

Portuguese

Advanced Subsidiary GCE

Unit **F887**: Listening, Reading and Writing 1

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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Annotations

Annotation	Meaning
	Tick
	Development of point
	incorrect
	Irrelevant (material which doesn't answer the question)
	Caret sign to show omission
	Opinion
	Just/Justification
	Good language
	Poorly expressed
	Past tense correctly used
	Future tense correctly used
	Present tense correctly used
	Accurate language
	Inaccurate language

Abbreviations

/
()
—

Meaning

Alternative and acceptable answers for the same marking point
Words which are not essential to gain the mark
Underlined words must be included to gain the mark

MARK SCHEME

You should print out a copy of the paper and work through it yourself (using the transcript for the Listening activities which you can find at the end of the Mark Scheme, if the audio version is not available on the portal.) You will need a copy of the written texts to refer to during the marking process in order to spot excessive lifting in tasks 6 and 7. The texts will not appear automatically on your marking screen.

A suggestion for making a slightly more user friendly version of this Mark Scheme would be to put the pages in plastic pockets in a ring binder, making sure that the answers and appropriate grids are opposite one another, then you don't need to flip backwards and forwards.

SECTION A: LISTENING AND WRITING
TASK 1: ESTUDAR PARA EXAMES

Question		Answer	Marks	Guidance
1	(a)	B	1	Multi-choice either Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate. or This task is scanned in by the page. Marks are awarded individually. No annotations are necessary.
	(b)	C	1	
	(c)	B	1	
	(d)	A	1	
	(e)	C	1	
	(f)	A	1	
	(g)	B	1	
	(h)	C	1	
	(i)	A	1	
	(j)	C	1	
	(k)	A	1	
	(l)	A	1	

TASK 2: TORRES DIPANDA

Question		Answer	Marks	Guidance
2	(a)	apartamentos	1	Gap-fill either The elements are scanned in individually. No annotation is necessary. Enter 1,0 or NR as appropriate. Ignore misspellings. Or The elements are scanned by the page. No annotation is necessary.
	(b)	espaçosos	1	
	(c)	altos	1	
	(d)	modernização	1	
	(e)	situados	1	
	(f)	central	1	
	(g)	cidade	1	
	(h)	nível	1	
	(i)	compras	1	
	(j)	comer	1	
	(k)	diária	1	
	(l)	popular	1	
	(m)	aumentará	1	

TASK 3: PRIZE FOR YOUNG NATURALISTS

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate)
- For single mark questions no annotation is necessary just enter 1, 0 or NR.
- There is no need to use a cross (x) for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions.
- Answers in Target language get no marks.

Question		Answer	Marks	Guidance	
3	(a)	Those enrolled (1) in state schools (1)	2	Accept: 'registered'; 'matriculated'. Must convey "enrolled". Reject: "public schools"	
	(b)	Research	1	Accept "investigation(s)"	
	(c)	Submission of assignments/projects	1	Accept: "assignments/ projects/ work/ studies/ must be handed in/ presented/ submitted/ entered"	
	(d)	(i)	Individually	1	
		(ii)	in groups of three	1	
		(iii)	between 1500 (1) and 3000 reais (1)	2	Accept "reals" or the symbol R\$. Reject other currencies and \$ without the R.
	(e)	(i)	certificates	1	Answers may be given in any order
		(ii)	scientific publications	1	Accept: "science books"
	(f)	come first	1	Reject "won the first prize"	
	(g)	scientific book collections	1	Accept "scientific books"	
(h)	written work has been assessed	1	Reject "valiation"		
(i)	142 years of its foundation	1	Accept "142 years" on its own. Reject if "years" is omitted and simply "its foundation"		
(j)	24 th October	1	Reject "23 rd October" and "the next day".		

TASK 4: LETTER IN PORTUGUESE

Question	Answer	Marks	Guidance
1	Obrigado(a) pela informação sobre os prémios.	1	
2	Gostaria de saber mais sobre o concurso.	1	Accept “competição”.
3	Tenho as seguintes perguntas/questões.	1	Word order is important.
4	A que horas é o evento?	1	Accept “A que hora...”
5	Preciso do meu Bilhete de Identidade/da minha Carteira de Identidade para me inscrever?	1	Accept the verb <i>precisar</i> without the preposition and “BI” Capital letters important but they are not for the full term. Accept “regist(r)ar”, “inscrição” and other acceptable nouns. Accept “RG”, “cartão do cidadão”
6	Outros documentos são necessários?	1	Accept: <i>São precisos...?; Vou/Vamos precisar de...?</i>
7	Temos de/que pagar alguma coisa para participar?	1	
8	Tenciono ir ao seu escritório na terça-feira.	1	Accept: “Pretendo”; 3 ^a or <i>terça</i> without “feira”. Reject the familiar form of the possessive.
9	O escritório fecha para o almoço?	1	Reject “ofício” Accept “ficam abertos para o almoço”
10	Por favor, envie/mande-me a sua resposta por e-mail/correio eletrónico.	1	Accept: “email”: “me envie/mande”. Reject familiar form of address.

SECTION B: READING AND WRITING
TASK 5: INGLÊS É FUNDAMENTAL

Question		Answer	Marks	Guidance
5	(a)	conhecimento	1	<p>Matching beginnings and ends of sentences Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.</p> <p>Or <i>1 mark for each correct answer</i></p> <p>This task is scanned in by the page. The marks are awarded individually. No annotations are necessary.</p>
	(b)	globalização	1	
	(c)	com	1	
	(d)	requer	1	
	(e)	língua	1	
	(f)	avaliar	1	
	(g)	realizados	1	
	(h)	carreira	1	
	(i)	principalmente	1	
	(j)	faça	1	

TASK 6: PARTICIPAÇÃO DOS JOVENS NA POLÍTICA

Question		Answer	Marks	Guidance
6	(a)	Rita	1	Mark only the first ten answers, reading across. The elements are scanned by the page. Ticks are used for correct answers and crosses for wrong answers. If the candidate has put more than 10 ticks add up the total number of correct marks and deduct 1 mark for each tick over 10.
	(b)	Emerson	1	
	(c)	-	-	
	(d)	Emerson Belinda´	2	
	(e)	Rita	1	
	(f)	Emerson	1	
	(g)	Rita	1	
	(h)	Rita Emerson Belinda	3	

TASK 7:

Question		Answer	Marks	Guidance
7	(a)	A de investigador/pesquisador <u>em Química</u> .	1	Reject “Química” on its own. Accept “a de químico/a”/cientista/científico/pesquisador) em química) The word “ <u>Química</u> ” must be present
	(b)	Não encontra ajuda.	1	Accept “não pode financiar seus estudos”, “tem falta de recursos”
	(c)	Representar Portugal (nas Olimpíadas Internacionais da Química)	1	Accept “participar nas Olimpíadas(Internacionais de Química) Accept: Simply “foi às Olimpíadas Internacionais da Química”.
	(d)	Outros/Alguns jovens (muito) inteligentes.	1	Reject: “Outros jovens”. “Melhores mentes”. Must convey “jovens” and “inteligentes”
	(e)	Um teste teórico.	1	Must convey the word “teórico”
	(f)	Os outros países são maiores que Portugal.	1	Accept: “ ...têm mais tradição na competição” or “Portugal é mais pequeno/menor or ...tem menos tradição...”
	(g)	A matéria não fazia parte dos programas da escola OR das escolas portuguesas.	1	Full details must be given.
	(h)	Estudaram or trabalharam muito	1	Must convey “árido”.
	(i)	É rara	1	Accept: “Não é vulgar”
	(j)	(i) Quer estudar na Universidade de Oxford.	1	
	(ii)	Tem os melhores professores / É a melhor para estudar Química.	2	Accept “é a melhor universidade na área de Química” - equals 2 points

Question		Answer	Marks	Guidance
	(k)	Os pais não têm dinheiro e não consegue(m) apoio.	2	
	(l)	Ele está ciente da dificuldade OR impossibilidade.	1	Accept “é provável que não aconteça”
	(m)	(i) Ele sente-se rejeitado	1	Answers may be given in any order. The answer must clearly describe an attitude Accept “quer que alguém o ajude”
		(ii) Compreende que os pais não podem ajudar.	1	
		(iii) Aceita a sua situação.	1	
	(n)	(i) Que Gaspar é melhor que outros.	1	Accept “se fosse jogador de futebol teria mais ajuda”
		(ii) Podia ser uma estrela brilhante.	1	Accept: “Gaspar podia ser famoso”.

TASK 8:

Question	Answer	Marks	Guidance
1	A tecnologia já tem muita influência no cinema.		Must refer to the text. Do not mark more than approximately 100 words.
2	Faz com que custe mais produzir filmes fascinantes hoje em dia.		
3	Que o conceito do cinema de Hollywood seja de maior importância.		
4	E que tenha um monopólio da produção de filmes.		
5	Mas muitas pessoas, especialmente jovens, têm acesso a novas tecnologias.		
6	Isso facilita a produção de filmes mais baratos.		
7	Com menos pessoas.		
8	E em qualquer parte do mundo.		
9	A tecnologia digital já contribui para a democracia.		
10	E para a distribuição de poderes, etc.		

APPENDIX 1

Transcripts of Listening Texts

Tarefa 1

(Speakers: **Tiago** = Male, Portuguese; **Interviewer** = Female, Brazilian)

I- **ESTUDAR PARA EXAMES**

- I - Tiago, alguma vez teve de recorrer a lições particulares para o ajudar numa disciplina?
- T - Sim, estava não no último (*pause*), mas no décimo-primeiro ano. Tinha enormes problemas com certos aspectos da língua e resolvi recorrer a uma ajuda... mas foi a única vez. Nunca senti necessidade deste tipo de ajuda noutra situação.
- I - Mas o que o fez arranjar lições particulares nesse ano?
- T - Não era o caso de ter dificuldades. O meu objetivo era mesmo conseguir uma boa nota. Tirei 18 valores. Nota bem alta!
- I - Optou por um centro especializado ou por alguém conhecido, como um professor?
- T - Não. Foi um amigo que me recomendou uma pessoa. Nem era professor...
- I - Sendo um bom aluno, que conselhos dá a alguém para evitar ter de recorrer a aulas particulares?
- T - Na minha opinião, as tarefas diárias mais básicas são as melhores. Eu aconselho a reverem todos os dias a matéria dada durante 30 minutos. Acho que é mais do que suficiente. Claro que quando temos os testes ou exames, há que ter umas boas horas de estudo, pelo menos tentar passar duas tardes antes da data a estudar. É o que sempre fiz. Mas este tempo está dependente da distância de um teste de uma disciplina para outra.
- I - Além do tempo que está estudando, qual é o seu método?
- T - Escrever muito. Eu tenho memória fotográfica, portanto, ao escrever fica a imagem e só assim consigo estudar. É a única forma que resulta comigo.
- I - Recorrer a colegas pode ser uma solução para ajudar nos estudos?
- T - Sim, talvez para algumas pessoas... não conseguem estudar sozinhos. Eu, sinceramente, prefiro estudar sozinho. Não gosto de o fazer em grupo. Acontece sempre alguma coisa para distrair.

Tarefa 2

(Speakers: **F** = Female, Portuguese; **M** = Male, Brazilian)

M- TORRES DIPANDA - Uma nova referência para Luanda

- F-** Luanda recebe um novo e espetacular empreendimento residencial e de negócios, único em arquitetura e design – Torres Dipanda... Onde ninguém se sente apertado nas grandes salas e quartos.
- M-** Irrrompendo pelos céus da capital, as Torres Dipanda enquadram-se perfeitamente no programa de requalificação e desenvolvimento urbanístico atualmente a decorrer em Luanda.
- F-** Um espetacular empreendimento que culmina o seu propósito – residencial, comércio e serviços.
- M-** As Torres Dipanda trazem uma nova dinâmica ao local da Praça da Independência, transformando-se num marco que todos irão usar como ponto de referência, numa cidade moderna e inovadora.
- F-** Por detrás das montras e fachadas de vidro no piso térreo, as Torres Dipanda oferecem um novo e exclusivo local para as melhores boutiques, cafés, restaurantes, bancos e lojas em geral.
- M-** Aproveitando uma excepcional localização, este centro de negócios composto por serviços e comércio, dará um ambiente certo para o seu dia-a-dia, promovendo a zona, e trazendo uma mais-valia à cidade de Luanda.

Tarefa 3

(Speakers: **M** = Male, Portuguese; **F** = Female, Brazilian)

M- PRIZE FOR YOUNG NATURALISTS

- F-** Acontece na sexta-feira o evento de lançamento de mais uma edição do Prêmio José Márcio Ayres para Jovens Naturalistas. (*Brief pause*) Voltado para alunos matriculados em escolas do estado, o concurso incentiva a produção de pesquisas sobre o tema Biodiversidade Amazônica. (*Brief pause*) Os trabalhos poderão ser apresentados até 19 de setembro. (*Brief pause*)

O Prêmio Márcio Ayres está dividido em duas categorias: a do ensino médio - nível secundário, com estudantes apresentando trabalhos individuais (*Brief pause*) e a do ensino fundamental - ou primário, na qual os alunos devem apresentar trabalhos desenvolvidos em equipes, formadas por três alunos. Os três melhores trabalhos de cada categoria receberão prêmios que variam de R\$ 1.500 a R\$ 3.000. (*Brief pause*) Além da premiação em dinheiro, os finalistas e seus orientadores recebem certificados e publicações de divulgação científica. (*Brief pause*) Os professores-orientadores cujos alunos se classificarem em primeiro lugar recebem computadores (*Brief pause*) e as escolas que apresentarem melhor rendimento, coleções de livros científicos. (*Brief pause*)

Agenda – Primeiro, é a avaliação dos trabalhos escritos, após a qual serão definidos os finalistas. (*Brief pause*) O anúncio dos finalistas ocorrerá dia 06 de outubro, quando o Museu Goeldi comemora 142 anos de fundação. (*Brief pause*) Quem passou na primeira etapa fará apresentação oral dos trabalhos no dia 23 de outubro. (*Brief pause*) Finalmente, no dia seguinte, 24 de outubro, serão anunciados os vencedores e entregues os prêmios.

Entre em contato conosco se tiver alguma dúvida.

APPENDIX 2

Task 4 10 marks for Communication (Grid H1), 10 marks for Quality of Written Communication (QWC)

Task 4 Specific Guidance

- The candidate response will be scanned in twice. The marks for Communication are awarded the first time. The second image is for you to assess the QWC.
- **Communication:** 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.
- **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 (^).
 - If a point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use no annotation.
 - Use a cross (x) when a word in the response invalidates an otherwise acceptable answer.
 - The annotations will give a global impression to help you apply Grid H.1 accurately and consistently.

Grid H.1: The ticks will show the number of points successfully conveyed. These will normally correspond with the marks you award.

GRID H.1	COMMUNICATION 10 marks AO2
0-2	Very little or no information conveyed.
3-4	Only a quarter of the points conveyed.
5-6	Half of the information successfully conveyed.
7-8	Three quarters of the points conveyed.
9-10	Most or all of the information successfully conveyed.

QWC: Read response again and assess for language.

- **Annotations:** you may use 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.

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**Task 7 specific guidance**

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate). The entire page will then appear on the screen for you to assess the QWC.
- Familiarize yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
- 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. If appropriate, candidates may answer with single words / short phrases.
- **Annotations:**
 - Award 1, 0 or NR without annotation.
 - Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
 - Use a cross (x) when a word in the response invalidates an otherwise acceptable answer.
 - Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but highlight and exclude from Quality of Language assessment.

- Assessing **Quality of Written Communication**
 - a. You will get a separate screen which will be the whole page (unannotated). Read all the answers again. You may use the green L marking tool to highlight good language to assist you in the application of Grid C.2. but it is not essential.
 - b. Apply Grid C.2 and enter the mark.
 - c. When candidates have left several questions unanswered, click on “fit height” to have an overall view.
 - If only 1/3 of the questions have been answered, the maximum mark for C2 is the 5/6 band
 - If only 2/3 of the questions have been answered, the maximum mark for C2 is the 7/8 band

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 8**Task 8 specific guidance**

Have a copy of the text to hand and familiarize yourself with it, so that you can easily spot instances of lifting from the original. Only the candidates' work will appear on the screen. You will have three successive screens 8a, 8b and then 8a + 8b again, but without the annotations in order to assess QWC.

Screen 1 Comprehension. Grid I [10 marks]**a. Annotations:**

- In the body of text, use a green tick ✓ to show that a point from the mark scheme below has been fully and successfully conveyed.
- If an element of the point has been omitted, use the caret sign (*λ*).
- 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.

- b. **Grid I:** Looking at the annotations, assess what proportion of the points has been conveyed and apply Grid I. Enter your mark.
- 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. Use the highlighting tool (.....) to show lifted language. Only phrases of 5 words or more should be counted as lifted language.

GRID I	COMPREHENSION OF TEXT 10 marks AO2
0-2	No relevant information or supplies one or two relevant points from the original passage.
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.
5-6	Some relevant information showing understanding of up to half of the points. There may be instances of lifting from the original passage.
7-8	Relevant information showing understanding of up to two thirds of the points from the original passage. There may be one or two instances of lifting from the original passage.
9-10	Consistently relevant information. Includes nearly all the points from the original passage. Shows a very clear understanding of the text.

Screen 8(b) Response Grid J [20 marks]**Annotations:**

- Use the green tick (✓) in the body of the text to show each opinion / personal response and a green tick (✓+) in body of text to show a development / extension of the opinion. NB: one opinion may have several extensions.

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. Enter your mark.

GRID J	RESPONSE TO TEXT 20 marks AO2
0-3	Very short. May not go beyond points of view already expressed in the original text.
4-7	Manages the beginning of a response to the requirements of the task. May have difficulty in expressing and/or developing points.
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.
12-15	Expresses points of view which are consistently developed and respond to the requirements of the task. Shows some originality and/or imagination
16-20	Responds with well developed points of view which show insight, originality and imagination.

Screen 3

8(a) + 8(b) – Language (QWC) – Grids C.2 and F.2: [20 marks]

- 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 underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential. Enter your mark.
- b. Ignore language lifted from the text when assessing language (See **Screen 1** above). Lifted language is not credited for QWC – only content points and/or personal response.

GRID C.2	QUALITY OF LANGUAGE - ACCURACY 10 marks AO3	GRID F.2	QUALITY OF LANGUAGE (RANGE) 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.	0-2	Only simple sentence patterns. Very limited vocabulary. Very limited range of structures.
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).	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	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.	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	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.	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	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.	9-10	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures.

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