GCE

French

Advanced Subsidiary GCE

Unit **F701**: Speaking

Mark Scheme for June 2012

Section A: Role Play

	Task		Indicative Content	Marks	Guidance
A	1		Founded (by Louisa Snow) after the First World War (1)		Accept key points from indicative content in any order.
	2		To help abandoned and injured animals (1)		Mark for Use of Stimulus, Response to Examiner and Quality of Language, using Grids A, B + C.1 in Appendix 1.
	3		(Aims) to find loving new homes (1)		
	4		For 5000 animals each year (1)		
	5		Easiest/easy way (to find a pet) is to visit the shelters (1)		
	6		You can meet the animals (1)		
	7		Talk to the friendly/ experienced staff (1)		
	8		Ask questions about the animals (1)		
	9		Old(er) animals are hard(er) to rehome (1)		
	10		They are calm and offer lots of affection (1)		
	11		Polo/15 + needs to be an only pet (1)		
	12		Can receive the attention he deserves (1)		
	13		Likes eating, sleeping and watching birds (in the garden) (1)		
	14		(Consider) how an animal could become part of your home and life(style) (1)		
	15		Visit website (www.woodgreen.org.uk) to see all animals (available) (1)		
			TOTAL	**30**	

Task			Indicative Content	Marks	Guidance
B	1		Comfort <u>and</u> special atmosphere (1)		Accept key points from indicative content in any order.
	2		17th century inn / rich history (1)		Mark for Use of Stimulus, Response to Examiner and Quality of Language, using Grids A, B + C1 in Appendix 1.
	3		Edward Fitzgerald / someone wrote a book whilst staying there (1)		
	4		Change menus every week (1)		
	5		Traditional English cooking (1)		
	6		(Enhanced with) influences from around the world (1)		
	7		Vegetables are grown locally (1)		
	8		Travel from field to your table in less than 12 hours (1)		
	9		Make own bread and desserts, including ice-cream / sorbets (1)		
	10		Every Thursday 2 steaks and 1 bottle of wine for £20 (1)		
	11		Can fish in the river before or after dining (1)		
	12		Family area with volleyball equipment / giant chess set (1)		
	13		Chef supplies wonderful cakes for special occasions (1)		
	14		Romantic table for 2 on terrace (1)		
	15		(See website for sample) menus and to book a table (1)		
			TOTAL	**30**	

Task			Indicative Content	Marks	Guidance
C	1		4 week course (1)		Accept key points from indicative content in any order.
	2		For students from other countries (1)		Mark for Use of Stimulus, Response to Examiner and Quality of Language, using Grids A, B + C1 in Appendix 1.
	3		Presents the principal aspects of English law (1)		
	4		Running since 1948 (1)		
	5		100 participants each year (1)		
	6		Suitable for (qualified) lawyers and students (1)		
	7		Who have completed one year of university study (1)		
	8		Maximum class size 15 (1)		
	9		Must be able to take part in discussions in English (1)		
	10		Stay in University for duration (of the course) (1)		
	11		Costs £1825 for bedroom with en-suite bathroom (1)		
	12		If you want to use internet with your (own) computer (1)		
	13		Download a form (from web site) and bring it with you (1)		
	14		At weekend you can explore city / Cambridge (1)		
	15		(Take) a river trip and (enjoy) a picnic in a park (1)		Ignore use of *prendre*
			TOTAL	**30**	

Task			Indicative Content	Marks	Guidance
D	1		(Wake up) each morning to a new view (1)		Accept key points from indicative content in any order.
	2		Don't have to reserve a hotel or find a restaurant (1)		Mark for Use of Stimulus, Response to Examiner and Quality of Language, using Grids A, B + C1 in Appendix 1.
	3		Ships offer same (standard) as holidays on land (1)		
	4		Choice of restaurants and wonderful shows (1)		
	5		(Huge) range of facilities (1)		
	6		Hardly/no need to leave the ship (1)		
	7		At each destination there are guided excursions (1)		
	8		Taken by coach to the best attractions (1)		
	9		Grand Tour begins and ends at Southampton (1)		
	10		Enjoy / experience the atmosphere of many different ports (1)		
	11		Prices <u>from</u> £1234 (per person) based on two sharing (1)		
	12		If you have something to celebrate e.g. birthdays or wedding anniversaries (1)		
	13		Book chocolates and flowers (1)		
	14		Champagne breakfast on morning of choice (1)		
	15		(Visit web site) for more information (1)		
			TOTAL	**30**	

Task			Indicative Content	Marks	Guidance
E	1		Museum began in 1964 (1)		Accept key points from indicative content in any order.
	2		With preservation of (old) buses / coaches (1)		Mark for Use of Stimulus, Response to Examiner and Quality of Language, using Grids A, B + C1 in Appendix 1.
	3		(Addition of) car park, little train and café (1)		
	4		Visitors can bring own food to picnic area / there is a picnic area (1)		
	5		3 halls with 100 vehicles (1)		Hall tc = 0
	6		One section is dedicated to development of buses in the 20th century (1)		
	7		Other two sections show volunteers restoring the collections (1)		
	8		Ticket prices (one example) + discounts for families (1)		
	9		Open 11 – 4.30 on Saturday and Sunday (1)		
	10		(Weekends with) special events times vary, see website (1)		
	11		Last admission is 30 minutes before closing / at 4 o'clock (1)		
	12		Easily accessible by road from Birmingham (1)		
	13		(Wythall) railway station is 25 minutes' (walk) away (1)		
	14		Vehicles can be hired for special occasions / birthdays (1)		
	15		Provide (expert) guide and refreshments for groups (1)		
			TOTAL	**30**	

	Task		Indicative Content	Marks	Guidance
F	1		8 years' experience (1)		Accept key points from indicative content in any order.
	2		Helping young people to achieve their dream / people to become models (1)		Mark for Use of Stimulus, Response to Examiner and Quality of Language, using Grids A, B + C1 in Appendix 1.
	3		Not an agency – do not find you work (1)		
	4		Will help you decide on type of modelling / type of agency (1)		
	5		Organising collection of photos and creating a website (1)		Range of services = (½) Range of services + one example = (1)
	6		2 day course on how to walk (like a model) (1)		
	7		Advice on clothes and interviews (1)		
	8		Session with professional photographer (1)		
	9		Child protection is important (1)		
	10		Models under 18 must bring a parent (1)		
	11		Will make <u>better</u> decisions with parental support (1)		
	12		Good money for part-time work (1)		
	13		Helps develop confidence (1)		
	14		Need to travel extensively (1)		
	15		Need to accept rejection (1)		Tolerate *rejection*
			TOTAL	**30**	

Section B: Topic Discussion

Task			Answer	Marks	Guidance
					Using Grids D, E.1, C.1 and G in Appendix 1, mark for Ideas, Opinions and Relevance; Fluency, Spontaneity, Responsiveness; Quality of Language (Accuracy); and Pronunciation and Intonation. **Grid D guidance** • All topics must relate to AS topic / sub-topic areas, otherwise max 4. • Max 4 if insufficient reference to TL country **Grid E.1 guidance** • Max 4 for pre-learnt non-spontaneous material **Grid C.1 guidance** • Even if there is pre-learnt material, award marks at face value.
			TOTAL	**30**	

APPENDIX 1

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
13–15	Full use of the stimulus material. Successfully conveys all or nearly all of the points.
10–12	Good use of the stimulus material. Successfully conveys about three quarters of the points.
6–9	Reasonable attempt to use the stimulus material. Successfully conveys about half of the points.
3–5	Some attempt to use the stimulus material. Able to give some basic information. Successfully conveys about a quarter of the points.
0–2	Little or no attempt to use the stimulus material. No relevant information or supplies one or two of the points.

GRID B	RESPONSE TO EXAMINER 10 marks AO1
9–10	Responds fluently and fully to the examiner's questions and comments. Shows initiative and imagination throughout. Leads the conversation. A convincing performance.
7–8	Responds readily, takes the initiative and is able to keep the momentum going. Shows imagination and gives some well developed answers.
5–6	Responds satisfactorily to the examiner. Produces some appropriate replies. Shows some initiative and imagination in developing answers but performance is inconsistent.
3–4	May be hesitant in responding. Responses to the examiner are brief and sometimes inadequate. Shows little initiative or imagination.
0–2	Has some difficulty in understanding and is hesitant in responding to many of the examiner's questions and comments. Shows very little initiative or imagination.

UNIT 1: SPEAKING – ROLE-PLAY (Continued)

GRID C.1	QUALITY OF LANGUAGE (ACCURACY) 5 marks AO3
5	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.
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.
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.
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.
0–1	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.

UNIT 1: SPEAKING – TOPIC DISCUSSION

GRID D	IDEAS, OPINIONS AND RELEVANCE 10 marks AO1
9–10	Well-chosen relevant information to develop a range of ideas and to justify points of view.
7–8	Able to develop and explain ideas and to express points of view, with some justification. Offers relevant information.
5–6	Shows some ability to develop and explain ideas and to express opinions. Able to convey information. Not always relevant.
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.
0–2	Very few ideas. Ideas not explained or developed. Very limited ability to convey even quite basic information. Very superficial.

GRID E.1	FLUENCY, SPONTANEITY, RESPONSIVENESS 10 marks AO1
9–10	Responds promptly and fully. Consistently shows initiative. Leads the conversation. A fluent and spontaneous performance throughout.
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.
5–6	Responds reasonably promptly to the examiner, though with occasional hesitation. Reasonably fluent and spontaneous at times.
3–4	May be hesitant in responding. Responses to the examiner are brief and sometimes inadequate. Fluency is often confined to pre-learnt material.
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.

UNIT 1 SPEAKING – TOPIC DISCUSSION (Continued)

GRID C.1	QUALITY OF LANGUAGE (ACCURACY) 5 marks AO3
5	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.
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.
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.
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.
0–1	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.

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

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning
Telephone: 01223 553998
Facsimile: 01223 552627
Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance
programme your call may be recorded or monitored