

## **Mark Schemes for the Units**

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**January 2007**

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All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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Advanced GCE French (7861)

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**Mark Scheme 2651/01  
January 2007**

**Section A Role-play**

Response to written text	5 marks (AO2)	[Grid 1A]
Response to Examiner	5 marks (AO1)	[Grid 1B]
Quality of Language	5 marks (AO3)	[Grid 1C]

**Section B**

Topic presentation	20 marks (AO4)	[Grid 1D]
Topic discussion		
Spontaneity and fluency	15 marks (AO1)	[Grid 1E]
Pronunciation and intonation	5 marks (AO1)	[Grid 1F]
Quality of Language	5 marks (AO3)	[Grid 1C]

**Section A Role-play: Grids 1A and 1B 10 marks****Grid 1A: Response to written text****0-1 Very Poor**

Little use made of stimulus material. Supplies one or two of the key points, but with many gaps and no detail.

**2 Poor**

Some attempt made to use the stimulus material, but covers less than half the key points. Many omissions or points not conveyed clearly.

**3 Adequate**

Performance is inconsistent. Makes a reasonable attempt to use the stimulus material. Covers about half of the key points, but there are some gaps.

**4 Good**

Makes good use of stimulus material. Covers over half the key points with some detail, but does not extend quite far enough to qualify for very good.

**5 Very Good**

Makes full use of the stimulus material. Covers virtually all the key points clearly supported by detail.

**Grid 1B: Response to Examiner****0-1 Very Poor**

Barely able to respond to many of the Examiner's questions. Shows very little initiative or imagination. Unable to react to Examiner's comments.

**2 Poor**

Some attempt to carry out the task but with limited success. Responses to the Examiner frequently inadequate. Shows little initiative or imagination.

**3 Adequate**

Inconsistent. Responds satisfactorily to the Examiner, but does not extend a great deal. Some quite good replies but some omissions.

**4 Good**

Completes the task successfully, showing initiative and imagination most of the time. Is able to keep the momentum going. Extends quite well, but could have gone a little further.

**5 Very Good**

Completes the task successfully, responding fully to the Examiner's questions and showing initiative and imagination throughout. Takes charge of the conversation. A convincing performance.

**Grid 1C: Quality of Language 5 marks****0-1 Very Poor**

Little evidence of grammatical awareness. Persistent serious and elementary errors. Only simplest sentence patterns.

**2 Poor**

Evidence of gaps in basic grammar. Frequent errors of an elementary kind, eg irregular verbs frequently not known. Some attempt at use of subordinate clauses and more complex sentence patterns, but errors still even in common structures.

**3 Adequate**

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language but not always successfully. Expression rather forced and problems with correct word order.

**4 Good**

Accuracy generally good. Shows sound grasp of AS structures list. Tenses and agreements sound although there may be errors in more complex areas. Ambitious in use of complex sentence patterns but not always able to maintain correct usage.

**5 Very Good**

High and consistent level of accuracy. Only minor errors and slips. Confident and correct use of a range of structures.



**Section B 45 marks****Topic presentation: Grid 1D 20 marks**

**Note:** The Examiner awards a mark for this grid on the basis of candidates' presentations. Candidates are initially placed in the middle of the mark band, which is considered to be appropriate to their performance in the presentation. Following the subsequent discussion the mark may be adjusted within the band or even into a higher or lower band.

**Note that it is not possible to be specific in the following grid because of the diversity of topics presented. The Examiner should adapt the general statements below to the specific topic being addressed. Grid 1D focuses on (i) knowledge and factual information; (ii) evidence of planning and preparation; (iii) quality of exposition and presentation. Other issues, such as ideas, opinions and the ability to enter into debate about the topic are dealt with when assessing the discussion (see Grid 1E).**

**0-4 Very Poor**

Conveys very little information about the subject. Material very thin and vague. Much waffle or superficiality. Gives the appearance of not having studied the subject seriously, and not to have planned with care. Poor and hesitant presentation.

**5-8 Poor**

Little information beyond the obvious or commonplace. Material thin, rambling, repetitious. Some evidence of planning and preparation, but presentation is pedestrian.

**9-12 Adequate**

Solid base of information with evidence of preparation and planning. Material is factually adequate, but with no evidence of wider reading. Material may not always be relevant. Exposition of topic is worthy but somewhat stilted.

**13-16 Good**

Good exposition and sound organisation of the topic. Makes relevant factual points. Well-informed with a range of relevant factual information. Well planned and organised material. Good exposition of topic.

**17-20 Very Good**

Shows well-informed and consistently well-illustrated factual knowledge of the subject. Knowledge is allied to a clear grasp of the subject and understanding of the context and wider issues. Detailed planning evident and topic presented with style and flair.

**Note:** **If candidates fail to relate the Presentation/Discussion to aspects of the society or culture of the country or community where the language is spoken then the maximum mark that can be achieved is 8/20 on Grid 1D.**

**If, in response to the Examiner's questions, there is some superficial reference subsequently made then this could rise to a maximum of 9/20. If more than a superficial reference is made then the full range of marks in the Adequate band can be accessed.**

**Topic discussion:      Grids 1E, 1F and 1      C25 marks**

**Grid 1E:      Spontaneity and fluency      15 marks**

**0-3    Very Poor**

Has very little to offer by way of ideas and opinions. Much irrelevance or superficiality. Cannot really cope with Examiner's non-factual questions. Slow, with frequent pauses. Fluency confined to pre-learnt material.

**4-6    Poor**

Beginning to develop ideas and opinions, but very patchy. Can respond intelligently to a few of Examiner's non-factual questions. Beginnings of fluency but with some inconsistency or hesitancy.

**7-10    Adequate**

Shows some ability to develop ideas and opinions and can respond intelligently to a number of the Examiner's non-factual questions. Reasonably fluent and spontaneous.

**11-13    Good**

Increasing ability to develop ideas and opinions. Can respond intelligently to almost all the Examiner's non-factual questions. Fluent and spontaneous much of the time.

**14-15    Very Good**

Able to develop ideas and opinions well. A very fluent and spontaneous performance throughout.

**Grid 1F:      Pronunciation and intonation      5 marks**

**0-1    Poor**

Only comprehensible with difficulty. Heavily influenced by mother tongue. Many sounds mispronounced.

**2-3    Adequate**

A number of errors, with particular problems with more difficult sounds. Otherwise intonation and pronunciation mostly acceptable.

**4      Good**

Pronunciation and intonation mostly correct, although there may be occasional mispronunciation with more difficult sounds.

**5      Very Good**

Only occasional errors of pronunciation and intonation. Sounds authentic most of the time.

**Mark Scheme 2652  
January 2007**

**UNIT 2, Listening, Reading and Writing, and UNIT 3, Reading and Writing**

The following general principles apply to the marking of Units 2 and 3 in French, German and Spanish.

- 1 Obliques indicate alternatives, any one of which scores the marks indicated.
- 2 Bracketed points indicate information or words not essential to score the full marks.
- 3 Alternatives: The award of marks is not necessarily dependent on the specific wording in the mark scheme; other wordings will score the marks, provided they are semantically equivalent. Acceptable alternatives will be discussed at the examiners' meeting and the mark scheme amplified accordingly.
- 4 Copying of material: Candidates are instructed that they may use expressions of up to 5 words from the text **unchanged**. In practice, there is likely to be little opportunity for extensive "lifting" to occur (only in extended writing exercises); where it does happen, the general rule is that the lifted material should be bracketed and discounted for the purpose of assessing the quality of the language.
- 5 Grammar and spelling: In **UNIT 2, Section 2C** and in **UNIT 3, Section B** the quality of the FL in which the Writing task is expressed is assessed under the appropriate assessment grids. In the English exercise in **UNIT 2, Section 2B**, spelling, punctuation and grammar should be assessed under grid 2B.
- 6 Rubric infringements: The most likely rubric infringement in these papers would be answering in the wrong language. Where this occurs, no marks should be awarded.

Any other rubric infringements should be drawn to the attention of the Principal Examiner.

- 7 Particular points relating to Unit 2
  - 7.1 If some of the verbal questions have been omitted, Quality of Language (grid 2A) should be assessed as normal and then the resulting mark will be reduced pro rata (see additional grid in mark scheme).
  - 7.2 Incorrect answers in the target language: assess the language element provided that the candidate has attempted a response to the question.
  - 7.3 Totally irrelevant, or pre-learnt all-purpose answers should score no marks.
  - 7.4 Answers in English, other than in Unit 2, Section 2B, should score no marks.
  - 7.5 The use of the familiar pronoun in the Writing task should be regarded as a "serious error" in the language criteria
  - 7.6 Transfer of meaning exercise: if a candidate has only attempted part of the translation, assess as follows:
    - if they have attempted 50%+ of the translation, assess the 2B mark as normal and do not adjust
    - if they have attempted 25-50%, maximum 2B mark = 3
    - if they have attempted less than 25%, maximum 2B mark = 2
  - 7.7 The 'sympathetic English reader' should be **very** sympathetic in assessing comprehension. ½ marks to be allowed in comprehension questions (to be rounded up at the end of the **paper**).

- 7.8 Fluency of style and appropriateness of vocabulary should be ignored under grid 2B but will be discussed under the details of the comprehension points.
- 7.9 Transfer of meaning into the target language (grid 2C). For each point not attempted, deduct  $\frac{1}{2}$ , **after** arriving at the overall language mark.
- 7.10 Vocabulary should be considered under 'structure'.
- 7.11 Do not penalise candidates who write more than 100 words.
- 7.12 Inappropriate register should be reflected in the language mark.
- 8 Particular points relating to Unit 3
- 8.1 To avoid penalising candidates twice for the same fault, the language must be marked fully, even where the mark under 3B/3C is very low or zero. In the case of a totally irrelevant piece of writing, the script should be referred to the Team Leader.
- 8.2 Annotation of scripts: mark with a circled number any content point (show the mark in the right-hand margin). Mark with a tick in the left-hand margin any personal additions or imaginative points made by the candidate
- 8.3 Rubric infringements are unlikely to occur. Refer any problems of this kind to the Team Leader or Principal Examiner.
- 8.4 Allow 'lifting' of up to 5 words (from the original stimulus or from the cloze test) in Task 4. Put brackets round lifted sections. Discount lifted sections when assessing grid 3A.
- 8.5 Quality of vocabulary should be rewarded under structure.
- 8.6 Responses that are irrelevant to the task and/or text should be assessed only for language.
- 8.7 Comprehension (grid 3B). For 'Adequate', the candidate should refer to c.40% of the content points. For 'Good', the candidate should refer to 50%+ of the content points.
- 8.8 Content points can be precise, factual points **or** allusions. This will depend on the text. Points do not need to come from the entire passage - they can come from only a section of the text.
- 8.9 Response (grid 3C). 'Insight' and 'originality' refer to anything that was not in the original text.

**Modern Languages at Advanced Subsidiary****UNIT 2, Listening, Reading and Writing, and UNIT 3, Reading and Writing**

Please use the following symbols on all scripts to indicate marks awarded and any deductions.

- 1 Tick each point for which a whole mark is awarded. Write ½ for a half-mark if necessary.
  - 2 Cross any incorrect answer for which no content marks are awarded. (Write a zero to indicate no marks.)
  - 3 **Underline all language errors in Section 2.**
  - 4 Use **X INV** to indicate an item that invalidates an answer
  - 5 Indicate omitted information by a caret sign ^.
  - 6 Indicate superfluous information or clumsiness in language by a wavy line ~.
  - 7 In translation exercises, the end of each sub-section may be indicated by the symbol //.
  - 8 Where candidates give alternative answers, only the first one written, or the one on the line should be marked.
  - 9 In the exercise where a response in English is required, inaccuracy should be shown by a **single underline** for individual items and a **wavy line** should be used for inaccurate/clumsy sections
  - 10 For each question or section, write the mark awarded in the right-hand\* margin. At the end of the exercise write the total marks, **and ring this figure**. Allow any half-marks to stand.
- \* Left-handed markers may use the left-hand margin.
- 11 In Unit 3, section B, Writing, show the mark for Grid 3A (Quality of Language) first and then the mark for 3B (Comprehension), then the mark for 3C (Response) eg

$$A4 + B3 + C3 = 10$$

Individual content points made should be numbered consecutively and ringed, either in the body of the text or in the right-hand margin. Any personal or imaginative additions by the candidate should be ticked in the left-hand margin.

- 12 At the end of each exercise total the marks awarded, **and ring this figure**. Allow any half marks to stand.

**Arriving at the final mark**

Add the ringed totals for each exercise, and write this figure at the end of the script. Round UP a half-mark remaining. Ring the final total, and transfer it to the box on the front cover. On the OMR marksheet enter **the final total only**.

**Tâche 1** – 1 mark for each correct answer

- a) C
- b) B
- c) C
- d) A
- e) C
- f) B

**Tâche 2** – 1 mark for each correct answer

- a) Wanadoo
- b) Yahoo
- c) Wanadoo
- d) AOL
- e) Yahoo

**Tâche 3** – 1 mark for each correct answer

*Example – G – no mark*

- 1 K
- 2 F
- 3 H
- 4 N
- 5 B
- 6 C
- 7 A
- 8 E
- 9 I

**Tâche 4** – 1 mark for each correct answer

- 1 G – *example – no mark*
- 2 J
- 3 N
- 4 B
- 5 A
- 6 H
- 7 M
- 8 L
- 9 C
- 10 F
- 11 E

## Tâche 5 - Section 2A

## COMMENTS / NOTES

a)	1	C – de la promotion des produits	
b)	1	B – appréciées	
c)	1 1 1	(elle veut) élargir son <u>marché</u> / augmenter ses ventes (idea of expansion of market needed) ouvrir des <u>succursales</u> / branches / magasins en Grande-Bretagne / Angleterre	wrong split eg de largir/délargir INV. Accept enlargir. Expand = reject  wrong split INV / singular INV / ouvrir INV
d)	1	(Parce qu') il veut / pour (faire) traduire des documents / il a des documents à (faire) traduire  (Parce qu') il veut une réponse rapide (à sa question)  <b>(Accept either)</b>	il nous veut / il veut nous traduire = reject
e)	1 1	C – fiable D - efficace	
f)	1 1 1	ont été / sont formés / qualifiés / éduqués / enseignés  La réussite / le succès de son entreprise / Cuitout  (peut / pourrait) / va (peut-être) dépendre de leur travail	Formation / forme / forment = reject passive req and idea of <b>outcome of training</b> / qualification <b>not</b> course followed / method (apprennent à travailler = rej)  ignore spelling of Cuitout need both elements  ref to quality may be sufficient for mark distortion of pourrait INV
g)	1	C – du nombre de mots	
h)	1 1	de temps / heures / jours / semaines  faire / finir / compléter / effectuer / recevoir / écrire	Reject time expression longer than weeks reject délai  (plus) vite INV
i)	1	(Il voudrait) que Transword lui réponde (au plus) vite / rapidement / le plus vite possible	reject (en/le) plus vite reject use of me / se / nous accept bientôt



Task 2A has 5 non-verbal marks out of 15 (ie:  $m = 10$ )

$n \rightarrow$	1	2	3	4	5	6	7	8	9	10
$i \downarrow$										
5	4½	4	3½	3	2½	2	1½	1	½	0
4	4	3	3	2	2	2	1	1	0	0
3	3	2	2	2	1½	1	1	1	0	0
2	2	2	1	1	1	1	1	0	0	0
1	1	1	1	1	½	0	0	0	0	0

**i** is the initial mark awarded for quality of language under Grid 2A.

**n** is the total number of marks for language-productive questions **not attempted** by the candidate

### Grid 2A: Listening

0-1	<i>Very Poor</i>	Little evidence of grammatical awareness. Persistent serious and elementary errors in spelling, agreements and transcriptions from the spoken word.
2	<i>Poor</i>	Evidence of gaps in basic grammar. Frequent errors of an elementary kind, in spelling, agreements and transcriptions from the spoken word
3	<i>Adequate</i>	Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Still recurrent errors in spelling, agreements and transcriptions from the spoken word.
4	<i>Good</i>	Accuracy generally quite consistent, but there may be errors in more complex area and/or a number of minor errors in spelling in transcriptions from the spoken word.
5	<i>Very Good</i>	High and consistent level of accuracy. Only minor errors and slips. Confident and correct use of a range of structures. Virtually no problems in transcriptions from the spoken word.

## Tâche 6: Section 2B

1 mark for each component, up to the maximum for each paragraph. The total for each paragraph is to be divided by 2. No rounding up at the end of this task.

1	1	For <u>more than / over</u> a century	idea of duration needed
	1	Cuitout has been endeavouring / trying	reject any idea of force
	1	to adapt technological advances / progression(s) / advancing technology	adapt <u>to</u> = reject its INV progressive/progressed = reject
	1	<u>to</u> culinary / gastronomic(al) <u>tradition</u>	reject traditional
	1	(in order) to produce quality cookers / ovens / stoves.	reject items / products / kitchens reject by producing
	1	Up to now,	reject from now on
	1	only the French / French customers / France	
	1	could / have been able to use / enjoy them / appreciate it / this / them	
	1	From now on,	reject now t.c.
	1	because of / thanks to the development / enlargement / growth / widening	because of our growing network of outlets=2
	1	of our network <u>of (retail) outlets / shops / sales network</u>	reject points of sale / selling points. Point(s) INV need either network or idea of number
	1	the (real) pleasure of cooking	reject eating
	1	is / can be/ will be within everyone's reach.	accept at everyone's door(step) reject at the door of all
	1	Whatever	
	1	your needs, wishes	
	1	or the size / dimension(s) of your kitchen,	reject specific dimensions eg height/width
1	you will <u>easily</u> find / will have <u>no problem</u> finding	idea of ease required	
1	<u>in / from / within</u> our range / selection ( of cookers / models / products)		
1	the one for which / what you are looking (for).	research INV	
<b>(any up to 16 max)</b>			

2	1	If you want (some) information / to know more (about our products),	reject queries accept for
	1	if you have <u>technical / technological</u> questions	reject technique
	1	if you want advice	reject information accept consult
	1	on how to use the <u>cookers</u>	ignore related mis-renderings of cookers, but object needed
	1	or if you wish to take advantage of / profit / benefit from	reject <u>the</u> profit
	1	our expertise and know-how / knowledge / experience,	
	1	visit one of dealers / sellers / stockists Accept places where transactions occur: stores / shops / branches / retailers / showrooms.	Reject: vendors / resellers / staff also reject places such as sources / establishments.
	1	To find the <u>nearest</u> shop,	
	1	look (up the list) on (Cuitout-service.com) / our website	
	1	or send us an e-mail (on Cuisinières@Cuitout.fr)	reject coordinates 2 out of 3 needed : address / phone number / name
	1	with your details and questions	reject staff t.c. or service t.c
	1	Our customer / client (relations) service	
	1	will be delighted to help you.	cooking INV
	1	With a Cuitout cooker, your kitchen becomes	
	1	the (real) focus / heart / centre of your home / house / household <b>(any up to max 14)</b>	

**Grid 2B: Quality of Written English**

0-1	<i>Very Poor</i>	Major and persistent errors in grammar, punctuation and spelling.
2	<i>Poor</i>	Frequent serious errors in grammar, punctuation and spelling.
3	<i>Adequate</i>	Still a number of errors in grammar, punctuation and spelling, some of them serious.
4	<i>Good</i>	Very accurate with only a few minor errors in grammar, punctuation and spelling.
5	<i>Very Good</i>	Excellent, almost faultless grammar, punctuation and spelling.

**Tâche 7: Section 2C**

½ mark to be deducted for each sub-component that has not been attempted.

1	<ul style="list-style-type: none"> <li>we have received his message</li> <li>we would be delighted to do this work</li> </ul>	
2	<ul style="list-style-type: none"> <li>our personnel is very well qualified</li> <li>we aim for the highest standards</li> </ul>	
3	<ul style="list-style-type: none"> <li>many factors are taken into account</li> <li>so the cost can vary</li> </ul>	
4	<ul style="list-style-type: none"> <li>we send an invoice on completion</li> <li>to be settled within 28 days</li> </ul>	
5	<ul style="list-style-type: none"> <li>does he wants us to arrange</li> <li>for the documents to be printed here in Great Britain?</li> </ul>	

Work to be assessed for quality of language – **Grid 2C**

0-2	<i>Very Poor</i>	Little evidence of grammatical awareness. Persistent serious and elementary errors in endings, tenses, genders. Only simplest sentence patterns, and those mainly incorrect.
3-4	<i>Poor</i>	Evidence of gaps in basic grammar. Frequent errors of elementary kind, eg irregular verbs frequently not known; adjectival agreements and common genders faulty. Some attempt at use of subordinate clauses and more complex sentence patterns, but errors still even in common structures.
5-6	<i>Adequate</i>	Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language and shows some ability to produce syntax and structures appropriate to the task but work is characterised by being inconsistent and with variable accuracy. Expression rather forced and problems with correct word order.
7-8	<i>Good</i>	Accuracy generally consistent. Shows sound grasp of AS and/or A2 structures list. Tenses and agreements sound although there may be some inconsistency and errors in more complex areas. Ambitious in use of a variety of complex sentence patterns but not always able to maintain correct usage.
9-10	<i>Very Good</i>	High and consistent level of accuracy. Mainly minor errors. The overall impression is one of competence. Confident and correct use of a varied range of structures.

**Transcript****Tâche 1: Alerte à la neige – 40 secondes**

34 départements de l'est sont en alerte orange. Ça veut dire qu'on attend des chutes de neige dans la journée. Soyez donc prudents si vous prenez le volant. Pour le moment, la neige ne tient pas encore, mais attention, par endroits, les températures sont négatives.

Cette vague de neige a déjà provoqué de grosses difficultés en Europe. En Suisse, à l'aéroport de Genève aucun avion ne pouvait décoller et pour éviter la saturation, 150 autocars de skieurs ont été bloqués du côté français de la frontière.

**Tâche 2: Le boom des cartes de vœux électroniques – 40 secondes**

Cette année, pour vos cartes de vœux électroniques, les sites Internet font preuve d'imagination.

Sur Wanadoo, vous pouvez commencer par envoyer un bisou « ... » pour la Nouvelle Année et puis envoyer vos vœux sur un air de rap – ou un autre - selon vos goûts, et tout ceci gratuitement !

Sur Yahoo vous pouvez envoyer à vos amis un Père Noël qui danse. Vous pouvez même ajouter à votre carte une petite vidéo de la famille.

Et, pour les cartes du type « Cette année, j'arrête de fumer », connectez-vous à AOL.

**Tâche 3: Les skis Rossignol changent de propriétaire – 50 secondes**

En 1907, Abel Rossignol, un modeste menuisier, crée une petite entreprise dans laquelle il commence à fabriquer des skis en bois.

Depuis, 50 millions de paires ont été vendues dans le monde, grâce à une évolution technologique constante, avec des skis qui passent du bois au métal, puis à la fibre de verre. Les plus grands champions ont skié Rossignol, mais aujourd'hui la société est rachetée par Quicksilver, le spécialiste américain.

Perrine Pelen, championne de slalom bien connue :

- Moi, j'ai toujours skié Rossignol ; c'est un symbole de l'économie française. Avec cette marque de skis, c'est une partie du patrimoine français qui part à l'étranger – et ça c'est triste.

**Tâche 5: message - 50 secondes**

Ici Pierre Cuisson, directeur du marketing de Cuitout. Vu l'énorme succès de nos cuisinières en France, nous avons décidé d'élargir notre marché et d'ouvrir des succursales en Grande-Bretagne.

Je vous appelle parce que je veux faire traduire des documents en anglais et je cherche une agence capable faire ce travail correctement et le plus rapidement possible.

En effet, j'ai quelques questions : D'abord, quelle est la formation de vos traducteurs ? La réussite de notre entreprise pourrait dépendre de la qualité de leur travail. Ensuite, comment établissez-vous vos tarifs ? Selon la longueur des textes ? Enfin, quels délais exigez-vous pour effectuer un tel travail ? Pouvez-vous me répondre au plus vite ? Merci.

**Mark Scheme 2653  
January 2007**

**Tâche 1 8 marks**

- 2 F  
 3 G  
 4 E  
 5 B  
 6 I  
 7 D  
 8 H  
 9 A

**Tâche 2 7 marks**

- 1 B  
 2 A  
 3 B  
 4 A  
 5 C  
 6 A  
 7 C

**Tâche 3**

- 10 marks for Quality of Language      Grid 3A  
 10 marks for Comprehension          Grid 3B  
 10 marks for Personal Response      Grid 3C

**Grid 3B: Comprehension 10 marks**

This grid is intended to assess the candidate's comprehension of the content of the text. This grid should be read in conjunction with the possible points for (a) and (b).

<b>0</b>		Work undeserving of any marks (eg blank, irrelevant).
<b>1-2</b>	<i>Very Poor</i>	Includes only one or two points from the original passage.
<b>3-4</b>	<i>Poor</i>	Merely transcribes sections from the original passage.
<b>5-6</b>	<i>Adequate</i>	Includes a reasonable number of points from the original passage.
<b>7-8</b>	<i>Good</i>	Includes a good number of points from the original passage.
<b>9-10</b>	<i>Very Good</i>	Provides a comprehensive summary of the original passage.



**(a) (i) Possible points**

<b>ACCEPT</b>	<b>REJECT or COMMENT</b>
particular angle for news items etc.	
influence viewers	
give explanation for events	
<u>often/mainly/precedence given</u> to bad news/example (eg violence, crime, tragedy)	REJECT 'always'
show horrifying images	
report distressing facts	
encourage fear	(Max 2 out of 3 of these last three points)

**(a) (ii)**

<b>ACCEPT</b>	<b>REJECT or COMMENT</b>
choose/adapt topics / pictures (carefully) / don't shock children	
when children may be watching	
eg for early evening bulletin	REJECT British 'watershed' time
give warning (that reports may be unpleasant)	
show horrifying images	
report distressing facts	
encourage fear	IMPORTANT: Credit these points EITHER in (i) or (ii), NOT BOTH.
at any time of day	(Max 2 out of 3 as above)

**(b) Possible points**

<b>ACCEPT</b>	<b>REJECT or COMMENT</b>
discuss adverts	
and their influence	
play at distinguishing advertisements from programmes	
turn down volume <u>during commercial breaks</u>	
<u>record</u> programmes for children to watch later	
show them how to	
fast forward recording	

**Grids 3A and 3C**

These two grids should be applied jointly to the assessment of the candidate's work. For example, a candidate might omit any significant reference to the passage and yet provide an imaginative response. The best candidates score highly on each grid.

**Grid 3A: Quality of Language 10 marks**

0-2	<i>Very Poor</i>	Little evidence of grammatical awareness. Persistent serious and elementary errors in endings, tenses, genders. Only simplest sentence patterns, and those mainly incorrect.
3-4	<i>Poor</i>	Evidence of gaps in basic grammar. Frequent errors of an elementary kind, eg irregular verbs frequently not known; adjectival agreements and common genders faulty. Some attempt at use of subordinate clauses and more complex sentence patterns, but errors still even in common structures.
5-6	<i>Adequate</i>	Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language and shows some ability to produce syntax and structures appropriate to the task but work is characterised by being inconsistent and with variable accuracy. Expression rather forced and problems with correct word order.
7-8	<i>Good</i>	Accuracy generally consistent. Shows sound grasp of AS and/or A2 structures list. Tenses and agreements sound although there may be some inconsistency and errors in more complex areas. Ambitious in use of a variety of complex sentence patterns but not always able to maintain correct usage.
9-10	<i>Very Good</i>	High and consistent level of accuracy. Mainly minor errors. The overall impression is one of competence. Confident and correct use of a varied range of structures.

NOTE 'L' indicates particularly good use of language

**Grid 3C      Personal Response      10 marks**

<b>0</b>		No attempt to provide a personal response.
<b>1-2</b>	<i>Very Poor</i>	Only briefly indicates a personal opinion.
<b>3-4</b>	<i>Poor</i>	Two or three personal opinions indicate the beginnings of a response.
<b>5-6</b>	<i>Adequate</i>	A number of personal views expressed, but little flair or imagination.
<b>7-8</b>	<i>Good</i>	A range of personal views, with a certain originality and imagination.
<b>9-10</b>	<i>Very Good</i>	Responds with a wide range of views which show insight and imagination.

NB: If only one part of question “c” is answered, the maximum possible: 8 marks.

**Tâche 4      15 marks**

- a) B
- b) A
- c) A
- d) C
- e) A
- f) B
- g) B
- h) B
- i) C
- j) C
- k) B
- l) A
- m) C
- n) A
- o) C



**Mark Scheme 2655  
January 2007**

## French Unit 2655

January 2007

## Listening, Reading and Writing 2

Please use the following symbols on all scripts to indicate marks awarded and any deductions.

- 1 Tick each relevant point for which a whole mark is awarded.
- 2 Draw a single line under any language errors [in parts of the examination where language is to be marked].
- 3 Indicate omitted information by a caret sign ^.
- 4 Indicate superfluous information by a wavy line.
- 5 Where candidates give alternative answers, only the first one written, or the one on the line should be marked.
- 6 For each question or section, write the mark awarded in the right hand\* margin. At the end of the exercise write the total marks, **and ring this figure**.

\*Left-handed markers may use the left hand margin.

- 7 At the end of Sections A and B, write the mark awarded for Quality of language as 5A or 5B and ring this mark.
- 8 In the extended writing exercise in Section C, show the mark for Grammatical Accuracy (G) and then the mark for Range, variety and appropriateness (R).

For the Range mark in cases where answers are irrelevant or there are gaps:

- 10 or more of the relevant points covered + a personal response – assess on full range of 5 marks
- 5 to 9 of the relevant points covered + a personal response – assess on maximum of 3 marks
- less than 5 of the relevant points covered + a personal response – assess on maximum of 2 marks
- If no attempt at a personal response then deduct 1 mark from total awarded for this grid
- If the answer is totally irrelevant then award 0 marks

Transfer the totals for each task to the front cover, insert the Quality of language mark after the appropriate question. On the OMR mark sheet enter **the final total only**.

## Section A

## Tâche 1: La planète en danger

MARKSCHEME	ACCEPT	REJECT
<b>a)</b> l'extinction des espèces [1]	Des espèces sont en danger La sixième extinction des espèces	La biodiversité est menacée
<b>b)</b> en détruisant la faune et la flore / l'habitat des animaux / les/ des habitats [1]		Habitat t.c.
<b>c)</b> parce qu'elle donne à l'homme de la nourriture [1] et peut fournir des médicaments / 80% des médicaments sont extraits de la nature [1]	Parce qu'elle la nourrit [1]  Qu'elle la / le soigne [1] Accept wrong percentage provided <i>soigne</i> is mentioned	Wrong percentage if <i>soigne</i> is not mentioned
<b>d)</b> les abeilles / insectes [1] parce qu'elles transportent du pollen d'une plante à l'autre [1]		
<b>e)</b> il faut les protéger / sans elles il manquerait quelque chose à chacun [1]		
<b>f)</b> parce qu'elle a un grand nombre d'espèces animales menacées [1]	Parce qu'elle est au quatrième rang avec le plus grand nombre d'espèces animales menacées	Parce qu'elle a le plus grand nombre d'espèces menacées distorsion of rang eg. rond
<b>g)</b> le grand public [1] les entreprises [1]	Le public La population française	

**Tâche 2: Apprendre la presse!**

MARKSCHEME	ACCEPT	REJECT
1) riche [1]	aisé	Moyens Affluente
2) peuvent lire [1]	Reçoivent (gratuitement)/ se voient offrir / sont offerts	Lire t.c.
3) réussi / été encourageante [1]	été un succès	
4) utilisent [1]	Se servent / usent de	Servent t.c. Usent t.c.
5) divertissent [1]		intéressant
6) se passe / arrive [1] (must have a verb)	Est d'actualité	
7) s'abonner [1]	S'inscrire / abonner /	
8) payer [1] (must be a verb)		
9) modestes [1]	Plus modestes /pauvres	
10) offre [1]	Expérience / gratuité/opportunité/service/ initiative	programme

**In addition 5 marks to be awarded for AO3 Grid 5A (see following)**

**Remember to write your 5A language mark after task 2 and to record it on the front page in the box next to the mark for task 2.**

Marks on the mark scheme are awarded for comprehension; they show that the candidate has understood what he/she has heard.

Hence if an answer is comprehensible to a French speaker and conveys the required message, marks can be awarded. Beware of the use of English words, which would be comprehensible to an Examiner but not to a French person with no knowledge of English. Inappropriate use of language will be reflected in the 5A mark.

However if language impairs communication to the extent that it makes the message incomprehensible or changes the meaning, then no marks can be awarded.

Place a tick next to points for which you are awarding a mark and put a cross next to incorrect answers, in the body of the text. Underline all language errors. Circle consequential errors. Put a circle over letters where an accent is missing or wrong. Put an L above good language points. Put your marks in the right-hand margin, circle the total and transfer it to the front cover. If an answer is wrong or a question is not answered, put 0 in the margin. Don't leave it unmarked.



**Grid 5A: Listening****0-1 Very Poor**

Little evidence of grammatical awareness. Persistent serious and elementary errors in spellings, agreements and transcriptions from the spoken word.

**2 Poor**

Evidence of gaps in basic grammar. Frequent errors of an elementary kind, in spelling, agreements and transcriptions from the spoken word.

**3 Adequate**

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Still recurrent errors in spelling and transcriptions from the spoken word.

**4 Good**

Accuracy generally quite consistent, but there may be errors in more complex areas and/or a number of minor errors in spelling and transcriptions from the spoken word.

**5 Very Good**

High and consistent level of accuracy. Only minor slips. Confident and correct use of a range of structures. Virtually no problems in transcriptions from the spoken word.

**Section B****Task 3:**

B, D, E in any order

[3]

**Tâche 4:**

- a) par hasard [1] reject hasard  
 b) au coeur [1]  
 c) lance [1]  
 d) exhorte [1]  
 e) crédits [1]

**Tâche 5:**

MARKSCHEME	ACCEPT	REJECT
a) bulletin d'information [1]		
b) les autorités / l'État [1]	Le gouvernement	
c) arrive vite / ne se fait pas attendre [1]	Est immédiate (must have a verb)	Immédiatement t.c. N'a pas été longue
d) jamais vu / sans pareil [1]	Qui n'est jamais arrivé auparavant/ c'est la première fois nque ça arrive	N'a jamais passé avant

**Tâche 6:**

MARKSCHEME	ACCEPT	REJECT
a) on construis 300 000 habitations <u>par an</u> [1] depuis 1956. [1]	Idea of quantity as an alternative to the number	300000 habitations t.c. On construis des habitations
b) sont rapatriés / rentrent en France. [1]	Sont venus d'Algérie	
c) résoudre la crise du logement / fournir plus de logements [1]	reloger les pieds noirs / pouvoir loger tout le monde / pour que tout le monde ait un toit résoudre le problème	Pour les sans abris t.c.
d) éloignement/isolement/situation éloignée des centres villes (et de leurs aménagements)		Location / placement with no further explanation

## Tâche 7:

MARKSCHEME	ACCEPT	REJECT
1) avant [1]	Jusqu'en	
2) chômage [1]	Chômeurs	
3) la montée/l'augmentation [1]	Hausse / élévation / élévement	
4) les moyens / la possibilité [1]	Opportunité / la chance	
5) gagnaient [1]	Gagnent	
6) moins cher / moins élevé [1]	Allégé / plus petit / modéré (idea of low cost)	

## Tâche 8:

MARKSCHEME	ACCEPT	REJECT
a) (i) a drop in the construction of low rent housing [1] (ii) unemployment increase [1]	Rise in unemployment	Unemployment arose
b) in 1954 the radio was used and in 1984 the television was used [1]		
c) a failure of the social housing policies		
d) restore social mix in the community [1] towns of more than 50 000 people [1] must provide at least 20% social housing / low rent accommodation [1]	Restructuring large housing estates/ areas of low rent housing	
e) Town councils/local authorities prefer to be fined [1] than house problem tenants [1]		Pay taxes People/home owner/villages
f) launched his manifesto / appealed to the French people [1] immediate action [1]	Launches a manifesto (against poverty) / launched a new appeal against poverty(1) Appealing for <u>immediate</u> action (1)	(New) campaign
g) one million of them are excluded /marginalized [1]		homeless
h) unemployment [1] inequalities [1] individualist society [1]	Selfish / disemployment	

**Task 9:** C, E (in any order)

[2]

**In addition 5 marks to be awarded for AO3 Grid 5B (see following)**

**Remember to write your 5B language mark after task 7 and to record it on the front page in the box next to the mark for task 7.**

As in the listening tasks marks on the mark scheme are awarded for comprehension, they show that the candidate has understood what he/she has read.

Hence if an answer is comprehensible to a French speaker and conveys the required message marks can be awarded. Beware of the use of English words, which would be comprehensible to an examiner but would not to a French person with no knowledge of English. Inappropriate use of language will be reflected in the 5B mark.

However if language impairs communication to the extent that it makes the message incomprehensible or changes the meaning then no marks can be awarded.

Place a tick next to points for which you are awarding mark and put a cross next to incorrect answers, in the body of the text and your mark in the right-hand margin. Underline all language errors. Circle consequential errors. Put a circle over letters where an accent is missing or wrong. Put an L above good language points. Put your marks in the right-hand margin, circle the total and transfer it to the front cover. If an answer is wrong or a question not answered, put 0 in the margin. Don't leave it unmarked

### **Grid 5B: Reading Comprehension**

#### **0-1 Very Poor**

Little evidence of grammatical awareness. Persistent serious and elementary errors in endings, tenses, genders. Only simplest sentence patterns, and those mainly incorrect.

#### **2 Poor**

Evidence of gaps in basic grammar. Frequent errors of an elementary kind, eg irregular verbs frequently not known; adjectival endings and common genders faulty. Some attempt at use of subordinate clauses and more complex sentence patterns, but errors still even in common structures.

#### **3 Adequate**

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language and shows some ability to produce syntax and structures appropriate to the task but work is characterised by being inconsistent and with variable accuracy. Expression rather forced and problems with correct word order.

#### **4 Good**

Accuracy generally consistent. Shows sound grasp of A2 structures list. Tenses and agreements sound although there may be some inconsistency and errors in more complex areas. Ambitious in use of a variety of complex sentence patterns but not always able to maintain correct usage.

#### **5 Very Good**

High and consistent level of accuracy. Mainly minor errors. The overall impression is one of competence. Confident and correct use of a varied range of structures.

**Tâche 10** (marked according to grid 5C)

In order to have access to the full range of marks in the Range criteria the candidate must have covered a minimum of 10 points + one personal opinion. If 5-9 points have been covered + one personal opinion the maximum mark for Range will be 3. Below 5 points + one personal opinion the maximum mark for Range would be 2. If there has been no attempt at giving a personal opinion, deduct 1 mark from the marks awarded for the range grade.

MARKSCHEME	ACCEPT	REJECT
a) - fait économiser de l'argent aux entreprises - fait économiser de l'argent à l'État - propose de nouvelles libertés - permet aux ouvriers de travailler plus Also accept : - rend les règles plus flexibles - stimulera l'économie - aidera à réduire le chômage / réduira le chômage		
b) - dans les petites entreprises c'est le patron qui décidera - les ouvriers ne seront pas libres de choisir s'ils veulent ou pas travailler plus - destruction de la semaine des 35 heures		
c) - ils montrent un mécontentement envers le gouvernement - ils montrent un attachement aux 35 heures - 77% veulent garder intacte leur semaine de travail - 52% des employés de bureau aimeraient pouvoir travailler plus - le tiers des ouvriers aimeraient pouvoir travailler plus		
d) - augmenter le nombre d'emplois - réduire le chômage	-réduire / baisser les heures de travail de 39 h à 35h	

e) - freine le développement économique - freine la création d'emploi - les petites entreprises n'ont pas les moyens d'employer plus de personnes - rend la France moins compétitive que ses voisins européens		
---	--	--

**Grid 5C: Quality of Language**

There is a mark out of 5 for grammatical accuracy and another mark out of 5 for range, variety and appropriateness.

**Grammatical Accuracy****0-1 Very Poor**

Little evidence of grammatical awareness. Persistent serious and elementary errors in endings, tenses, genders

**2 Poor**

Evidence of gaps in basic grammar. Frequent errors of an elementary kind, eg irregular verbs frequently not known; adjectival agreements and common genders faulty.

**3 Adequate**

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language, but work is characterised by being inconsistent and with variable accuracy. Expression rather forced and problems with correct word order.

**4 Good**

Accuracy generally consistent. Shows sound grasp of A2 structures list. Tense s and agreements sound although there may be some inconsistency and errors in more complex areas.

**5 Very Good**

High and consistent level of accuracy. Mainly minor errors. Confident and correct use of the full range of structures contained within the specification. Only minor errors of spelling which do not affect the morphology.

**Range, variety and appropriateness****0-1 Very Poor**

Very limited vocabulary. Frequent anglicisms. Very limited range of structures. Only simplest sentence patterns.

**2 Poor**

Narrow range of vocabulary. Frequent repetition of common words. Some attempt at more complex sentence patterns, but errors still even in common structures.

**3 Adequate**

Some attempt to extend range of vocabulary but still rather repetitive. Shows some ability to produce syntax and structures appropriate to the task.

**4 Good**

Good range of vocabulary with little repetition. A positive attempt to introduce variety. Ambitious in use of a variety of complex sentence patterns but not always able to maintain correct usage.

**5 Very Good**

Apt use of a wide range of vocabulary. Able to use idiom appropriately. Confident use of a wide range of complex sentence patterns and structures.

**Transcript task 1****La planète en danger**

- NF** Une conférence internationale sur la biodiversité s'ouvre aujourd'hui à Paris.  
Biodiversité : ce mot désigne toute forme de vie sur Terre, diversité des espèces, diversité des écosystèmes.  
Actuellement la planète traverse la sixième crise majeure d'extinction des espèces de son histoire.  
La disparition des dinosaures a permis l'émergence des mammifères, donc de l'homme mais depuis l'expansion de l'espèce humaine, le phénomène s'accélère, à un rythme 100 à 1 000 fois supérieur au rythme naturel, selon les scientifiques. Lorsque l'homme s'installe, il détruit des habitats, la faune, la flore. Et pourtant, c'est cette biodiversité qui le nourrit et qui le soigne.

Nicole Moreau est professeur à l'École Nationale de Chimie:

- NM** 80% des médicaments sont extraits de la nature, du moins au départ, la nature indique le chemin, c'est-à-dire qu'elle montre au chimiste comment est faite la molécule active. Parmi les milliers d'espèces qui disparaissent chaque année il y a peut-être les médicaments de demain, mais aussi des partenaires essentiels.

Bernard Doulez directeur scientifique adjoint du Département des sciences de la vie du CNRS :

- BD** Les agressions contre les abeilles, qui transportent le pollen d'une plante à l'autre, ont déjà des conséquences sur la production des fruits. La biodiversité finalement on en dépend et ça il faut en avoir conscience.
- NF** Mais comment savoir ce qui est indispensable à l'homme puisqu'on n'a toujours pas fait l'inventaire de la vie sur terre ?
- NM** Personne ne nous demande à quoi ça sert de conserver des cathédrales, pourtant on y consacre des moyens considérables à leur protection. Nous avons tous le sentiment que s'il n'y avait plus de cathédrales il manquerait quelque chose à chacun. La biodiversité c'est la même chose.
- NF** La France est directement confrontée au problème de la disparition de la biodiversité puisqu'elle est au quatrième rang des pays avec le plus grand nombre d'espèces animales menacées. Par contre, la dépense pour la biodiversité ne représente que 3% de la dépense totale consacrée à la protection de l'environnement, ce qui, à mon avis, n'est pas assez.
- BD** Oui c'est nettement insuffisant, il est déjà nécessaire d'au moins doubler le budget que consacre l'État à la protection de la biodiversité. Pour cela il faut mobiliser également des moyens financiers auprès du grand public et des entreprises.

**NF** Nicole Fontrel, the reporter

**NM** Nicole Moreau

**BD** Bernard Doulez



**Transcript task 2****L'actualité à l'école**

Les jeunes voient de moins en moins de journaux chez eux. Seuls 37 % déclarent ouvrir un journal de temps en temps et ce n'est pas à l'école qu'ils vont s'y mettre.

La majorité des CDI, c'est-à-dire les centres de documentation et d'information des collèges et des lycées n'ont pas les moyens de les acheter.

Depuis le mois de novembre dernier, la région Aquitaine est la seule de France à offrir chaque jour aux lycéens de 149 établissements 17 titres de la presse quotidienne, nationale, régionale et locale...plus un en anglais. Et ça marche, puisque vendredi dernier un sondage nous a appris que sur les 80 000 lycéens concernés, plus de 9 sur 10 lisent au moins un journal chaque jour et 75 % des enseignants s'en servent en cours.

Des résultats très encourageants confirmés hier encore lors de la Journée de la Presse à Lille, par une autre enquête qui a montré l'intérêt des 15-25 ans pour les quotidiens.

Pour eux les journaux doivent d'abord les divertir et ils donnent la priorité au sport et aux faits divers, comme les adultes d'ailleurs, avant l'actualité internationale, la culture et la politique, l'environnement et les sciences.

Et si 36 % de ceux qui ont répondu à cette enquête semblent ne montrer aucun intérêt pour la lecture des journaux, puisqu'ils refuseraient même un abonnement gratuit de deux mois à un quotidien, en revanche la quasi-totalité des jeunes des milieux les plus modestes aimeraient trouver un vrai kiosque dans leur CDI leur offrant la lecture gratuite de nombreux journaux comme en Aquitaine...

**Advanced Subsidiary GCE French 3861  
and  
Advanced GCE French 7861  
January 2007 Assessment Series**

**Unit Threshold Marks**

Unit		Maximum Mark	a	b	c	d	e	u
<b>2651/01</b>	Raw	60	47	41	36	31	26	0
	UMS	90	72	63	54	45	36	0
<b>2651/02</b>	Raw	60	47	41	36	31	26	0
	UMS	90	72	63	54	45	36	0
<b>2652</b>	Raw	80	62	54	47	44	33	0
	UMS	120	96	84	72	60	48	0
<b>2653</b>	Raw	60	45	40	35	31	27	0
	UMS	90	72	63	54	45	36	0
<b>2655</b>	Raw	80	58	52	46	40	34	0
	UMS	120	96	84	72	60	48	0

**Specification Aggregation Results**

Overall threshold marks in UMS (i.e. after conversion of raw marks to uniform marks)

	Maximum Mark	A	B	C	D	E	U
<b>3861</b>	300	240	210	180	150	120	0
<b>7861</b>	600	480	420	360	300	240	0

The cumulative percentage of candidates awarded each grade was as follows:

	A	B	C	D	E	U	Total Number of Candidates
<b>3861</b>	22.6	4.0.	64.1	81.5	96.8	100.0	248
<b>7861</b>	25.0	58.3	83.3	100.0	100.0	100.0	12

260 candidates aggregated this series.

For a description of how UMS marks are calculated see;  
[http://www.ocr.org.uk/exam\\_system/understand\\_ums.html](http://www.ocr.org.uk/exam_system/understand_ums.html)

Statistics are correct at the time of publication

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