A\*. However, Examiners must read all of the candidate's work even if it exceeds the suggested maximum word count.

Candidates who write significantly less than the suggested word count will be self penalising in terms of the number of marks they will receive for Communication and Quality of Language.



**Communication****15 Marks**

Points to consider when marking – in all instances adopt a ‘best-fit’ approach:

- Mark for communication using the principle ‘if in doubt, sound it out’. Allow cognates. Do not allow languages other than the target language.
- Factors which might reduce communication marks are words in English or the wrong foreign language, blanks, nonsense sentence, ‘continuous present tenses’, which are inappropriate in the target language, repeated or irrelevant material.
- Irrelevance may not earn Communication marks (but may earn Quality of Language marks).
- Opinions and justifications are expected at lower bands.
- Sources must be acknowledged.
- Repetition (inc. repeated structures and lists) will not gain any additional marks.

Annotations suitable for assessing Communication points:

- ✓ Information given
- ✓+ Information well expressed
- ✓- Information not well expressed
- ✗ Irrelevant material
- D** Development of ideas
- O** Opinion
- J** Justification
- R** Repetition

<b>Communication 15 marks</b>	
13/14/15	<ul style="list-style-type: none"> <li>• Responds <b>fully</b> to the task and communicates <b>extremely clearly</b> and <b>without ambiguity. Coherent and detailed.</b> Uses relevant information to convey facts and narrate events.</li> <li>• <b>Develops and justifies</b> individual ideas and points of view <b>convincingly and extensively.</b></li> </ul>
10/11/12	<ul style="list-style-type: none"> <li>• Communicates <b>relevant</b> information <b>clearly</b> to convey facts and narrate events <b>effectively</b> in response to task.</li> <li>• <b>Expresses and explains</b> ideas and points of view by providing <b>appropriate</b> justifications.</li> </ul>
7/8/9	<ul style="list-style-type: none"> <li>• Produces <b>sufficient</b> relevant information to convey <b>clearly some facts</b> and narrate <b>some events</b> in response to the task.</li> <li>• <b>Expresses some</b> ideas and points of view, <b>sometimes</b> with justifications.</li> </ul>
4/5/6	<ul style="list-style-type: none"> <li>• Communicates the <b>essential</b> information of the task. There may be <b>some</b> instances of <b>repeated or irrelevant</b> material.</li> <li>• Expresses personal opinions, <b>some</b> are <b>developed or justified.</b></li> </ul>
1/2/3	<ul style="list-style-type: none"> <li>• Communicates <b>some</b> information <b>relevant</b> to the task. There is <b>some repetition or irrelevant</b> material and <b>often a lack of clarity.</b></li> <li>• <b>Expresses some simple</b> opinions.</li> </ul>
0	<ul style="list-style-type: none"> <li>• Communicates <b>no relevant information</b> in response to the task.</li> </ul>

**Quality of Language****15 marks**

- Irrelevance may earn Quality of Language marks (but not Communication marks).
- No penalty if tenses/time frames are not included.
- Some errors in complex language are acceptable at high grades but the sentence must still be comprehensible.
- Attempts at ambitious language should be rewarded (see list for definitions).
- Use of common idioms (e.g. *j'ai faim, il fait beau, ich habe Hunger, tengo frio*) does not automatically mean a higher grade band.
- Simple sentences (or evidence of connecting verbs) refers to a sentence structure, e.g. subject/verb/complement.

Annotations suitable for assessing Quality of Language points:

**P+** Past used correctly

**P-** Past attempted but incorrect

**F+** Future used correctly

**F-** Future attempted but incorrect

**T+** Other tense correctly used

**T-** Other tense attempted but incorrect

**V** Good use of vocabulary

**L** Lovely lexical item (complex / ambitious language)

**I** Idiom

<i>Quality of Language 15 marks</i>	
<b>14/15</b>	<b>Confident and accurate</b> use of a <b>variety</b> of clause types, vocabulary, idioms and structures, including verb structures and tenses. Errors <b>noticeable</b> only in the most <b>ambitious language</b> . <b>Fluent, coherent, consistent, controlled and varied</b> .
<b>12/13</b>	Successful with more <b>complex language</b> features, though with <b>some</b> inaccuracy. A <b>range of clause types</b> , with <b>some consistent manipulation</b> of verb structures and tense. <b>Longer</b> sequences of language. Overall, <b>in control</b> of the material.
<b>10/11</b>	A <b>good range</b> of structures and vocabulary and some common idioms, with <b>some consistent</b> use of tenses. Some <b>attempts at varying clause types and conjunctions</b> . <b>Mostly unambiguous</b> .
<b>8/9</b>	Uses a <b>range of straightforward</b> structures and vocabulary, which <b>may</b> include <b>different tenses and time frames</b> . Can <b>connect verbs</b> . <b>Attempts to use one or two common idioms</b> . The response is <b>sufficiently accurate</b> for the <b>basis</b> of the <b>message</b> to be <b>clear</b> and <b>reasonably coherent</b> .
<b>6/7</b>	<b>Some awareness</b> of verbs and <b>time frames</b> , but <b>inconsistent overall</b> . Straightforward vocabulary and structures. <b>Everyday messages</b> are <b>sufficiently accurate</b> to be <b>comprehensible</b> .
<b>4/5</b>	<b>Some awareness</b> of verbs and other <b>simple structures</b> . <b>Limited</b> use of vocabulary. Error <b>does not impede</b> routine <b>communication</b> over a <b>few sentences</b> .
<b>2/3</b>	Only a <b>few phrases</b> or <b>short sentences</b> are accurate enough to be <b>recognisable</b> . <b>Very simple</b> sentence structure.
<b>1</b>	<b>Disjointed words</b> or <b>short phrases</b> , one or two of them accurate enough to be <b>comprehensible</b> .
<b>0</b>	<b>Nothing coherent</b> or <b>accurate</b> enough to be comprehensible.

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