

Mark Scheme for June 2011

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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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**PREPARATION FOR MARKING
SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

TRADITIONAL

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris messaging system, or by email.
5. Work crossed out:
 - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
 - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.









6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. There is a NR (No Response) option. Award NR (No Response)
 - if there is nothing written at all in the answer space
 - OR if there is a comment which does not in anyway relate to the question (e.g. 'can't do', 'don't know')
 - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question
 Note: Award 0 marks - for an attempt that earns no credit (including copying out the question)
8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
 If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to your Team Leader (Supervisor) by the end of the marking period. The Assistant Examiner's Report Form (AERF) can be found on the RM Cambridge Assessment Support Portal (and for traditional marking it is in the *Instructions for Examiners*). Your report should contain notes on particular strength displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
 a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 b. **To determine the mark within the level**, consider the following:

| Descriptor | Award mark |
|---|---|
| On the borderline of this level and the one below | At bottom of level |
| Just enough achievement on balance for this level | Above bottom and either below middle or at middle of level (depending on number of marks available) |
| Meets the criteria but with some slight inconsistency | Above middle and either below top of level or at middle of level (depending on number of marks available) |
| Consistently meets the criteria for this level | At top of level |









11. Annotations

used in the detailed Mark Scheme

Communication

| | |
|---|---|
|  | Relevant point |
|  | Development of point |
|  | Just/Justification |
|  | Opinion |
|  | Repetition |
|  | Irrelevant (material which doesn't relate to the topic) |
|  | Attempted but not entirely successful |
|  | View point |

Quality of Language

| | |
|---|---------------------------------------|
|  | Verbal construction |
|  | Past tense correctly used |
|  | Future tense correctly used |
|  | Other tense correctly used |
|  | Subordinate clause |
|  | Lovely – Lexical item |
|  | Odd or incorrect grammar |
|  | Attempted but not entirely successful |

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

12. Subject-specific Marking Instructions

Scheme of Assessment

Candidates answer two questions

| | Communication | Quality of Language | Total |
|--------------------------------|---------------|---------------------|-----------|
| Question 1 | 10 | 15 | 25 |
| Question 2 | 10 | 15 | 25 |
| Question 3 | 10 | 15 | 25 |
| Question 4 | 10 | 15 | 25 |
| Question 5 | 10 | 15 | 25 |
| Total for two questions | 20 | 30 | 50 |

General notes for marking

Candidates are required to answer two questions. If they attempt to answer more than two questions you should mark each response individually and submit the marks for the best two responses.

Candidates should write up to a maximum of 150 words for each question in Turkish. If they write significantly less than 150 words this will be self penalising in terms of the number of marks they will receive for quality of language. If they write significantly more than 150 words estimate the first 150-165 words and assess this section for quality of language. Read everything the candidate has written, marks for Communication can be gained anywhere.

Each question must be for a different purpose; eg blog / e-mail / letter / magazine article / script of a conversation. If the same format is used for both tasks the examiner should record centre details and pass these to PE/QM in the first instance.

Task specific guidance

Mark two essays using the Communication and Quality of Language grids.

| Question | Answer | Marks | Guidance |
|-----------------------------------|---|--------------------|---|
| Task 1-5 Communication | No Indicative Content – personal response | 10 per essay | <p>General noted for marking communication:</p> <p>Mark for communication using the principle “if in doubt, sound it out”. Allow cognates. Do not allow languages other than the target language.</p> <p>Factors which might reduce communication marks are words in English or the wrong foreign language, blanks, nonsense sentences, “continuous present tenses”, which are inappropriate in the target language, failure to write on the task set, or complete non-sequiturs.</p> <p>The prompts provided are no longer mandatory in nature so accept any points on the subject set for the task.</p> <p>Irrelevance (IR) may earn Quality of Language marks (but not Communication marks)</p> <p>Repetition (REP) (inc. repeated structures and lists) will not gain any additional marks. For example – using only the words ‘because it is’ to express opinions or points of view becomes repetition of one structure and does not qualify as ‘a range of ...structures’ in quality of language.</p> <p>If the response is good and very detailed but not many point of view or opinions are expressed, the mark must reflect this. Remember that both information and points of view are required in each mark band.</p> |

| Question | Answer | Marks | Guidance |
|---|---|--------------------|---|
| Task 1-5 Quality of Language | No Indicative Content – personal response | 15 per essay | Notes for marking quality of Language: Irrelevance (IR) may earn Quality of Language marks (but not Communication marks). Repetition (REP) (inc. repeated structures and lists) will not gain any additional marks. |

APPENDIX 1

| Communication 10 marks | | Guidance |
|------------------------|---|--|
| 9–10 | Fully relevant and detailed response to the task. Clearly expressed information. Fully developed and justified ideas and points of view. | |
| 7–8 | Gives a relevant and detailed response to the task. Expresses more than straightforward ideas and points of view, sometimes with justifications. | 3 or 4 justifications |
| 5–6 | Produces enough language to respond to the task. Gives factual information. Expresses opinions and points of view, and sometimes provides justifications | 1 or 2 justifications |
| 3–4 | Communicates with simple, short pieces of information in response to the task. Expresses some opinions (and /or points of view). Occasionally gives a justification. | 1 or 2 simple opinions with 1 justification; 1 opinion =3; 2 opinions = 4 1 justification |
| 1–2 | Communicates simple or a few facts. Can express simple opinions. Sometimes irrelevant or repetitive. | |
| 0 | Communicates no relevant information. | |

APPENDIX 2

| Quality of Language 15 marks | |
|------------------------------|--|
| 14/15 | Confident and accurate use of a variety of clause types, vocabulary, idioms and structures, including verb structures and tenses. Errors noticeable only in the most ambitious language. Fluent, coherent, consistent and controlled. |
| 12/13 | Successful with more complex language features, though with some inaccuracy . A range of clause types, with some consistent manipulation of verb structures and tense. Longer sequences of language. Overall, in control of the material. |
| 10/11 | A good range of structures and vocabulary and some common idioms, with some consistent use of tenses. Some attempts at varying clause types and conjunctions. Mostly unambiguous. |
| 8/9 | Uses a range of straightforward structures and vocabulary, which may include different tenses and time frames. Can connect verbs. Attempts to use one or two common idioms. The response is sufficiently accurate for the basis of the message to be clear and reasonably coherent. |
| 6/7 | Some awareness of verbs and time frames, but inconsistent overall. Straightforward vocabulary and structures. Everyday messages are sufficiently accurate to be comprehensible. |
| 4/5 | Some awareness of verbs and other simple structures. Limited use of vocabulary. Error does not impede routine communication over a few sentences. |
| 2/3 | Only a few phrases or short sentences are accurate enough to be recognisable. Very simple sentence structure. |
| 1 | Disjointed words or short phrases, one or two of them accurate enough to be comprehensible. |
| 0 | Nothing coherent or accurate enough to be comprehensible. |

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