

Mark Scheme for June 2010

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by Examiners. It does not indicate the details of the discussions which took place at an Examiners' meeting before marking commenced.

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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GCSE LISTENING GENERAL MARKING INSTRUCTIONS

1. If an answer is very untidy try to decipher it, but if it is illegible mark it wrong.
2. If one answer has been written on top of another such that both are equally visible, mark the answer wrong.
3. Correct answers written in the wrong spaces are generally marked as wrong (but see strategy 5 below).
4. Where **LISTS** of possible answers are offered where only one is required
 - mark the first only and ignore the others
 - ignore correct but irrelevant information (non-distorting material)
5. Where the space for answers is set out as (a) and (b)
 - mark the first answer on each line
 - if two answers are written at (a) and nothing at (b), mark the two at (a) and award the marks accordingly.

Note: answers to (a) and (b) are usually interchangeable.

6. Where one answer is required but two are written, ONE ABOVE THE OTHER, mark the **one on or nearer to** the line.
7. If there are two choices on a multiple-choice question requiring only one answer, the mark is automatically lost, unless there is a clear indication as to which answer to mark.
8. A correct answer can be **invalidated** by the addition of incorrect material and is marked as wrong.

Note: Care needs to be exercised in distinguishing between incorrect and irrelevant/non-distorting material. Do not confuse invalidation and the list rule.

9. Where an answer is ambiguous and could equally well be judged right or wrong, give benefit of doubt and mark as correct.

1. OBJECTIVE ANSWERS

Exercises requiring the ticking of a box or the writing in of a letter or choosing a word by circling etc.

- If more than one box is ticked the mark is lost.
- If more than one letter is written, mark the one inside the box.
- In some cases candidates are required to write a single word or name
 - if two words are written, one after another, mark the first one
 - if two words are given, one above the other, mark the one on, or nearest to, the line.

Note: Correct spelling of the word or name is not required, as long as there is no ambiguity.

2. ANSWERS IN TARGET LANGUAGE

- Answers given in English cannot be credited (but see below)
- The quality of the target language produced is not to be assessed
- Take the part of the “sympathetic target language reader” with no knowledge of English
- An answer will be credited if it looks reasonably correct (i.e. to the French reader) and could not be confused with another word – i.e. tolerate spelling errors which do not prevent comprehension
- An answer which does not immediately appear “reasonably correct” should be read aloud as it would by a target language speaker. If this results phonetically in a recognisable version of the required word, it is accepted
- English/target language cognates or near-cognates are to be accepted
- In general, if a mis-spelt word in target language leads to a different word, it is rejected
- Answers which are grammatically nonsensical should not be accepted.

3. ANSWERS IN ENGLISH

- Answers are assessed from the standpoint of the “sympathetic English reader” with no knowledge of target language
- Answers do not need to be in the form of full sentences, nor in totally correct English
- Answers given in a different language are marked wrong unless they are near-cognates (e.g. in French “*novembre*”).

Exercise 1: Questions 1–5

Question	Expected Answer	Marks	Rationale
1	B	[1]	
2	B	[1]	
3	A	[1]	
4	B	[1]	
5	C	[1]	

Exercise 2 Questions 6–12

Question	Expected Answer	Marks	Rationale
6	A	[1]	
7	C	[1]	
8	A	[1]	
9	B	[1]	
10	C	[1]	
11	B	[1]	
12	B	[1]	

Exercise 3 Questions 13–17

Question	Expected Answer	Marks	Rationale
13	Primary school	[1]	
14	His father	[1]	
15 (a)	runs	[1]	Allow 'speed walking', don't allow 'walking'
(b)	gym / sport school	[1]	
16	anything / whatever he likes	[1]	
17	with others / friends / (everything) together	[1]	

Exercise 4 Questions 18–23

Question	Expected Answer	Marks	Rationale
18	queen's birthday / queen's day	[1]	
19	everyone can sell things	[1]	
20	look	[1]	
21	music	[1]	
22	orange people	[1]	This is the thing he likes <u>best</u> .
23	Party / to the Dam	[1]	Allow 'feast'

Exercise 5 Questions 24–28

Question	Expected Answer	Marks	Rationale
24 (a)	students start smoking in the school yard.	[1]	Allow 'smoking is bad for you'
(b)	it makes the place messy / untidy	[1]	
25	a smoking area for teachers and students	[1]	
26	no smoking till you're 18	[1]	
27 (a)	you should decide for yourself	[1]	
(b)	rules don't work / students don't listen anyway	[1]	
28	bad habit / you shouldn't learn it at school	[1]	

Exercise 6 Questions 29–34

Question	Expected Answer	Marks	Rationale
29	television	[1]	
30	health	[1]	
31	sport	[1]	
32	art	[1]	
33	politics	[1]	
34	education	[1]	Allow 'research'

Exercise 7 Questions 35–37

Question	Expected Answer	Marks	Rationale
35	Favourite reading Reason	fashion magazines interesting people / become fashion designer	[1] [1]
36	Favourite reading Reasons	historic novels / stories about the past (a) dream away / using imagination (b) educational / to see how people lived their lives.	[1] [1] [1]
37	Favourite reading Reason	detective novels / crime / thrillers likes to think logically / to solve problems	[1] [1]

Exercise 8 Questions 38–43

Question	Expected Answer	Marks	Rationale
38	A	[1]	
39	B	[1]	
40	C	[1]	
41	C	[1]	
42	C	[1]	
43	A	[1]	

[Total: 50 marks]

Assessment Objectives Grid (includes QWC)

Exercise	AO1	Total
1	5	5
2	7	7
3	6	6
4	6	6
5	7	7
6	6	6
7	7	7
8	6	6
Totals	50	50

Transcript of Listening Test

E Exercise 1: Questions 1 to 5

E In this exercise you will hear five short statements in Dutch.
Tick the correct box.

E Julia is talking about herself.

(Setting interior - house for questions 1 to 5)

E Example.

E In what type of house does Julia live?

[2 second pause]

F1 *Ik woon in een groot huis.*

[2 second pause]

E The correct answer is: B

E Now answer these five questions by ticking one box for each.

E Question 1. How many brothers and sisters does she have?

[2 second pause]

F1 **Ik heb twee broers.**

[5 second pause]

(Repeat from * to **)

[5 second pause]

E Question 2. What pets does she have?

[2 second pause]

F1 **Ik heb een hond.**

[5 second pause]

(Repeat from * to **)

[5 second pause]

E Question 3. What does her father do in the house?

[2 second pause]

F1 **Mijn vader kookt graag.**

[5 second pause]

(Repeat from * to **)

[5 second pause]

E Question 4. What does her mother do?

[2 second pause]

F1 **Mijn moeder geeft les.***

[5 second pause]

(Repeat from * to **)

[5 second pause]

E Question 5. What does Julia like to do in her spare time?

[2 second pause]

F1 **Ik zwem op zaterdag.***

[5 second pause]

(Repeat from * to **)

[5 second pause]

Eng Exercise 2: questions 6 to 12

After School Activities

[2 second pause]

Read the questions and look at the pictures.

(Pause 10 sec)

Tick the correct box.

[2 second pause]

Eng Example

[2 second pause]

~

F1 *Ik wil een danscursus doen.*

~~

[5 second pause]

(Repeat from * to **)

[5 second pause]

+

Eng Questions 6 & 7

[2 second pause]

M1 *Hoe oud ben je?*

F1 *Zeventien.*

M1 *De cursus is op woensdag en vrijdag.*

[5 second pause]

Eng Questions 8 & 9

[2 second pause]

M1 *De cursussen zijn van half 4 tot 6.*

F1 *Hoeveel kost het?*

M1 *Tien lessen voor 30 euro.*

F1 *Prima.*

[5 second pause]

Eng Question 10

[2 second pause]

M1 *Hoe heet je?*

F1 *Miranda Ravesloot.*

M1 *Kun je dat spellen?*

F1 *RAVESLOOT.*

[5 second pause]

Eng Questions 11 & 12

[2 second pause]

F1 **Waar is de cursus?**

M1 **In de kantine.**

De cursus begint volgende week. ++

[5 second pause]

Eng Listen for the second time.

(Repeat from + to ++)

(Ed. Ex.3. Monologue. One male adolescent talking about his training for the olympics. Slightly faster pace)

Pres: Exercise 3. Questions 13 to 17. Johan is talking about his training for the Olympics. Read the sentences.

[20 second pause]

Listen to Johan and complete the sentences in English.

[3 second pause]

M1 (Johan): * ***Ik ben Johan. Ik doe mee over twee jaar aan de Olympische Spelen.***

[Repeat example]

[4 second pause]

Questions 13 & 14

[2 second pause]

Ik hockey vanaf de basisschool. Mijn vader coacht mij elk weekend.

[8 second pause]

Questions 15 & 16

[2 second pause]

De andere dagen loop ik hard en ik ga ook twee keer per week naar de sportschool. Ik kan alles eten wat ik wil, dat is het voordeel van zoveel sporten!

[8 second pause]

Question 17

[2 second pause]

Ik vind hockey zo leuk omdat je het met anderen doet. Je maakt veel vrienden en je wint of verliest samen een wedstrijd**

[5 second pause]

Pres: Listen to Johan again.

[2 second pause]

Repeat from * to **.

[12 second pause]

E Exercise 4: Questions 18 to 23**Peter's weekend.**

Read the questions.

[12 second pause]

Listen to the interview and answer the questions in English.

[2 second pause]

Int: ***Peter – wat heb je het afgelopen weekend gedaan?**

B1 (Peter): ***Ik ben naar Amsterdam geweest.***

[Repeat example]

[4 second pause]

Questions 18 & 19

[2 second pause]

Int: ***Waarom?***

Peter: ***Het was koninginnedag, de verjaardag van de koningin.***

Int: ***Is dat speciaal?***

Peter: ***Ja, dan is er een markt waar iedereen zijn spullen op straat kan verkopen***

[10 second pause]

Questions 20 & 21

[2 second pause]

Int: ***Heb je zelf ook spullen verkocht?***

Peter: ***Nee, wij kwamen gewoon kijken. Maar de sfeer is goed. Behalve de markt is er ook altijd veel muziek.***

[10 second pause]

Questions 22 & 23

[2 second pause]

Int: ***Wat vond je het leukste?***

Peter: ***Het was prachtig weer, daar hadden we geluk mee. Maar het leukste waren al die oranje mensen. Iedereen zag er vrolijk uit. 's Avonds was er nog een groot feest op de Dam. Het was gewoon een geweldige dag.*****

[10 second pause]

Pres: **Listen to Peter again.**
[2 second pause]

Repeat from * to **.
[12 second pause]

(Ed: Ex. 5: one female and one male adolescent. Marginally faster delivery and natural interview style).

Pres: Exercise 5. Questions 24 to 28.

E Lotte and Bas are talking about smoking.

E Read the questions.

[10 second pause]

E Listen to the conversation and answer the questions in English.

[2 second pause]

E Example:

F1 ***Vind je het goed dat je op het schoolplein mag roken, Bas?***

M1 ***Ja, het is toch buiten, Lotte?***

[Repeat example]

[4 second pause]

Questions 24 & 25

[2 second pause]

F1 ****Ja, maar iedereen weet dat roken slecht voor je is. Veel leerlingen beginnen met roken op 't schoolplein. Bovendien geeft 't veel rommel.***

M1 ***Je kunt ook een rookplein maken waar leerlingen en leraren rustig kunnen roken.***

[10 second pause]

Questions 26 to 28

[2 second pause]

F1 ***Ik zou het liefst zien dat je voor je achttiende niet mag roken.***

M1 ***Waarom?***

F1 ***Dan is de kans kleiner dat je begint. Rook jij zelf?***

M2 ***Nee, ik sport veel, maar ik vind dat je vanaf je zestiende zelf moet weten of je wilt roken. Daar komt bij dat jongeren toch niet naar regels luisteren.***

F1 ***Dat is waar, maar het blijft een slechte gewoonte, die moet je niet leren op school.*****

[10 second pause]

Pres: Listen again.

[3 second pause]

Repeat from * to **.

[12 second pause]

(Ed: Ex. 6 Fairly authentic rate of delivery.)

Eng Exercise 6. Questions 29 to 34.

What is it about? Read the list.

[20 second pause]

For each item fill in the correct topic.

[2 second pause]

Eng Example.

[2 second pause]

M1: ***Vorige week zorgde een stroom koude lucht en een stroom warme lucht voor een wonder: In Kenia viel daardoor opeens hagel. Het ijs bleef nog uren liggen.***

[4 second pause]

[Repeat example]

FP: Continue. * Question number 29.

[2 second pause]

M1: ***Ik kijk graag naar programma's over sterren en andere bekende Nederlanders. Heerlijk om de roddel te horen over waar ze nu weer gesignaleerd zijn.***

[10 second pause]

Pres: Question number 30.

[2 second pause]

F1: ***Veel medicijnen die je in Nederland krijgt, kun je in de winkel kopen. Dat gaat helaas niet altijd goed. Daar kan mevrouw Timmens over meepraten.***

[10 second pause]

Pres: Question number 31.

[2 second pause]

M1: ***Rotterdamse daklozen vierden zaterdag feest. Ze wonnen de wedstrijd tegen het Amsterdam-West-elftal. In december mogen de winnaars naar Australië waar ze in een hotel slapen.***

[10 second pause]

Pres: Question number 32.

[2 second pause]

M1: *Tijdens het internationale straattekenfestival waren er twee dagen lang de mooiste krijttekeningen te zien. Nederland organiseert het gebeuren voor de eerste keer.*

[10 second pause]

Pres: Question number 33.

[2 second pause]

F1: *De meeste mensen weten nog niet op welke partij ze gaan stemmen bij de volgende verkiezingen. Een veelgehoorde klacht is dat iedereen hetzelfde zegt.*

[10 second pause]

Pres: Question number 34.

[2 second pause]

M1: *De Belgen zijn een onderzoek gestart naar lerarenopleidingen. De overheid hoopt zo betere kansen te creëren voor iedereen in het onderwijs.***

[2 second pause]

res: Listen again.

Repeat from * to **.

[10 second pause]

Exercise 7, Questions 35-37

Eng A discussion on reading.

Read the questions.

[20 second pause]

For each person fill in the boxes in English.

[2 second pause]

Example

[2 second pause]

*

M1 *Bob?*

M2 *Ik hou van stripboeken. De humor die in die plaatjes zit, daar kan geen boek tegenop. Het is heerlijk ontspannend. Ik heb een hele verzameling, dus er is altijd wel iets te lezen.*

[5 second pause]

**

(Repeat * to **)

[5 second pause]

Questions 35 to 37

*

M1 Katja?

F1 *Ik lees het liefste modebladen. Ik vind met name de gesprekken met mensen die van mode houden heel interessant, niet alleen de mensen die het maken maar ook het gewone publiek dat zich graag mooi aankleedt. Ik hoop dat ik later mijn beroep kan maken van iets in de mode.*

[10 second pause]

M1 Suzanna?

F2 *Ik lees graag verhalen die in het verleden spelen. Daar kan ik helemaal in wegdromen. Hoe mensen een paar eeuwen geleden leefden, wat er toen allemaal gewoon was en wat er niet mocht. Ik probeer me altijd voor te stellen wat ik in hun situatie zou doen. Het is een hele leuke manier om ook iets over de geschiedenis te leren.*

[10 second pause]

M1 David?

M2 *Geef mij maar een spannend verhaal. Een misdaad en dan maar uitzoeken wat er gebeurd is. Ik vind het fijn om mijn hersens te gebruiken. Logisch denken om ingewikkelde situaties op te lossen, daar voel ik me beter door.***

[10 second pause]

**[15 second pause]

Listen again

(Repeat * to **)

(Ed: Ex. 8: Interview with Lena, who lives on Saba. Male presenter and 16 year old girl. Near authentic pace and clear delivery. No hesitation or rephrasing).

Pres: Exercise 8. Questions 38 to 43.

Lena talks about the island of Saba.

Read the questions.

[20 second pause]

Listen and, for each question, choose ONE answer.

[2 second pause]

Example:

M1 *Lena, het heeft hard gestormd bij jullie, hè?*

F2 *Ja, vorige week hadden we een orkaan.*

[4 second pause]

Repeat example

(Setting – interior)

[2 second pause]

Questions 38 to 43

M1 **Wanneer spreek je van een orkaan?*

F2 *Er zijn vijf categorieën. Bij categorie vijf wordt alles weggeblazen, zelfs gebouwen! Dat zijn windsnelheden van 250 kilometer per uur.*

M1 *En hadden jullie een categorie 5?*

F2 *Gelukkig niet, nee. Hij was in eerste instantie een categorie drie, maar toen hij op ons eiland kwam, was hij nog maar twee. Dat is erg genoeg, hoor. Dan is er nog een hoop schade aan huizen.*

(Pause 00 08“)

M1 *En wat doe je als er een orkaan aankomt, schuil je dan onder de grond?*

F2 *Nee, we moeten wel binnenblijven natuurlijk, maar lang niet iedereen heeft een veilige kelder.*

M2 *En dan?*

F2 *Eerst proberen we ons huis zo veel mogelijk te beschermen. We hebben planken die we voor de ramen spijkeren en alles wat buiten staat, het hondenhok bijvoorbeeld, wordt naar binnengehaald.*

(Pause 00 08“)

F2 *Als we klaar zijn, kijken we naar de tv om de orkaan te volgen. Meestal vallen op een bepaald moment de stroom en de telefoon uit. We zijn daar aan gewend, dus dat klinkt vervelender dan het is.*

M2 *En als het voorbij is?*

F2 *Als het niet zo erg is, zoals bij de laatste storm, is het eigenlijk erg gezellig. Mensen gaan de volgende dag niet naar school of naar hun werk. We ruimen met z'n allen op. ***

(Pause 00 10“)

Pres: Listen again.

[2 second pause]

(Repeat from * to ** with same internal pauses)

[12 second pause]

Pres: That is the end of the test.

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