

Mark Scheme for June 2012

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.










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Annotations

| Annotation | Meaning |
|---|-----------------------------|
|  | Tick |
|  | incorrect |
|  | unclear |
|  | Caret sign to show omission |
|  | Benefit of doubt |
|  | Harmless addition |
|  | Invalidation |
|  | Repeat |
|  | First answer |

Subject-specific Marking Instructions

- I) The mark scheme is intended to enable markers to operate in a consistent and reliable way. Conventional features of the scheme are:
- alternative answers separated by an oblique stroke, e.g. (closed/shut)
 - brackets indicate that information within them is optional
 - underlining to indicate that a key word or idea is essential for the answer,
 - t.c. (tout court)
 - h.a. (harmless addition).
- II) If a candidate writes information in brackets, ignore the brackets, marking anything inside them in the usual way.

There are three types of exercise on the Reading papers, exercises requiring answers in English and objective exercises requiring non-verbal answers in English or target language.

NON-VERBAL 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.

ANSWERS WRITTEN IN ENGLISH

- Answers do not need to be in the form of full sentences, nor totally correct English.
- Answers in a different language gain no credit.

Exercise 1: End of year party

| Question | | | Answer | Marks | Guidance |
|----------|--|--|--------|-------|----------|
| 1 | | | B | 1 | |
| 2 | | | C | 1 | |
| 3 | | | B | 1 | |
| 4 | | | C | 1 | |
| 5 | | | A | 1 | |

Exercise 2: Shopping

| Question | | | Answer | Marks | Guidance |
|----------|--|--|--------|-------|----------|
| 6 | | | H | 1 | |
| 7 | | | B | 1 | |
| 8 | | | D | 1 | |
| 9 | | | F | 1 | |
| 10 | | | J | 1 | |
| 11 | | | K | 1 | |
| 12 | | | G | 1 | |

Exercise 3: Karim's place of birth

| Question | | Answer | Marks | Guidance |
|----------|--|--------|-------|----------|
| 13 | | Leeds | 1 | |
| 14 | | family | 1 | |
| 15 | | cool | 1 | |
| 16 | | river | 1 | |
| 17 | | kind | 1 | |
| 18 | | car | 1 | |

Exercise 4: Two Iranian girls in England

| Question | | Answer | Marks | Guidance |
|----------|--|---------|-------|----------|
| 19 | | Zohre | 1 | |
| 20 | | Zohre | 1 | |
| 21 | | Tara | 1 | |
| 22 | | Zohre | 1 | |
| 23 | | Neither | 1 | |
| 24 | | Tara | 1 | |

Exercise 5: Babak's unpaid work

| Question | | Answer | Marks | Guidance |
|----------|-----|---|-------|----------|
| 25 | | Long time / for some time/ for a while | 1 | |
| 26 | | Use as work experience later / To put on his CV | 1 | |
| 27 | | Old people's home | 1 | |
| 28 | | Help them / visit regularly | 1 | |
| 29 | | Once a week | 1 | |
| 30 | (a) | Very happy / satisfied | 1 | |
| | (b) | Reminds him of his grandmother | 1 | |

Exercise 6: Families meet for a party in Paris

| Question | | Answer | Marks | Guidance |
|----------|--|---------------|-------|----------|
| 31 | | celebrated | 1 | |
| 32 | | accommodation | 1 | |
| 33 | | oldest | 1 | |
| 34 | | quiet | 1 | |
| 35 | | fluently | 1 | |
| 36 | | understanding | 1 | |

Exercise 7: Recycling

| Question | | Answer | Marks | Guidance |
|----------|--|---|-------|----------|
| 37 | | Wrote an article/ assey | 1 | |
| 38 | | Pollution / dirty air | 1 | |
| 39 | | When he came to England | 1 | |
| 40 | | His practical solutions / ideas | 1 | |
| 41 | | New ways of recycling/ other ways | 1 | |
| 42 | | Parents / families | 1 | |
| 43 | | Keep the world clean for future generations | 1 | |

Exercise 8: Nowruz, an International Day

| Question | | Answer | Marks | Guidance |
|----------|-----|---|-------|----------|
| 44 | | مدت زیادی | 1 | |
| 45 | | نوروز در ایران به وجود آمد / جشن ملی شد | 1 | |
| 46 | | نوروز روز ملی شناخته شد / به روزهای ملیشان اضافه شد | 1 | |
| 47 | (a) | درباره‌ی نوروز اطلاعات به دست بیاورند | 1 | |
| | (b) | اطلاعات خود را به کشورهای دیگر هم بدهند | 1 | |
| 48 | | ایرانی‌های خارج از کشور | 1 | |

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