

A Level

French

Session: 2010 June
Type: Mark scheme
Code: H075-H475
Units: F701; F702; F703; F704

French

Advanced GCE F701

Speaking

Mark Scheme for June 2010

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ROLE-PLAY A

Points from the text to be mentioned by candidates:

- 1 (Museum in a unique (set of) buildings
- 2 Tells story of elementary education (in Britain) 1810-1969 (one date required) **or** 19th-20th century
- 3 Joseph Lancaster taught 330 boys in one (school)room
- 4 Touch the exhibits / hands-on / interactive museum
- 5 Dress up as a 19th century (child) / wear 19th century clothes
- 6 Guided tours
- 7 Lesson by a strict teacher
- 8 Group visits for 10-40 people
- 9 Must be booked in advance
- 10 Visit includes an (introductory) talk
- 11 (Light) refreshments (one example of one food and one drink)
- 12 Visit specially for visitors with mobility difficulties
- 13 Opening times (one example)
- 14 Closed in December and January
- 15 Tea room and gift shop

ROLE-PLAY B

Points from the text to be mentioned by candidates:

- 1 Date from 1913 / Charles Wicksteed bought land
- 2 For local families
- 3 Many lived in houses with no gardens / many had no garden
- 4 Children (had to) play in the street
- 5 Range of attractions
- 6 For/targeted at families with children up to 14
- 7 (Security) cameras
- 8 Staff watch over/in the playground
- 9 Good fishing
- 10 (Hexagon) restaurant provides food, drinks, ice cream
- 11 Near the/just off A6 / between Barton Seagrave and Kettering
- 12 Opens at 10.30 and closes (between) 4.30-6.00
- 13 Depending on the time of year
- 14 Admission prices (one example)
- 15 £4.75 per day (for fishing)

ROLE-PLAY C

Points from the text to be mentioned by candidates:

- 1 Great destinations and activities
- 2 Staff make sure customers have a good holiday / staff available there for the customers
- 3 250,000 (young) people go on a PGL holiday each year
- 4 Enjoy yourself / customers enjoy themselves
- 5 Major provider of activity holidays
- 6 35 centres (across/in) UK, Spain and France
- 7 Work with children
- 8 Help with activities and water sports
- 9 (Help with) catering and cleaning (or example of type of job)
- 10 Full-time and part-time jobs (available)
- 11 For some jobs no experience necessary
- 12 Training provided
- 13 Caythorpe Court is near Sherwood Forest / near A1
- 14 Lots of/huge range of activities and facilities
- 15 Telephone number 08700 551551

ROLE-PLAY D

Points from the text to be mentioned by candidates:

- 1 Fresh chocolate is better
- 2 Consume quickly after manufacture
- 3 (New) selection every month
- 4 Members choose if and when they receive the selections
- 5 Pay for chocolates on receipt
- 6 5% discount for members
- 7 Mail order and in shops
- 8 Carefully chosen selections
- 9 Exciting range of chocolates
- 10 White, dark and milk chocolates (any two) in the Classic selection
- 11 (Gift) memberships for 1, 3 or 6 months
- 12 For people who really like chocolate
- 13 No obligation / they can cancel when they like
- 14 Delivery dates to suit (the recipient)
- 15 Delivery to UK addresses

ROLE-PLAY E

Points from the text to be mentioned by candidates:

- 1 Have a (pre-dinner) drink
- 2 Meet the other 'detectives'/characters
- 3 A police inspector arrives
- 4 During the meal you can talk (to the characters)
- 5 Watch the story (develop)
- 6 Look out for information
- 7 The action (will) continues during the meal
- 8 After coffee
- 9 The Inspector (will) makes an arrest
- 10 Prize for identifying the killer / reason
- 11 Mike Hart is going to lose his job (allow any tense)
- 12 40 other scenarios include Wedding
- 13 Medieval / Gangsters / 1959
- 14 Telephone number / 01536 713441 / website / www.murderexperts.com
- 15 Company formed in 1991 (or correct number of years) / the best in interactive entertainment

ROLE-PLAY F

Points from the text to be mentioned by candidates:

- 1 Big sports hall
- 2 Can do indoor football and badminton
- 3 Swimming classes for parents and toddlers / beginners
- 4 Competitive swimming
- 5 Life-saving (club)
- 6 Two ice hockey clubs/teams
- 7 Ice skating club provides lessons at all levels
- 8 If travelling from a distance
- 9 In case the ice rink is full or closed
- 10 Ring 01642 551381
- 11 I.C. the bear skates on the ice
- 12 Open Monday to Sunday (all year round)
- 13 Prices (one example)
- 14 Theatre has a wide-ranging/varied programme
- 15 Popular in the region

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

UNIT 1: SPEAKING – ROLE-PLAY

GRID A	USE OF STIMULUS 15 marks AO2	GRID B	RESPONSE TO EXAMINER 10 marks AO1
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.
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.
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.
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.
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.

UNIT 1: SPEAKING – ROLE-PLAY (Continued)

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

UNIT 1: SPEAKING – TOPIC DISCUSSION

GRID D	IDEAS, OPINIONS AND RELEVANCE 10 marks AO1	GRID E.1	FLUENCY, SPONTANEITY, RESPONSIVENESS 10 marks AO1
0–2	Very few ideas. Ideas not explained or developed. Very limited ability to convey even quite basic information. Very superficial.	0–2	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.
3–4	Shows a limited ability to develop or explain ideas and to express opinions. May have some difficulty communicating factual information. Often irrelevant or repetitive.	3–4	May be hesitant in responding. Responses to the examiner are brief and sometimes inadequate. Fluency is often confined to pre-learnt material.
5–6	Shows some ability to develop and explain ideas and to express opinions. Able to convey information. Not always relevant.	5–6	Responds reasonably promptly to the examiner, though with occasional hesitation. Reasonably fluent and spontaneous at times.
7–8	Able to develop and explain ideas and to express points of view, with some justification. Offers relevant information.	7–8	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.
9–10	Well-chosen relevant information to develop a range of ideas and to justify points of view.	9–10	Responds promptly and fully. Consistently shows initiative. Leads the conversation. A fluent and spontaneous performance throughout.

UNIT 1 SPEAKING – TOPIC DISCUSSION (Continued)

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

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French

Advanced GCE F702

Listening, Reading and Writing 1

Mark Scheme for June 2010

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Section A: Listening and Writing				
Tâche 1 : <i>Vélib'</i>			(AO1: 10 marks)	
Question	Answer		M	Additional comments
a)	C	moins	[1]	<p>(multiple-choice) 1 mark for each correct answer Enter 1, 0 or NR. No other annotation is needed but ticks (✓) may be used if it is felt to help concentration when marking</p>
b)	A	plus de 3000 vélos	[1]	
c)	B	rare	[1]	
d)	C	s'arrête trop tôt	[1]	
e)	B	pratique	[1]	
f)	A	boit	[1]	
g)	C	la voiture	[1]	
h)	A	droit	[1]	
i)	C	imprévisibles	[1]	
j)	A	de causer un accident	[1]	

Tâche 2 : Les Français dorment mal			
			(AO1: 10 marks)
Question	Answers	M	Additional comments
a)	majorité	[1]	<p>(gap-fill) Use the green tick ✓ to annotate the scanned image. Place the tick next to the word the candidate has written – disregard transcription errors Correct answers only: no need to use crosses for incorrect answers. Enter the total number of green ticks in the box</p>
b)	améliorer	[1]	
c)	consommer	[1]	
d)	activités	[1]	
e)	diminuer	[1]	
f)	conscients	[1]	
g)	prise	[1]	
h)	réguliers	[1]	
i)	sport	[1]	
j)	lumière	[1]	

Task 3 - Guidance

Annotations:

- You may use ticks (✓) and/or crosses (x) when marking questions worth 1 mark. It may help concentration but it is not essential. Entering the mark is enough.
- If you reject an unexpected response, place a cross (x) over the word / phrase that made you reject it, regardless of mark allocation.
- You **must** use ticks (✓) when questions are worth 2 marks or more over the correct answer. You may also use crosses (x) where an unacceptable answer has been given.
- You may use the highlighter tool to show harmless additions.
- Ignore spelling mistakes in English as long as the answer is clearly recognizable and unambiguous.

Task 3 : The Poitiers film school				
Q	Answers	Guidance	Reject	M
a)	(Young) people aged <u>17-20</u> (1) thinking of / interested in a <u>career</u> / <u>job</u> in the film industry (1)	Both ages needed Allow: in (the) cinema / in film(s)	Reject: in <u>a</u> cinema (ambiguous) Film studies Any suggestion they are already working in the film industry	[2]
b)	<u>Every</u> week during the <u>summer</u> (1) Free (1) (only) <u>15</u> places/ people <u>per week</u> / <u>course</u> (1)		Reject: Places (on the course) are limited (too vague)	[3]
c)	picture(s) / visuals sound (effects) mixing / editing producing / production(s) (one mark each for any two)	Note: if more than one word on the same line, mark first and ignore the other(s). However, if the two words only are given (and they are on the same line) assess them both Allow: directing	Reject: image(s) / imaging Reject: montage Filming music	[2]

Q	Answers	Guidance	Reject	M
d)	<p><u>ability</u> to work in / as a team (1)</p> <p>creativity / creative skills (1) creative mind</p>	<p>Allow: group</p>	<p>Teamwork t.c. enjoy working in a team working as a team</p> <p>creative ambience creative t.c.</p>	[2]
e)	<p>Waste / lose no time (1)</p> <p>Write to / apply to / contact <u>the school</u> / <u>them</u> (1)</p> <p><u>Give as many</u> (available) dates <u>as possible</u> (1)</p> <p>Go (to the school) to find out if you are suitable / if you have the right qualities / have the necessary aptitude(s) (1)</p> <p>(one mark each for any three)</p>	<p>Sense of urgency needed (e.g. apply quickly)</p> <p>NB: Contact the school quickly = 2 points</p> <p>Rendering of idea of offering dates + breadth of availability of candidate</p> <p>Allow: offer big flexibility of dates</p>	<p>Reject: implication that school has to fit in (eg Find out available dates) range of dates (not enough) Give the dates you are <u>most</u> available (distortion)</p> <p>Reject: attitude (for aptitude)</p>	[3]
f)	<p>Until all places have been allocated / first come first served (1)</p>	<p>Idea that there are no places left</p>	<p>Places allocated on basis of letter sent (t.c.) Those who apply first</p>	[1]
g)	<p>A grant / bursary / a scholarship / financial aid (will be given) (1)</p> <p>the <u>three most</u> promising / successful / <u>best</u> / students / trainees / participants (1)</p>	<p>Both number and superlative needed</p> <p>Allow: people</p>	<p>Reject: bonus</p> <p>Reject: actor / producer etc. (any specific job in the film industry)</p>	[2]

Task 4 - Guidance

Read through the response and assess for communication first. 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. There are 10 components for 10 marks but it may not automatically be 1 mark per correct component. The grid must be applied.

- **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 or in the body of text. Check that the total of ticks, caret signs and crosses adds up to 10. The annotations will give a global impression to help you apply Grid H.1 accurately and consistently.
- **Grid H.1:** Looking at the annotations, assess what proportion of the points has been conveyed. (See point 2 page 2)

Read response again and assess for language.

- **Annotations:** you may use the red slash (/) or the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential.
- **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.

Tâche 4: The Poitiers film school [20]		
Answer	Notes: Allow / Reject / Guidance	
Points to be covered	Guidance (H.1)	Guidance (C.2)
1 I heard a programme / I have heard about your courses	Heard a programme about your school - partial Misrendering of heard – partial at best NB : Programme de vos cours – partial at best Allow : j'ai écouté 'courses' – partial at best	Perfect tense; possessive adjective and agreement
2 I would like to book a place.	Allow : "to have" for "to book" Allow : Faire une réservation 'position' – partial at best	Conditional + infinitive
3 One of my subjects <u>at school</u> was media studies / <u>at school</u> I studied media studies	Use of present tense - Partial at best 'media <u>studies</u> ' – partial at best	Possessive adjective and agreement; imperfect
4 but this was largely theoretical,	Allow : théoretique 'theoretical' – partial at best Allow an attempt at rendering 'a written approach' Attempt to render 'largely' needed (e.g. 'très', "surtout", trop, plus...)	Adverb / qualifier
5 so I would be (very) interested in the practical side.	'practical' – partial at best (allow practical) Allow: use of conditional as expressing an interest (e.g. je voudrais faire un stage)	Expressing consequence; conditional; intensifier; preposition; position of adjective
6 I am available throughout / during the summer.	'tous les étés' – partial at best	Present tense; throughout
7 When will you inform candidates	'applicant' – partial at best past tense – partial at best present tense OK	Asking a question; future tense

8	if they have been successful?	use of être (“ils <u>sont</u> un succès / ils sont réussis”) - partial at best NB: 7 and 8 may be combined, eg Quand saura-t-on si on a réussi / Il faudra combien de temps pour savoir si j’ai une place = 2 ticks	Hypothesis; concord of tenses; vocabulary
9	Do you organise accommodation	Use of ‘accommodation’ – partial at best	Asking question; present tense; vocabulary
10	or do students have to do it (themselves)?		Question; word order; direct object pronoun; emphatic pronoun
			10 marks for Communication – Grid H1
			10 marks for Quality of Language (Accuracy) - Grid C2
			Section A Total [55]

Assess using Grids H1 and C2

GRID H.1	COMMUNICATION 10 marks AO2	GRID C.2	QUALITY OF LANGUAGE – ACCURACY 10 marks AO3
0-2	Very little or no information conveyed.	0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
3-4	Only a quarter of the points conveyed.	3-4	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.
5-6	Half of the information successfully conveyed.	5-6	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.
7-8	Three quarters of the points conveyed.	7-8	Language generally accurate. Shows a, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
9-10	Most or all of the information successfully conveyed.	9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

Section B: Reading and Writing				
Tâche 5: Badminton				
Part A	Question	Answers	M	Additional Comments
		c e f g	[1] [1] [1] [1]	1 mark for each correct answer If candidates put more than 4 ticks, deduct 1 mark for each extra tick
Part B				
	1 2 3 4 5 6	D G E A F B	[1] [1] [1] [1] [1] [1]	1 mark for each correct answer If the letter is unclear or if there is more than one letter in a box, no marks

Task 6 - Guidance

1. Print out a copy of the text so that you can easily spot instances of lifting from the original text.
2. Assessing comprehension / content: First 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.
 - d. If appropriate, candidates may answer with single words / short phrases.
 - e. 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.
 - f. Enter the mark in the box. You **must** use a tick (✓) to indicate correct answers for any question worth more than 1 mark. You may also use crosses (x) where an unacceptable answer has been given. It is recommended you do. This way, you can check ticks and crosses add up to the correct total for the question.
 - g. For unexpected incorrect answers, put a cross (x) over the word which invalidates the response. No need to use a cross for an answer to a question worth 1 mark only that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when something in the response invalidates an otherwise acceptable answer.
 - h. If the answer is correct but lifted verbatim from the text, award the comprehension mark but highlight and exclude from the quality of language assessment. Use highlighter tool to show lifted language.
3. Assessing Quality of language
 - a. You will get a new screen to record the Quality of Language mark. Read all the answers again. To assist you in the application of Grid C2, you may use annotations: Green L (**L**) to highlight good language, slash (/) or the underlining tool () for serious errors, but it is not essential
 - b. Apply Grid C.2 (see Task 4 for guidance) and enter the mark.
 - c. When candidates have left several questions unanswered, click on “fit height” to have an overall view.
 - If only up to 1/3 of the questions have been answered, the maximum mark for C.2 is the 5/6 band
 - If only up to 2/3 of the questions have been answered, the maximum mark for C.2 is the 7/8 band

Tâche 6 : Les écrans envahissent la maison		15 marks - Comprehension of text 10 marks - Quality of language – Grid C2		
Q	Answers	Additional comments / Guidance	Reject	M
a)	(Elle est envahie par) les écrans	Allow: exemples (e.g. les ordinateurs, les MP3, les écrans etc.)	technologie t.c.	[1]
b)	C'est un jeune / ado <u>branché</u> / cool / à la mode Il a entre 11 et 19 ans 11-19 ans t.c. C'est un (véritable) <u>expert</u> des médias <u>numériques</u> (any two)	Allow: attempts at rendering of « branché » (e.g. accro à la technologie / technologique) age range needed Allow: en numérique/ en technologie / en médias modernes	Reject: any reference to 30% / un tiers	[2]
c)	(i) Tous les jours / quotidiennement (1) OR intensément / beaucoup / toute la journée (1) (ii) Il utilise (souvent) plusieurs médias (numériques) à la fois / en même temps / simultanément / il cumule (souvent) les activités (1)	Allow: quotidienne or intense t.c. BUT take into account when assessing QoL Idea of multi-tasking Allow an example giving the idea that s/he can use more than one media at a time e.g. il joue à un jeu vidéo / il surfe sur Internet <u>pendant qu'il</u> regarde / <u>en regardant</u> la télé / <u>pendant qu'il</u> écoute / <u>en écoutant</u> la radio	Reject: excessivement / trop Reject: Isolated examples (e.g. il surfe sur Internet / il joue à des jeux video etc.	[2]

Q	Answers	Additional comments / Guidance	Reject	M
d)	(i) Elle a 42 ans (1) (ii) Elle a trois enfants (1)	NB: Also allow answers expected in e (i) and/or (ii) (misunderstanding of 'concernant') but <u>do not credit the same answer twice</u> in (d) and in (e). Use arrow down to show the mark really belongs to (e) and has already been awarded.		[2]
e)	(i) (Parce que) ses / les enfants passent trop de / tout leur temps / se mettent toujours devant un écran (1) (ii) (Parce que) ses / les enfants l'ignorent / ne s'occupent pas d'elle / c'est comme si elle n'existait pas (1)	Idea of either excessive / extensive / systematic needed Allow: 'technologie' for 'écran' (already penalised in Q(a)) Idea that <u>she</u> (the mother) is ignored Allow: elle se sent isolée	Reject: only one specific type of screen (e.g. Ils regardent toujours la télévision –t.c.) Reject: Les enfants <u>s'</u> ignorent Les enfants ignorent leurs parents (too vague)	[2]
f)	(i) Rien n'a changé / pas du tout (1) (ii) la vie de famille a moins d'importance / il y a moins de place pour la vie de famille (1)	Allow : pas un grand effet Comparison / explaining what has changed is essential cf question (e.g. rendering of "qui grignotent peu à peu") e.g. les écrans rendent la vie familiale pire / il y a une dégradation de la vie familiale Allow: les écrans grignotent la vie de famille	Reject: Ils pensent qu'ils s'entendent bien avec leurs parents (<i>does not answer question</i>) Reject: use of 'change' for 'changement' Ils / les parents sont remplacés par les écrans / leur place a été prise par un écran (too categorical) la relation familiale disparaît / a disparu (too categorical)	[2]

Q	Answers	Additional comments / Guidance	Reject	M
g)	EITHER elle contribue à / entretient / écrit sur / alimente / remplit sa page Facebook OR elle participe à des forums / chats / elle discute / elle chat sur MSN	Idea of <u>contributing to</u> (e.g. updating) her Facebook (page) – i.e. active involvement Allow: un réseau/ site social instead of Facebook Idea of MSN <u>chatting</u> Allow: parle only if qualified (e.g. <u>sur MSN</u>)	Facebook t.c. Reject: Elle visite /regarde / utilise un site comme Facebook (<i>passive</i>) MSN t.c. elle parle (avec les autres gens) t.c.	[1]
h)	<u>Sa fille</u> a un réseau (de gens) / communique / parle (1) avec des gens / personnes qu'elle ne connaît pas (1)	Must be clear that this is about the daughter Idea of being in touch with / belonging to idea that the mother is an outsider / in the dark	Idea that the daughter does not know the people Idea that the mother does not know her own family	[2]
i)	La qualité des relations/ de la relation qu'elle a avec <u>sa fille</u> / de ne pas avoir les relations qu'elle voulait / voudrait (avoir) <u>avec sa fille</u> (1)	Idea that the nature of the relationship <u>with her daughter</u> is not up to her expectations	Reject: La relation avec sa fille t.c. Reject: idea of not spending enough time with her daughter	[1]

Quality of Language assessed using Grid C2

GRID C.2	QUALITY OF LANGUAGE - ACCURACY 10 marks AO3
0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
3-4	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.
5-6	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.
7-8	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.
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

Task 7 - Guidance

1. Print out a copy of the text so that you can easily spot instances of lifting from the original text.
2. 7(a)
 - a. **Annotations:** In the body of text, 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 (^). 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 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. (See mark scheme below)
 - b. **Grid I:** Looking at the annotations and any additional guidance, assess what proportion of the points has been conveyed and apply Grid I.
 - 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.
3. 7(b)
 - a. **Annotations:** 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 / an extension of the opinion. NB: one opinion may have several extensions.
 - b. **Grid J:** Looking at the annotations, assess the quality of the response to the text and apply Grid J. NB: “imagination” and “insight” are interpreted conservatively. The number of ticks you have awarded will 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.
4. 7(a) + 7(b) – Language assessed globally – **Grids C.2 and F.2:**
 - 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 slash (/) the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential.
 - b. Language is assessed globally - answer to 7(a) **and** 7(b).
 - c. Language lifted from the text (see section 2 above) is not credited when applying F.2 and C.2. You must use the highlighting tool (.....) to show lifted language when you are assessing F.2 and refer back to F.2 to it when assessing C.2 (i.e. no need to highlight again). Only phrases of more than 5 consecutive words should be counted as lifted language.
 - d. For answers of less than 100 words globally, the maximum mark for both F.2 and C.2 is the 5/6 band.

Section B: Reading and Writing		
Q	Answer	M
Task 7 : 10 marks - Comprehension of Text – Grid I 20 marks - Response to Text – Grid J 10 marks - Quality of language (Accuracy) – Grid C2 10 marks - Quality of Language (Range) – Grid F2		[50]
(a)	Possible points	
1	Small town / 3600 inhabitants	
2	in Canada / Canadian	
3	The law forbids smoking <u>in a car</u>	
4	If there are passengers <u>under 18</u> (<i>allow children t.c./ children and ados BUT NOT ados t.c.</i>)	
5	Population (of the town) favourable (to the law)	
6	Law voted unanimously / by council (<i>must clearly relate to the passing of the law; allow idea that it was not opposed</i>)	
7	(300 euros) fine	
8	Law aimed at stopping / preventing <u>passive</u> smoking	
9	Car is a private / personal space	
10	a <u>restriction</u> on individual / personal freedom / human rights (<i>not liberty t.c.</i>)	
11	it is easy to open windows (to stop passive smoking)	
12	You (sometimes) have to let go of wheel when driving (e.g. when changing gear)	
Section B Total		[85]

NB: With 12 possible points, apply grid **Grid I** as follows:

One or two points – band 1-2

Up to 1/3 of points (3 or 4 points) – band 3-4

Up to ½ the points (5 or 6 points) – band 5-6

Up to 2/3 of the points (7 or 8 points) – band 7-8

Nearly all points (9 to 12 points) – band 9-10 (**i.e. 9 or 10 points = 9; 11 or 12 points = 10**)

Remember guidance 7(a)c
RE: Copying / lifting

GRID I	COMPREHENSION OF TEXT 10 marks AO2	GRID J	RESPONSE TO TEXT 20 marks AO2
0-2	No relevant information or supplies one or two relevant points from the original passage.	0-3	Very short. May not go beyond points of view already expressed in the original text.
3-4	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.	4-7	Manages the beginning of a response to the requirements of the task. May have difficulty in expressing and/or developing points of view.
5-6	Some relevant information showing understanding of up to half of the points. There may be instances of lifting from the original passage.	8-11	Expresses points of view which respond to the requirements of the task. Some of these may be developed and there may be some originality and/or imagination.
7-8	Relevant information showing understanding of up to two third of the points from the original passage. There may be one or two instances of lifting from the original passage.	12-15	Expresses points of view which are consistently developed and respond to the requirements of the task. Shows some originality and/or imagination.
9-10	Consistently relevant information. Includes nearly all the points from the original passage. Shows a very clear understanding of the text.	16-20	Responds with well developed points of view which show insight, originality and imagination.

Grids C2 and F2 next page

GRID C.2	QUALITY OF LANGUAGE - ACCURACY 10 marks AO3
0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
3-4	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).
5-6	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.
7-8	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.
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

GRID F.2	QUALITY OF LANGUAGE (RANGE) 10 marks AO3
0-2	Only simple sentence patterns. Very limited vocabulary. Very limited range of structures.
3-4	Use of a restricted range of vocabulary and structures. Frequent repetition of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures.
5-6	Attempts to extend the range of vocabulary, though still rather repetitive. Attempts to use more complex language with some success in producing a range of syntax and sentence structures appropriate to the task.
7-8	Effective use of a range of vocabulary and structures appropriate to the task, with little repetition. A positive attempt to introduce variety and to use a range of complex sentence structures (though not always able to maintain correct usage).
9-10	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures.

Tapescripts**Tâche 1 : Vélib' by night**

Si l'utilisation de *Vélib'* la nuit est inférieure à celle de la journée, elle est cependant surprenante : entre 22 heures et 6 heures, de 3000 à 5000 vélos sont empruntés.

Pour Paul, *Vélib'* est la solution :

- Les bus de nuit, c'est toujours plein, et malgré l'amélioration du service, il faut toujours attendre. Le métro ne marche pas assez tard et les taxis sont beaucoup trop chers pour moi. Le vélo, c'est parfait.

Pour Romain aussi :

- Moi, j'adore *Vélib'* ! Je le prends et je le laisse où je veux. Comme je sors souvent et que j'ai tendance à être un peu ivre après, maintenant je préfère prendre le vélo plutôt que le volant.

D'autres sont moins positifs – Brigitte, automobiliste :

- La nuit, je trouve que c'est très dangereux. Les vélos qui zigzaguent sur la route, on ne peut pas toujours les anticiper. Moi, je suis terrorisée à l'idée de renverser un vélo...

Tâche 2 : Les Français dorment mal

- Deux tiers des Français se plaignent de ne pas dormir correctement. Quelle en est la cause principale, Docteur Dumas ?
- Dormir peu, c'est lié au stress. On a tendance à prendre des médicaments mais beaucoup de problèmes peuvent se régler naturellement.
- Et comment ?
- D'abord, en évitant les excitants après 17 heures : café, tabac, thé... Le soir, il vaut mieux renoncer aux dîners lourds et aux excès d'alcool. Et puis surfer sur Internet, les jeux vidéo, tout ça va souvent entraîner des difficultés à s'endormir et en plus ça retarde l'heure du coucher.
- Dormir mal ou pas assez, ça peut avoir des conséquences graves...
- Tout à fait. Et ces conséquences sont souvent méconnues. Par exemple ça peut causer l'obésité, une dépression ou le diabète.
- Vous avez des conseils ?
- La règle d'or : se coucher et se lever tous les jours à la même heure, se dépenser physiquement, mais pas le soir car ça risque de rendre le sommeil difficile. Et on devrait dormir dans l'obscurité la plus complète possible.
- Docteur Dumas, merci !

Task 3: The Poitiers Film School

Si vous avez entre 17 et 20 ans et que vous pensez à une carrière dans les métiers du cinéma, voici une occasion à ne pas manquer : chaque semaine, cet été, l'École du Cinéma de Poitiers ouvre ses portes aux jeunes que les métiers du cinéma intéressent pour des mini-stages de quatre jours entièrement gratuits. Mais attention, les places sont limitées – on ne prend que 15 stagiaires par semaine.

Quelle que soit la spécialisation qui vous attire (image, son, montage, production), certaines qualités sont essentielles : le sens du travail en équipe... et il faut aussi avoir des capacités créatives. Si c'est votre cas, pourquoi ne pas venir à l'École du Cinéma de Poitiers pour découvrir si vous avez aussi les aptitudes nécessaires ?

On vous conseille de ne pas perdre de temps et de contacter l'École au plus vite en offrant la plus grande disponibilité de dates possible car l'admission se fera sur simple lettre de demande, jusqu'à ce qu'il ne reste plus de places. À la rentrée, on offrira une bourse aux trois stagiaires les plus prometteurs. Alors bonne chance !

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French

Advanced GCE F703

Speaking

Mark Scheme for June 2010

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

UNIT 3: SPEAKING – DISCUSSION OF ARTICLE

GRID K	UNDERSTANDING OF AND RESPONSE TO TEXT 10 marks AO2	GRID L	UNDERSTANDING OF AND RESPONSE TO EXAMINER 10 marks AO1
0–2	Supplies no relevant information or only one or two of the points from the text. Minimal understanding shown of text.	0–2	Severe problems of comprehension. Very marked hesitation. Limited response. Not able to deal with unpredictable elements.
3–4	Supplies some of the main points and details but shows limited ability to infer meaning. May experience difficulties with more complex language.	3–4	Shows some understanding of examiner's questions but may experience difficulties with more complex language. Generally hesitant. Limited response to the majority of topics raised. Limited ability to deal with unpredictable elements.
5–6	Supplies most of the main points and some details from the text. Shows a reasonable level of understanding of the text, including points of view where relevant. Some ability to infer meaning.	5–6	Responds satisfactorily to the examiner. Produces some appropriate replies. Shows some initiative and imagination in developing answers but performance is inconsistent.
7–8	Supplies the main points and details from the text, including points of view where relevant. Able to infer meaning. Able to develop ideas and justify points of view effectively.	7–8	Few problems of comprehension. Responds readily and fluently and takes the initiative in developing the topics raised. Able to deal with unpredictable elements.
9–10	Excellent understanding of the text. Fully able to develop ideas and to express and justify points of view.	9–10	No problems of comprehension. Very prompt and fluent response to questions. Readily takes the initiative in developing the topics raised. Confidently deals with unpredictable elements.

UNIT 3: SPEAKING – DISCUSSION OF ARTICLE (Continued)

GRID C.1	QUALITY OF LANGUAGE (ACCURACY) 5 marks AO3	GRID F.1	QUALITY OF LANGUAGE (RANGE) 5 marks AO3
0–1	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.	0–1	Only simple sentence patterns. Very limited vocabulary. Very limited range of structures
2	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.	2	Use of a restricted range of vocabulary and structures. Frequent repetition of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures.
3	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.	3	Attempts to extend the range of vocabulary, though still rather repetitive. Attempts to use more complex language with some success in producing a range of syntax and sentence structures appropriate to the task.
4	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.	4	Effective use of a range of vocabulary and structures appropriate to the task, with little repetition. A positive attempt to introduce variety and to use a range of complex sentence structures (though not always able to maintain correct usage).
5	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.	5	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures.

UNIT 3: SPEAKING – TOPIC CONVERSATION

GRID M	DEVELOPMENT OF IDEAS 10 marks AO1	GRID E.2	FLUENCY, SPONTANEITY, RESPONSIVENESS 5 marks AO1
0–2	Very few ideas. Ideas not explained or developed. Very limited ability to convey even quite basic information. Very superficial.	0–1	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.
3–4	Shows a limited ability to develop or explain ideas and to express opinions. May have some difficulty communicating factual information. Often irrelevant or repetitive.	2	May be hesitant in responding. Responses to the examiner are brief and sometimes inadequate. Fluency is often confined to pre-learnt material.
5–6	Shows some ability to develop and explain ideas and to express opinions. Able to convey information. Not always relevant.	3	Responds reasonably promptly to the examiner, though with occasional hesitation. Reasonably fluent and spontaneous at times.
7–8	Able to develop and explain ideas and to express points of view, with some justification. Offers relevant information.	4	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.
9–10	Well-chosen relevant information to develop a range of ideas and to justify points of view.	5	Responds promptly and fully. Consistently shows initiative. Leads the conversation. A fluent and spontaneous performance throughout.

UNIT 3 SPEAKING – TOPIC CONVERSATION (Continued)

GRID C.1	QUALITY OF LANGUAGE (ACCURACY) 5 marks AO3	GRID F.1	QUALITY OF LANGUAGE (RANGE) 5 marks AO3
0–1	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.	0–1	Only simple sentence patterns. Very limited vocabulary. Very limited range of structures
2	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.	2	Use of a restricted range of vocabulary and structures. Frequent repetition of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures.
3	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.	3	Attempts to extend the range of vocabulary, though still rather repetitive. Attempts to use more complex language with some success in producing a range of syntax and sentence structures appropriate to the task.
4	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.	4	Effective use of a range of vocabulary and structures appropriate to the task, with little repetition. A positive attempt to introduce variety and to use a range of complex sentence structures (though not always able to maintain correct usage).
5	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.	5	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures.

UNIT 3 SPEAKING – TOPIC CONVERSATION (Continued)

GRID G PRONUNCIATION AND INTONATION 5 marks AO1	
0–1	Comprehensible only with difficulty. Many sounds mispronounced. Heavily influenced by candidate's first language.
2	Pronunciation and intonation may be influenced by candidate's first language, and problems with more difficult sounds sometimes impede communication.
3	Pronunciation and intonation acceptable, in spite of a number of errors that rarely impede communication. Some problems with some more difficult sounds.
4	Pronunciation and intonation generally accurate, although there may be occasional mispronunciation of more difficult sounds.
5	Sounds authentic nearly all of the time. Only occasional errors of pronunciation and intonation.

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French

Advanced GCE F704

Listening, Reading and Writing 2

Mark Scheme for June 2010

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Section A – Listening and Writing

Task 1: Luc Besson – a multi-talented artist				
Q	Answer	Accept	Reject	M
(a)	(He lived in countries where) <u>no</u> books (were published) in his language. There were no video games.	... in French computer games		[2]
(b)	(His father) rewarded him with comics / gave him comics for good work. (His father) read <u>them</u> (himself).	NB: concept of reward needed	gave him comic t.c. he read them to Luc/ to him he read t.c	[2]
(c)	Riots. Despair (caused by the violence). The way the media exploited / used the situation / the way the media behaved.	Desperation / hopelessness contribution of media	Violence revolts misery use of (the) media	[1] [1] [1]
(d)	It takes you away from (real) life. / It's a virtual world.	It deprives you of contact with others		[1]
(e)	<u>Go out and meet</u> people.		<u>young</u> people	
	Tell their story. / Listen to other people's stories.	Tell people about themselves Allow life history.	Tell (each other) stories History t.c	[2]

Section A – Listening and Writing

Task 2: La peine de mort				
Q	Answer	Accept	Reject	M
(a)	(À faire) abolir la peine de mort.			[1]
(b)	Les démocraties doivent respecter les droits de l'homme. Le droit à la vie est <u>le plus important</u> .	La loi est fondée sur le respect des droits de l'homme Allow : le droit (singular) Le premier droit Allow : le droit de la vie	doit/doigt Le droit à la vie est important	[2]
(c)	Cela <u>montre</u> leur pouvoir (sur le citoyen).	Allow : leur contrôle		[1]
(d)	On supprime la peine de mort.	on abolit	suppression	[1]
(e)(i)	<u>Après l'abolition</u> , la criminalité n'augmente pas. (Si cela avait été le cas) certains pays auraient rétabli la peine de mort.	Allow any tense Allow ... auront rétabli (language)	Certains pays ont rétabli	[2]
(e)(ii)	En Angleterre / au Canada la criminalité n'a pas augmenté / on a suspendu la peine de mort). Ils l'ont abolie ensuite / cinq ans plus tard.	At least one country must be mentioned Insist on recognisable past tense Insist on recognisable past tense		[2]

Q	Answer	Accept	Reject	M
(f)	Le hasard. La composition du jury. L'élément humain / si l' <u>accusé</u> semble sympathique Le talent des avocats. L'actualité. Le climat politique. La justice peut se tromper.	qui sont les jurés La personnalité de l'accusé Les actualités / les journaux / les médias Les erreurs judiciaires	la chance la composition du juré jury t.c jurié talon	[7 from 8]
(g)	Le rôle des journaux / les journaux étaient pleins d'articles. / Le moment de son jugement. / Le climat politique a influencé le jury. Un garçon venait d'être enlevé.	Key idea : timing / political climate / in the news (allow even if candidate implies that Ranucci was the kidnapper) Key idea : nature / severity of the crime / similarity of crime(s)	Implication that Ranucci was the kidnapper	[2]
(h)(i)	Beaucoup de personnes avaient été condamnées (alors qu'elles étaient) innocentes.	Ignore tense faussement	avaient condamné	[2]
(h)(ii)	<u>122</u> personnes (ont été) sauvées (en 15 ans).	Allow the idea that they were released		[1]
20 marks for Comprehension				
5 marks for Quality of Language (Accuracy) - Grid C.1				
Section A Total				[35]

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

Section B – Reading and Writing**[25 marks total for content; also 5 marks for quality of language in Section B as a whole]**

Task 3:		
Q	Answer	M
(a)	5	[1]
(b)	1	[1]
(c)	3	[1]
(d)	2	[1]

Task 4:				
Q	Answer	Accept	Reject	M
(a)	devrons / devons / devrions	aurons / avons / aurions besoin de il nous faudra	allons faudrons	[1]
(b)	profiter / bénéficier		Made up words (e.g. benefiter)	[1]
(c)	peut / pourra / a pu	Allow appropriate tense of savoir		[1]
(d)	choisira / décidera	Allow present tense Allow verbs expressing the doctor's course of action (e.g. recommander / fournir / donner / trouver / commencer ...)	Any verb giving the patient's angle (e.g. recevoir / subir / suivre ...)	[1]
	dépendre	Accept verbs which convey meaning even if grammatically incorrect (e.g. varier / être personnalisé ...)	personnalisé t.c (être) déterminé	[1]
(e)	soigner / traiter	Guérir (allow misspellings that do not impede communication)	aider tester diagnostiquer	[1]
(f)	deviennent / soient / puissent être / fussent	Ignore non use of subjunctive for content		[1]

Task 5:				
Q	Answer	Accept	Reject	M
(a)	occidentaux			[1]
(b)	exploser / doubler		va se multiplier	[1]
(c)	être confrontés (à)			[1]
(d)	choix déchirants	des choix déchirants		[1]

Task 6:				
Q	Answer	Accept	Reject	M
(a)(i)	La prescription des médicaments.	traitement donner des médicaments	... à la prévention la prescription t.c.	[1]
(a)(ii)	Les patients avec des maladies infectieuses.			[1]
(b)(i)	Les maladies chroniques / les maladies comme le diabète.	Allow : les maladies dont on ne guérit pas	le diabète t.c.	[1]
(b)(ii)	Les gens vivent/vont vivre plus longtemps. / Les gens vieillissent/vieilliront.	le vieillissement t.c.		[1]
(c)(i)	On augmentait / changeait / <u>les cotisations</u> pour couvrir les dépenses.	Allow réduisait Must convey idea of change in contributions		[1]
(c)(ii)	Les <u>électeurs</u> n'acceptent plus ces augmentations / ont rejeté cela On ne veut / peut pas augmenter les cotisations. Les dépenses vont augmenter beaucoup. / Les dépenses vont peut-être doubler avant 2040.	voters' refusal "they" - i.e. not voters Must convey idea of payments remaining the same (e.g. On n'augmente pas les cotisations) Allow: Il y aura de plus en plus de personnes âgées / de personnes atteintes de maladies chroniques.)		[3]
(d)(i)	(Si) les cotisations restent les mêmes.	Si le financement de la santé n'augmente pas Allow impôts for cotisation		[1]
(d)(ii)	(Si) l'assurance-maladie continue à couvrir les maladies chroniques.			[1]

Task 7: Transfer of Meaning

Award two marks per translated section according to the grid below. This grid assesses Transfer of Meaning into English. Note that this grid integrates *Quality of Written Communication Strand (i)* descriptors.

GRID H.2 TRANSFER OF MEANING 10 marks AO2	
2	Accurate transfer of meaning. Faultless or virtually faultless grammar, punctuation and spelling in English.
1	Inconsistent transfer of meaning. Mostly accurate but there are errors and/or missed details. There are instances of error in grammar, punctuation and spelling in English.
0	Very limited transfer of meaning. A substantial number of elements misunderstood or missing. Significant error in grammar, punctuation and spelling in English.

Notes to Grid H.2

Exceptional responses and marks to award:

1. Candidates may answer in **faultless English but may not transfer meaning accurately. Award either 0 or 1 mark**, depending on level of inaccuracy in meaning.
2. The **transfer of meaning is accurate but contains significant spelling and/or grammar errors. Award 0 or 1 mark**, depending on level of inaccuracy of English.

	French	English	Accept	Reject
1	Un institut de sondage posait naïvement la question :	A market research organisation naively asked (the question):	polling /survey institute / company allow: institution simplistically/ innocently posed	surveying / investigative institute research organisation straightforward
2	«Êtes-vous préoccupés par l'environnement ?» Bien sûr, à 92 %,	“Are you worried about the environment?” Of course, 92% of	bothered by / concerned / preoccupied / do you care sure enough	obviously at 92%
3	les 18-24 ans ont répondu oui. Mais si la question avait été :	18-24 year olds said yes. But if the question had been:	replied yes Allow agreed Allow were	
4	«Qu'est-ce que vous faites concrètement pour sauver la planète ? »,	“What do you actually do to save the planet?”	actively / really / practically / in practice / physically earth / world / globe	concretely / personally / definitely wrong tense look after / protect
5	les réponses auraient été moins assurées	the replies would have been less confident.	response(s) Allow they ... less assured / certain / sure / positive / definitive / firm more vague	less assuring / reassuring

Total: 10 marks

Tâche 8:

NB: Answers do not have to conform to the grammatical pattern of the original. Accept an explanation (e.g. in (b) quand on achète des choses)

Q	Answer	Accept	Reject	M
(a)	favorisent / pensent que c'est (le) (plus) important / mettent en première place		invented words (prioritisent)	[1]
(b)	acheter	acheter et utiliser	manger utiliser t.c.	[1]
(c)	personnes qui ne travaillent plus	singular personnes âgées / seniors personnes à / qui touchent la retraite	personnes qui ne travaillent pas	[1]
(d)	séparent / font une sélection de	différencient	recyclent / organisent	[1]
(e)	Il n'y a pas assez / On n'a pas assez	Allow omission of assez		[1]

Tâche 9:				
Q	Answer	Accept	Reject	M
(a)	Qu'il est nécessaire de sauver la planète.	Il faut sauver la planète	Any answer beginning with Si ...	[1]
(b)(i)	Il n'est pas facile d'agir. / Les gens ne veulent pas faire l'effort.	Cela exige un effort Ils sont paresseux		[1]
(b)(ii)	(Les gens ne veulent pas / Il n'est pas facile de) partager une voiture. (Les gens ne veulent pas / Il n'est pas facile d') acheter des produits bio.	covoiturage disregard negative achat de produits bio produits organiques Allow : nourriture disregard negative	produits écologiques / verts / bons pour l'environnement	[2]
(c)	Tout le monde / les citoyens / non seulement les dirigeants.			[1]
(d)(i)	Ce sont des lycéens qui ont été élus par leurs camarades (de classe).	Elèves / étudiants choisis Allow singular Allow any tense	nommés	[2]

Q	Answer	Accept	Reject	M
(d)(ii)	Ils (essaient de) rendre l'école plus verte.	Ils rendent l'école / l'établissement / le collège plus vert(e) Ils doivent rendre l'école Allow present tense NB : credit answer to d(ii) given in d(i)		[1]
(e)	Ils ont mis un an. Ils ont dû persuader le proviseur. / Le proviseur a hésité. Le proviseur n'a pas accepté le projet tout de suite. Ils ont dû trouver l'argent (eux-mêmes).	Il (leur) a fallu un an Allow longtemps Allow : present tense		[2 from 3]

Tâche 10:				
Q	Answer	Accept	Reject	M
(a)	possible	bon pour la planète	bon t.c	[1]
	Européens	Allow : la moyenne européenne if candidate has crossed out les		[1]
(b)	encouragent	persuadent doivent encourager / persuader ... Allow: apprennent / enseignent sont élus <u>par</u>	aident voudraient / veulent	[1]

Q	Answer	Accept	Reject	M
	conscients	respectueux / concernés	verts	[1]
(c)	partout <u>en France</u> /dans <u>tout le pays</u>	par tous les lycées français Allow lifting of à l'échelle du pays for communication mark	dans tous les pays	[1]
5 marks for Quality of Language (Accuracy) - Grid C.1				
Section B Total				[60]

GRID C.1

QUALITY OF LANGUAGE (ACCURACY)
 5 marks AO3

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

Section C – Writing

Mark one essay, using grids N, O, C.2 and F.2

GRID N	RELEVANCE AND POINTS OF VIEW 10 marks AO2
0–2	The response to the task is likely to be very short and/or irrelevant and/or very superficial.
3–4	Includes some relevant information but does not always address the requirements of the task. May have some difficulty in expressing points of view and/or narrating events and/or communicating factual information.
5–6	The information given is mainly relevant to the task. Points of view and opinions are generally supported by some factual evidence. May demonstrate some originality and/or imagination.
7–8	Relevant information that responds to the requirements of the task and is used to support points of view and opinions. Produces an imaginative and/or original response to the task.
9–10	Consistently relevant information that supports points of view and opinions. Shows genuine insight in responding to the task.

Grid N guidance

3–4 – No specific example from TL = cap 4

5–6 – Demonstration of originality and/or imagination – applies mainly to imaginative

7–8 – Imaginative and/or original response to task – applies mainly to imaginative

GRID O	STRUCTURE AND ANALYSIS 15 marks AO2
0–2	Random organisation of the response. Limited attempt to develop an argument , analyse and evaluate, and draw conclusions.
3–5	Shows some ability to structure and organise the response. Limited ability to develop an argument , analyse and evaluate, and draw conclusions.
6–9	Structured and organised response. Points of view are mostly linked in a logical sequence . Shows some ability to develop an argument, analyse and evaluate and draw conclusions.
10–12	Coherently structured and organised response. Points of view are linked in a logical sequence . Able to develop an argument , analyse and evaluate, and draw conclusions.
13–15	The response displays genuine control and clarity. A very well-developed argument. Confident ability to develop an argument, analyse and evaluate, and draw conclusions.

Grid O guidance6–9 – Straight narration = more 6/7
Evidence of some argument = more 8/9

GRID C.2	QUALITY OF LANGUAGE (ACCURACY) 10 marks AO3
0–2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
3–4	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.
5–6	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 .
7–8	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.
9–10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors .

Grid C.2 guidance

- 0–2 – Errors ([e.g.] endings, verb forms, gender of common nouns). Frequent first [= *other*] language interference.
- 3–4 – Errors ([e.g.] endings, verb forms, gender of common nouns, adjectival agreements). Candidate's first [= *other*] language. Meaning may be unclear; more wrong than right.
- 5–6 – Wrong/right = 50/50
- 7–8 – More right than wrong.

GRID F.2	QUALITY OF LANGUAGE (RANGE) 10 marks AO3
0–2	Only simple sentence patterns . Very limited vocabulary . Very limited range of structures .
3–4	Use of a restricted range of vocabulary and structures. Frequent repetition of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures.
5–6	Attempts to extend the range of vocabulary , though still rather repetitive. Attempts to use more complex language with some success in producing a range of syntax and sentence structures appropriate to the task.
7–8	Effective use of a range of vocabulary and structures appropriate to the task, with little repetition. A positive attempt to introduce variety and to use a range of complex sentence structures (though not always able to maintain correct usage).
9–10	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures .

Grid F.2 guidance

- 5–6 – [A range of] syntax and sentence structures appropriate to the [register of the] task.
- 7–8 – Effective = *good*. Reads easily.
- 9–10 – idiom ≠ *idioms*.

Section C Total: 45 marks
Paper Total: 140 marks

Transcript of first listening item**Luc Besson – a multi-talented artist**

Luc Besson, en tant qu'homme de cinéma, pourquoi avez-vous décidé de vous lancer dans les bandes dessinées ?

Cela remonte à mon enfance. Je suis né à Paris mais j'ai habité en Grèce et en Serbie où aucun livre n'était publié dans ma langue. Je viens d'une génération où les jeux vidéo n'existaient pas. C'est donc avec les bandes dessinées que je m'amusais, c'est avec elles que mon père me récompensait d'une bonne note. D'ailleurs mon père en lisait beaucoup lui-même. Et puis, je rêvais beaucoup, je fabriquais sans cesse mes propres images.

Récemment, vous avez créé une fondation pour aider les jeunes auteurs de milieux défavorisés. Pourquoi ?

En novembre 2005, j'ai été très choqué par les émeutes de banlieue, par le désespoir que cette violence a provoqué, par l'utilisation médiatique de la situation. Et je pensais aussi à ma propre expérience. Quand j'étais jeune cinéaste, pour mon premier film, j'ai vu 43 professionnels qui m'ont tous dit non. Pas un n'a vu que j'avais peut-être un petit potentiel.

Un conseil à donner aux jeunes ?

Éteignez votre ordinateur ! Vous êtes en train de vivre dans un monde virtuel qui vous éloigne de la vie. L'ordinateur est un outil génial si l'on veut chercher de l'info, mais rien ne remplace le contact avec les autres. Sortez et rencontrez des gens, ils vous raconteront leur histoire, vous leur raconterez la vôtre, il n'y a rien de mieux.

Transcript of second listening item**La peine de mort**

Robert Badinter, en 1981 vous avez fait abolir la peine de mort en France. C'est un sujet qui partage les opinions encore aujourd'hui. Alors, que répondez-vous aux partisans de la peine de mort ?

Dans les démocraties, la loi est fondée sur le respect des droits de l'homme. Et le premier droit de l'homme est le droit à la vie. Les dictatures pratiquent la peine de mort le plus largement possible, parce que c'est l'affirmation du pouvoir absolu de l'État sur le citoyen. Quand une dictature tombe, la suppression de la peine de mort est l'une des premières mesures prises.

Que dire à ceux qui pensent que la peur d'être tués peut dissuader les criminels ?

La criminalité n'a augmenté nulle part après l'abolition. Si cela avait été le cas, les gouvernements dans certains pays auraient ensuite rétabli la peine de mort. Pensez aux Anglais et aux Canadiens – ils ont d'abord suspendu toute condamnation à mort et puis au bout de cinq ans ils l'ont abolie car la criminalité n'augmentait pas.

Dans votre livre « Exécution », vous décrivez comment un homme qui n'avait pas tué a été condamné à mort.

Oui. La peine de mort, c'est une décision judiciaire, donc humaine. Le hasard y joue son rôle. Il faut penser à la composition du jury. Il faut aussi prendre en compte l'élément humain : certains accusés semblent sympathiques, d'autres pas. Certains avocats ont plus de talent que d'autres. L'actualité joue aussi. Prenez l'exemple de Christian Ranucci, qui en 1976 proclamait son innocence alors qu'il était accusé d'avoir tué une jeune adolescente. Il a été condamné à mort parce qu'au moment de son jugement les journaux étaient pleins d'articles sur l'enlèvement d'un petit garçon. Le climat politique était tel que le jury a choisi la mort. Sans oublier, enfin, les erreurs judiciaires, qui sont la honte de la justice.

Et évidemment la science peut limiter ces erreurs ...

Oui, bien sûr. Depuis que les analyses ADN existent, on a trouvé un grand nombre de condamnés innocents dans les couloirs de la mort aux États-Unis. Ainsi, en quinze ans, 122 personnes y ont été sauvées.

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