

# **Mark Scheme for June 2012**

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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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**Subject-specific Marking Instructions**

- If the recording exceeds 6 minutes for the role play and/or 10 minutes for the topic discussion, do not assess work after the time limits have been reached.

Section A: Role Play

Task	Answer	Marks	Guidance
<p><b>A</b></p>	<p style="text-align: center;"><b>LIBRARY VOLUNTEERS</b></p> <p>1 local library needs someone with time to spare/ volunteers</p> <p>2 helping customers at busy times</p> <p>3 sorting books/media</p> <p>4 answering phone</p> <p>5 every Saturday 9.30-5.00, full days preferred</p> <p>6 in the week half-days/evenings possible</p> <p>7 must work on regular basis</p> <p>8 work involves contact with public</p> <p>9 people with helpful, lively manner needed</p> <p>10 no experience necessary, minimum age 16</p> <p>11 friendly places to work</p> <p>12 help personal development</p> <p>13 soon part of team</p> <p>14 call in to local branch</p> <p>15 speak to full-time librarian</p>	<p>30</p>	<p>Accept key points from indicative content in any order.</p> <p>Mark for Use of Stimulus, Response to Examiner and Quality of Language, using Grids A, B + C.1 in Appendix 1.</p> <p>Do not accept 'Erlebnis'</p> <p>Accept phone</p> <p>Do not accept 'Bibliothek' as librarian</p>

Task	Answer	Marks	Guidance
<p><b>B</b></p>	<p><b>CAMBRIDGE</b></p> <p>1 lively and attractive city                  2 has existed over 2000 years                  3 known worldwide as university city                  4 see many famous buildings                  5 beautiful architecture                  6 see where students live and study                  7 fabulous shopping opportunities                  8 large stores to small shops                  9 traditional market, right in city centre/7 days a week                  10 good place for bargain                  11 go for boat trip on river Cam                  12 relax on grass and in open spaces                  13 parking difficult and expensive                  14 regular bus                  15 hire bike</p>	<p>30</p>	<p>Accept key points from indicative content in any order.</p> <p>Mark for Use of Stimulus, Response to Examiner and Quality of Language, using Grids A, B + C1 in Appendix 1.</p> <p>8 principle: wide variety of shops</p>

Task	Answer	Marks	Guidance
<p><b>C</b></p>	<p><b>STUBAI SKI</b></p> <p>1 new to skiing, bring whole family                  2 Austria’s favourite winter destination                  3 for kids big and small                  4 easy/beginners + black/experts pistes                  5 lots of fun                  6 learn a new winter sport/snowboarding                  7 ski school offers lots of activities                  8 lessons am + games/free time pm                  9 swim in snow/outdoors in heated pool                  10 fantastic way to relax                  11 ice-skating under stars/outside                  12 traditional evening + 1 detail (food or music)                  13 somewhere to stay                  14 transport to + from accommodation                  15 hire of equipment</p>	<p>30</p>	<p>Accept key points from indicative content in any order.</p> <p>Mark for Use of Stimulus, Response to Examiner and Quality of Language, using Grids A, B + C1 in Appendix 1.</p> <p>Do not accept just ‘Tyrolean’</p> <p>Accept to and from airport or ski slope</p>

Task	Answer	Marks	Guidance
<p><b>D</b></p>	<p><b>NATIONAL EXPRESS COACHES</b></p> <ol style="list-style-type: none"> <li>1 go somewhere fast and cheaply</li> <li>2 modern coaches and trouble-free journey</li> <li>3 transport huge numbers of passengers per year</li> <li>4 to many places in UK</li> <li>5 coach travel eco-friendly method of public transport</li> <li>6 coaches to all airports 24/7</li> <li>7 direct to airport/entrance without luggage problems</li> <li>8 special services/buses + 1 example (music or sport)</li> <li>9 fantastic offers to visitor attractions (all over country)</li> <li>10 south of England to Scotland for £10/cheap price</li> <li>11 cheaper than train</li> <li>12 buy ticket = reserve seat</li> <li>13 earlier booking = greater seat choice</li> <li>14 website, network map</li> <li>15 timetables, student discounts</li> </ol>	<p>30</p>	<p>Accept key points from indicative content in any order.</p> <p>Mark for Use of Stimulus, Response to Examiner and Quality of Language, using Grids A, B + C1 in Appendix 1.</p> <p>Do not accept just 'England'</p>

## Section B: Topic Discussion

Task	Answer	Marks	Guidance
		30	<p>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.</p> <p><b>Grid D guidance</b></p> <ul style="list-style-type: none"> <li>• All topics must relate to AS topic / sub-topic areas, otherwise max 4.</li> <li>• Max 4 if insufficient reference to TL country</li> </ul> <p><b>Grid E.1 guidance</b></p> <ul style="list-style-type: none"> <li>• Max 4 for pre-learnt non-spontaneous material</li> </ul> <p><b>Grid C.1 guidance</b></p> <ul style="list-style-type: none"> <li>• Even if there is pre-learnt material, award marks at face value.</li> </ul>



## APPENDIX 1

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

## UNIT 1: SPEAKING – ROLE-PLAY

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

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

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

## UNIT 1: SPEAKING – TOPIC DISCUSSION

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

## UNIT 1 SPEAKING – TOPIC DISCUSSION (Continued)

GRID C.1	QUALITY OF LANGUAGE (ACCURACY) 5 marks AO3	GRID G	PRONUNCIATION AND INTONATION 5 marks AO1
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.
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.
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.
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.
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.

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