

**French**

Advanced Subsidiary GCE

Unit **F702**: Listening, Reading and Writing 1

**Mark Scheme for January 2013**

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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
	Development of point
	incorrect
	Large dot (Key point attempted)
	Caret sign to show omission
	Unclear
	Highlight
	Good language
	Slash
	Language better than mark implies
	Language not as good as mark implies
	Benefit of doubt
	Benefit of doubt not given
	Minus 1 (to show deduction of one mark)

<b>Abbreviations</b>	<b>Meaning</b>
/	Alternative and acceptable answers for the same marking point
( )	<b>Words which are not essential to gain the mark</b>
—	Underlined words must be included to gain the mark
t.c.	“tout court”

### **Subject-specific Marking Instructions**

- 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.
- The award of marks is not necessarily dependent on the specific wording in the detailed sheets which follow. Other wordings will score the marks, provided they are semantically equivalent. If the language used by the candidate conveys meaning and also answers the question, then the mark(s) should normally be credited for comprehension (c.f. “sympathetic native speaker / sympathetic examiner”). Use your professional judgement to apply the marking principles given in this mark scheme but if you are still in doubt about the validity of any answer, then consult your Team Leader by phone, the messaging system within scoris or email.
- Language marks: These are assessed separately – Grids C1, C2 and F2 – see guidance in the detailed sheets below.
- Where candidates give alternative answers, only the first one written or the one on the line should be marked.

## Section A: Listening and Writing

## Task 1

Question		Answer	Marks	Guidance
1	(a)	A (à L'école)	1	<b>Multi-choice</b> Marks entered individually. Use a tick for a correct answer. You may use a cross for an incorrect answer; it is useful when you check your marking. Enter 1, 0 or NR as appropriate.
	(b)	40 – 41	1	
	(c)	A (minimes)	1	
	(d)	B (lentement)	1	
	(e)	B (tourner)	1	
	(f)	C (prudence)	1	
	(g)	2,5 or 2.5	1	
	(h)	C (dans le besoin)	1	
	(i)	A (voulait aider le chauffeur)	1	
	(j)	C (précédent)	1	
		<b>Total</b>	<b>10</b>	

## Task 2

Question		Answer	Marks	Guidance
2	(a)	s'entend	1	<b>Gap-fill – To be finalised when zoning has been decided</b>  The elements are scanned by the page. Use ticks for correct sentences and crosses for incorrect ones. Enter mark out of 10. Ignore mis-spellings.
	(b)	s'accroit	1	
	(c)	nombreux	1	
	(d)	simple	1	
	(e)	rapidement	1	
	(f)	seulement	1	
	(g)	avantageux	1	
	(h)	se prolonge	1	
	(i)	harmonieux	1	
	(j)	égale	1	
		<b>Total</b>	<b>10</b>	

Task 3

**Task Specific Guidance:**

- Each question will be scanned in individually (questions with more than one element will appear twice / three times as appropriate)
- For single mark questions use a tick (✓) for a correct answer enter 1, 0 or NR. Crosses (x) may also be used as they make checking easier.
- For questions worth more than one mark you must use ticks (✓) and crosses (x). Use **BOD** or **NBOD** when you have had to think and decided to award or not to award the mark. Also use a cross (x) when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions.
- Answers in French get no marks.
- Ignore spelling mistakes in English as long as the answer is clearly recognisable and unambiguous.

Question		Answer	Marks	Guidance	
				Accept	Do not accept
3	(a)	First (town) / inventors / in 1976 (1)  to offer / provide a bike service / system / operation(1)	2	Highlight and ignore wrong date if other correct information is given  <i>Verb needed</i>  ... bikes (for the public) to rent	Incorrect date on its own  country / village  free bikes / service <i>(misunderstanding of libre-service)</i> guided cycling system <i>(distortion)</i>
	(b)	<b>Any two from</b>  welcoming (1)  dynamic (1)  full of history (1)	2	<i>Qualifiers must describe the port</i>    lively  historic old	welcome touristic additional information not describing the port (e.g. very welcoming tour guides for tourists)

	<b>(c)</b>	<p>(i) (Adults) 6 euros - (Children) 3 euros / half price (1)</p> <p>(ii) two hours (1)</p> <p><b>Any two from</b></p> <p>(iii) old town</p> <p>park(s)</p> <p>seashore / waterfront / seafront / coast / seaside (1)</p>	3	<p><i>Both prices needed with correct currency</i></p> <p><i>Two needed for 1 mark</i></p> <p>historic streets / roads (of the town)</p> <p>allow park (sing.)</p> <p><i>Proximity to the sea must be stated or implied</i></p> <p>e.g. <u>by</u> the sea / <u>by</u> the beach</p>	<p>town t.c.</p> <p>village (<i>unless already penalised in a</i>)</p> <p>sea / the beach t.c.</p>
	<b>(d)</b>	<p>(i) English speaking (1)</p> <p>(ii) available / free for <u>next</u> summer (1)</p>	2	<p>speak English</p> <p><u>next</u> July <u>and</u> August</p>	<p>know English</p> <p>July t.c.</p> <p>August t.c.</p> <p>(next) festival / season / period / holiday</p>
	<b>(e)</b>	<p>(i) accompany <u>visits</u> / (guided) <u>bike rides</u> (1)</p> <p>(ii) work at the tourist office / information / desk / kiosk / reception / welcome area (during the jazz festival) (1)</p>	2	<p><i>Plural needed</i></p> <p>tours / excursions</p> <p><i>Specific place of work needed</i></p> <p>Allow: welcome people <u>during</u> the jazz festival (cf text)</p>	<p>visit sg</p> <p>accompany the clients / people / visitors t.c.</p> <p>do visits (<i>ambiguous</i>)</p> <p>welcome people t.c.</p> <p>idea of working / welcoming people <u>at</u> / <u>to</u> the festival</p> <p>work / help out during the jazz festival (<i>place of work not specified</i>)</p>



	(f)	To perform / play in front of a <u>wide / varied</u> audience	1	<i>Verb needed.</i> large / big	the public t.c. general / grand public
	(g)	<u>Those / people</u> interested in history (1)  to find out / for information about (1)  (other) <u>visits / tours / excursions</u> you / they could guide / lead (1)	3	<i>Must relate to people</i>  ...in <u>the</u> history ( <i>language error</i> )  to learn about / browse for  to see <u>if</u> there is / are...  <i>Idea of them doing the guiding must be clear</i>  ... act as guides for visits	story (of the town) history of the town / of the events / this history ( <i>too specific / distortion</i> )  look at website (not enough)  to see t.c.  on available guided tours tours they could take / do ( <i>ambiguous</i> ) The available guided tours and visits Visit sg
		<b>Total</b>	<b>15</b>		

**Task 4 10 marks for Communication (Grid H1), 10 marks for Quality of Language (QoL)****Task 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 QoL.
- **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 (λ) in the margin
- Use **BOD** in body of the text if you had some doubt about awarding the point but decided to in the end
- Use **NBOD** in the body of the text if you considered awarding the point but decided not to in the end
- If a full point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use a cross (X) in the margin
- 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. If you have used **BOD** or **NBOD** you may adjust the marks up or down.

## Task 4 Communication points

NB: PCAB = partial communication at best

Question	Answer	Marks	Guidance	
			Accept	Do not accept
1	Je vais étudier le français à l'université l'année prochaine / l'an prochain;		J'étudierai / j'étudie Omission of 'le français' – PCAB	Past tense l'année dernière (with any tense) ... à une université française ... pour étudier en France
2	un emploi / boulot / travail / travailler à La Rochelle serait / offrirait / fournirait / une préparation idéale.		Present tense (est / offre / fournit) Future tense (sera / offrira / fournira) Allow: le / du travail	past tense (a été / a offert / a fourni) J'ai besoin d'un emploi ( <i>distort</i> )
3	<u>Bien que</u> cela ne fasse pas partie de / ne soit pas un(e) de vos conditions / critères, stipulations		Rendering of "although": Cela ne fait pas partie de vos critères, <u>mais</u> ... Use of <i>une part</i> – PCAB Bien que ce ne soit pas nécessaire / que vous n'en ayez pas besoin Use of demandes – PCAB Use of recommendations – PCAB criterias / requirements – PCAB	
4	est-ce qu'une connaissance du français / une maîtrise de la langue française / que savoir le / un peu de français est un avantage ?		Conditional / Future No question – PCAB Use of <i>abilité</i> – PCAB	
5	J'envoie les documents / papiers dont vous avez besoin / (qui vous sont) nécessaires;		Use of <i>suis</i> – PCAB Perfect / future Imperfect – PCAB Allow : documentation / information renseignements – PCAB Allow: <i>requirez</i> for <i>requérez</i> – ( <i>language error</i> ) Allow: donner for envoyer	Imperfect + mangled "you need" (e.g. j'envoyais les papiers vous besoin) Mangled rendering of "I am sending" <u>and</u> of "you need"

6	Je serai disponible / libre pendant / durant <u>tout</u> l'été / l'été <u>entier</u> / <u>toute</u> la période estivale.		Present tense / conditional en juillet <u>et</u> en août Use of <i>duration</i> – PCAB Use of <i>available</i> – PCAB à travers l'été – PCAB	Pendant tous les étés ( <i>distortion</i> )
7	Je n'ai <u>jamais</u> / <u>pas encore</u> visité la région		Use of <i>pas</i> – PCAB Use of <i>ville</i> / <i>place</i> / <i>endroit</i> / <i>district</i> quartier / La Rochelle – PCAB	present / future tense ( <i>wrong message</i> )
8	Mais La Rochelle semble (être) une ville <u>très</u> / attrayante / attirante / jolie / belle.		La Rochelle est belle – PCAB Qualifier + intensifier needed; if not – PCAB Allow : je crois / pense que Allow: agréable / attractive	Use of <i>voir</i> / <i>regarder</i>
9	Est-ce que vous fournissez / procurez un logement aux gens / aux personnes.		il y a / avez-vous – PCAB use of <i>donner</i> / <i>offrir</i> – PCAB Allow: proposer Fourniez-vous – PCAB Use of <i>provider</i> – PCAB Use of <i>accommodation</i> – PCAB	Use of <i>provider</i> + <i>accommodation</i>
10	que vous employez à court terme / pour une durée limitée / temporairement / pendant quelques semaines / pour CDD?		<i>Rendering of employez: not necessary if idea of working is expressed above.</i> Shortness of contract needs to be expressed if not – PCAB Use of <i>duration</i> – PCAB ( <i>unless already penalised in 6</i> )	Idea of time linked to <i>accommodation</i> instead of job
		<b>Total</b>	<b>10</b>	

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

**QoL: Read response again and assess for language.**

- **Annotations:** do not annotate
- **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.

<b>GRID C.2</b>	<b>QUALITY OF LANGUAGE – ACCURACY</b> <b>10 marks AO3</b>
<b>9–10</b>	Characterised by a <b>high and consistent level of accuracy</b> in use of complex structures, although there may be some errors.
<b>7–8</b>	<b>Language generally accurate.</b> Shows a sound grasp of AS (and / or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although <b>there may be some inconsistency and errors in more complex areas.</b>
<b>5–6</b>	Shows evidence of <b>fair understanding of grammatical usage.</b> <b>Generally accurate use of simple sentence</b> structures. Some correct use of complex sentence structures. The performance is likely to be <b>patchy and inconsistent.</b>
<b>3–4</b>	Evidence of <b>gaps in basic grammar.</b> <b>Frequent errors</b> of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but <b>evidence of correct use of simple sentence structures.</b> Vocabulary and structures may be quite strongly influenced by the candidate's first language.
<b>0–2</b>	<b>Little evidence of grammatical awareness.</b> <b>Persistent,</b> serious and <b>elementary errors</b> (endings, verb forms, gender of common nouns). Frequent first language interference.

Question	Indicative Content	Marks	Guidance	
			Content	Levels of response
1	Je vais étudier le français à l'université l'année prochaine / l'an prochain ;		Near future. Position and agreement of adjective.	<b>Grid C2</b>  <b>9–10</b> Characterised by a <b>high and consistent level of accuracy</b> in use of complex structures, although there may be some errors.  <b>7–8</b> <b>Language generally accurate.</b> Shows a sound grasp of AS (and / or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although <b>there may be some inconsistency and errors in more complex areas.</b>  <b>5–6</b> Shows evidence of <b>fair understanding of grammatical usage. Generally accurate use of simple sentence</b> structures. Some correct use of complex sentence structures. The performance is likely to be <b>patchy and inconsistent.</b>
2	un emploi / boulot / travail / travailler à La Rochelle serait / offrirait / fournirait / une préparation idéale.		Conditional Position and agreement of adjective.	
3	Bien que cela ne fasse pas partie de / ne soit pas un(e) de vos conditions / critères / stipulations.		Use of subjunctive; negative form Possessive adjective	
4	est-ce que qu'une connaissance du français / une maîtrise de la langue française / que savoir le / un peu de français est un avantage ?		Phrasing question vocabulary	
5	J'envoie les documents / papiers dont vous avez besoin / (qui vous sont) nécessaires ;		Rendering of English continuous present; relative pronoun	
6	Je serai disponible pendant / durant <u>tout</u> l'été / l'été <u>entier</u> / <u>toute</u> la période estivale.		Future tense; vocabulary	
7	Je n'ai jamais / pas encore visité la région		Perfect tense; negative form	
8	mais La Rochelle semble (être) une ville <u>très</u> attrayante / attirante / jolie / belle.		Vocabulary; agreement of adjective	

Question	Indicative Content	Marks	Guidance	
			Content	Levels of response
9	Est-ce que vous fournissez / procurez un logement aux gens / aux personnes		Phrasing a question; construction of verb (preposition); vocabulary	<b>3–4</b> Evidence of <b>gaps in basic grammar</b> . <b>Frequent errors</b> of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but <b>evidence of correct use of simple sentence structures</b> . Vocabulary and structures may be quite strongly influenced by the candidate's first language.  <b>0–2</b> <b>Little evidence of grammatical awareness</b> . <b>Persistent, serious and elementary errors</b> (endings, verb forms, gender of common nouns). Frequent first language interference.
10	que vous employez à court terme / pour une durée limitée / temporairement / pendant quelques semaines ?		Relative clause; vocabulary	
	<b>Total</b>	<b>10</b>		



Section B: Reading and Writing

Task 5

Question		Answer	Marks	Guidance
5	(a)	A (riches)	1	<b>A- Multi-choice</b> Marks entered individually.  Use a tick for a correct answer. You may use a cross for an incorrect answer; it is useful when you check your marking.  Enter 1, 0 or NR as appropriate.
	(b)	B (dimensions)	1	
	(c)	B (individus)	1	
	(d)	A (arrière)	1	
	(e)	C (habitude)	1	
B		(g)	1	<b>B-</b> Tick the correct statements This task is scanned as a whole. Tick each correct answer. You may use a cross for an incorrect answer; it is useful when you check your marking.  If the candidate has put more than 5 ticks add up the total number of correct marks and deduct 1 mark for each tick over 5.  Enter the total.
		(j)	1	
		(l)	1	
		(m)	1	
		(n)	1	
<b>Total</b>			<b>10</b>	

**Task 6****Task Specific Guidance**

The response appears on the screen twice: once with each question shown separately to be marked for comprehension and once as a whole page for you to assess the QOL.

1. Familiarise 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.
2. 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:**

- Use a tick (✓) to indicate a mark awarded on any question.
- If you hesitated and decided to give or not to give the benefit of the doubt, use the appropriate annotation: **BOD** or **NBOD**. It is not expected that you will have to use such annotations very often.
- Use a cross (✗) for an incorrect answer or over a word 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.

## Task 6

Question		Comprehension points	Marks	Guidance	
				Accept	Do not accept
6	(a)	du nombre d'animaux (de compagnie) (par foyer / famille)	1	<p><i>number needs to be implied</i> Le nombre de personnes qui ont un animal</p> <p>Plus de la moitié / de 50% / la majorité des Français / des foyers / des familles ont un animal (de compagnie)</p> <p>(Les Français ont) le plus d'animaux de compagnie</p>	<p>Des animaux de compagnie t.c.</p> <p>Any answer starting with parce que or car</p>
	(b)	<p>Il joue (avec les enfants / la famille) (1)</p> <p>il garde / protège <u>la maison</u> (1)</p>	2	<p><i>Verb needed – allow infinitive</i> <i>Idea of playing needed</i></p> <p>c'est un compagnon de jeux</p> <p>Allow ils (collective term) but must refer to the animal not the children (e.g. ils sont comme des copains de jeux pour les enfants)</p> <p><i>Verb needed</i> <i>Idea of protecting needed</i> c'est un / le gardien de la maison</p>	<p>compagnon de jeux (des enfants) t.c.</p> <p>C'est bon pour les enfants car ils ont plus de compagnie</p> <p>gardien de la maison t.c. il protège la famille</p>
	(c)	Elles se sentent / sont moins seules / isolées avec un animal	1	L'animal réduit leur solitude / leur tient compagnie	<p>réduire la solitude t.c. (<i>no subject or use of elle(s)</i>)</p> <p>la solidarité</p>

	<b>(d)</b>	<p><b>Any two from four in any order</b> (Il y a) de plus en plus de personnes seules (1)</p> <p>Les gens vivent plus longtemps / l'espérance de vie a augmenté (1)</p> <p>La structure de la famille / familiale s'est modifiée / a changé (1)</p> <p>Les animaux font partie de la famille (1) <b>OR</b> L'argent que les Français dépensent pour les animaux a triplé (1) <b>OR</b> Les animaux de compagnie sont (presque) indispensables (1)</p>	2	<p><i>Idea of increase in single occupant households</i></p> <p><i>Idea of ageing population</i> il y a plus de personnes âgées</p> <p><i>Idea of move away from traditional family structures</i> la famille stéréotypique a changé l'organisation familiale a changé</p> <p><i>Allow <u>one</u> answer related to the new place of animals in society</i> <i>Animals are now part of the family</i> <b>OR</b> <i>Money spent on their animals</i></p> <p><b>OR</b> <i>Need to have animals</i></p>	<p>modification On / elle modifie / a changé la structure familiale (<i>does not answer Q</i>)</p>
	<b>(e)</b>	(On attend de lui de l') affection	1		L'amour
	<b>(f)</b>	<p><b>(i)</b> trois fois plus / le triple / 0,6% <u>de leur budget / dépenses</u> (1)</p> <p><b>(ii)</b> On donnait les restes (du repas de la famille) aux chiens / aux animaux (1)</p> <p>On achète la nourriture pour les animaux / chiens (dans les supermarchés) (1)</p>	3	<p>0.6% de leur budget</p> <p>la part du <u>budget</u> a (quasiment) triplé <u>pas loin de / presque</u> 6 milliards d'euros</p> <p><i>Idea that animals ate the same as sort of food as the family</i> <i>Verb needed – ignore tense</i></p> <p><i>Idea that food is manufactured / bought for animals – specially for them</i></p>	<p>0,6% t.c. Wrong figure Beaucoup plus d'argent (<i>vague</i>) Direct lift from the text: la / cette part a quasiment triplé de leurs revenus</p>

				<p>Ils mangent une nourriture spéciale / spécialisée / spécifique Il existe des rayons pour les animaux</p>	Il y a des rayons dédiés t.c.
	<b>(g)</b>	<b>(i)</b> In any order les coûts / frais ont augmenté (1)	2	<i>Idea of <u>increased</u> cost</i>	Les Français veulent gâter leurs animaux. t.c.
		<b>(ii)</b> (les coûts / frais de) toilettage / vétérinaire (1)		<p><i>Accept either health or grooming angle</i></p> <p>(Il faut payer) le vétérinaire = 1 mark <b>OR</b> (Les coûts d') hygiène / (de) beauté = 1 mark On doit payer plus pour la santé de l'animal = 2 marks</p>	
	<b>(h)</b>	les dépenses <u>annuelles</u> (approximatives) des Français / ce que les Français dépensent / déboursent <u>annuellement</u> / <u>chaque année</u> pour (gâter) leurs animaux	1	<p><i>Two ideas needed : purpose of expenditure + time span</i></p> <p><i>Use of conditional (ce que les Français dépenseraient / débourseraient...)</i></p>	Pour nourrir leurs animaux chaque année ( <i>too narrow</i> )
	<b>(i)</b>	(Pour) certaines / des personnes âgées	1	Allow definite article and ignore intensifiers (e.g. les personnes plus âgées / les vieux / des vieillards)	Any answer starting with parce que or car anciennes personnes
	<b>(j)</b>	ils / beaucoup abandonnent / leurs chats et chiens / animaux	1	Present tense expected but tolerate infinitive	<p>Perfect tense or an attempt (e.g. Ils abandonnés leur animal)</p> <p>60 000 chats et chiens sont abandonnés t.c.</p> <p>Idea that animals are left alone / at home</p>
		<b>Total</b>	<b>15</b>		

### 3. Assessing Quality of Language

- a) You will get a separate screen which will be the whole page (annotated). Read all the answers again. Do not annotate.
- 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
9–10	Characterised by a <b>high and consistent level of accuracy</b> in use of complex structures, although there may be some errors.
7–8	<b>Language generally accurate.</b> Shows a sound grasp of AS and / or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although <b>there may be some inconsistency and errors in more complex areas.</b>
5–6	Shows evidence of <b>fair understanding of grammatical usage. Generally accurate use of simple sentence</b> structures. Some correct use of complex sentence structures. The performance is likely to be <b>patchy and inconsistent.</b>
3–4	Evidence of <b>gaps in basic grammar. Frequent errors</b> of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but <b>evidence of correct use of simple sentence structures.</b> Vocabulary and structures may be quite strongly influenced by the candidate's first language.
0–2	<b>Little evidence of grammatical awareness. Persistent,</b> serious and <b>elementary errors</b> (endings, verb forms, gender of common nouns). Frequent first language interference.

**Task 7****Task 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 7a, 7b and then 7a + 7b again, but without the annotations in order to assess QoL.

**Task 7a 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. In practice, if there are 12 points to convey, there is a correlation between points made and mark to be awarded up to 8 (ie: One or two points – band 1-2; Up to 1 / 3 of points (ie up to 4 points) – band 3-4; Up to ½ the points (ie up to 6 points) – band 5-6; Up to 2 / 3 of the points (ie up to 8 points) – band 7-8.) Beyond 8 points made (ie nearly all the points – top band), award marks as follows: 9 or 10 points = 9 and 11 or 12 points = 10
- 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 more than 5 consecutive words should be counted as lifted language.

## Task 7(a)

Point			Indicative content	Marks	Guidance		
					Content	Levels of Response	
7	(a)	1	Very easy / straightforward / simple			<i>Allow a brief explanation of the concept</i>	<b>Grid I</b>  <b>COMPREHENSION OF TEXT</b>  <b>9–10</b> <b>Consistently relevant</b> information. Includes <b>nearly all the points</b> from the original passage. Shows a <b>very clear understanding</b> of the text  <b>7–8</b> <b>Relevant information</b> showing understanding of <b>up to two thirds</b> of the points from the original passage. There <b>may be one or two instances of lifting</b> from the original passage.  <b>5–6</b> <b>Some relevant</b> information showing understanding of <b>up to half</b> of the points. There <b>may be instances of lifting</b> from the original passage.  <b>3–4</b> Little relevant information. Includes <b>up to a third</b> of the points, showing understanding of some of the points. <b>Over-reliance on phrases lifted from the original passage.</b>  <b>0–2</b>
		2	Register with a <u>specialised</u> web site			<i>Idea of going through / using specialised web site</i>  Allow : Un site web pour les échanges	
		3	Give details of your house (on site)			<i>Idea of describing the house</i>	
		4	Give (preferred) date(s) and/or place(s)			<i>Either</i>	
		5	You will be contacted and/or you can contact the owner (of a place you like)			<i>Either</i>	
		6	Make / write up / prepare “house book” / list / guide			<i>Idea of producing a document</i> Allow idea that one or other party involved in the scheme should produce / give such a document	
		7	to provide / with <u>practical</u> / <u>necessary</u> information  <b>OR</b>  One example of (practical / necessary) / information			<i>Purpose of document; its importance / usefulness</i>  <i>Any one from:</i> how to use household appliances (instructions re:) watering plants, emergency / contact numbers (not <i>nombre</i> ) suggested visits	



	<b>8</b>	Another example of such practical information		<i>A <u>different</u> example taken from list above.</i>	<b>No relevant information</b> or supplies <b>one or two relevant points</b> from the original passage.
	<b>9</b>	Check insurance documents		<i><u>NOT</u> idea of taking out</i>	
	<b>10</b>	Clear some space (in wardrobes etc) for (use of) guests		<i>Space must be qualified</i>	
	<b>11</b>	Clean the house / make your house welcoming		<i>NOT idea of tidying up</i>	
	<b>12</b>	Arrange for keys to be given to the guests		<i>Idea of planning / organisation needed</i>	
		<b>Total</b>	<b>10</b>		

Task 7(b) Response Grid J (20 marks)

Question		Answer	Marks	Guidance	
				Content	Levels of Response
7	(b)	No Indicative Content – personal response	20	<p><b>Grid J:</b> Looking at the annotations, assess the quality of the response to the text and apply Grid J. NB: “imagination” and “insight” are interpreted conservatively.</p> <p><i>The number of ticks you have awarded and the way they spread (ie number of developments per opinion / personal response) may 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.</i></p> <p>Use the green tick (✓) in the margin 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.</p>	<p><b>GRID J RESPONSE TO TEXT</b></p> <p><b>16–20</b> Responds with <b>well developed points of view</b> which show <b>insight, originality and imagination.</b></p> <p><b>12–15</b> Expresses <b>points of view</b> which are <b>consistently developed</b> and <b>respond to the requirements</b> of the task. Shows <b>some originality and / or imagination.</b></p> <p><b>8–11</b> Expresses <b>points of view which respond to the requirements</b> of the task. Some of these <b>may be developed</b> and there <b>may be some originality and / or imagination.</b></p> <p><b>4–7</b> Manages <b>the beginning of a response to the requirements</b> of the task. <b>May have difficulty in expressing and / or developing points of view.</b></p> <p><b>0–3</b> <b>Very short. May not go beyond points of view already expressed</b> in the original text.</p>

## Task 7(a) +7(b) – Language (QoL) – Grids C.2 and F.2: (20 marks)

Question	Answer	Marks	Guidance
<b>Task 7a+b</b>	Assess for Quality of Language using Grids C2 and F2  Appendix 1	20	<p>a. Read the whole response again and assess for Range (Grid F2) first – ie 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. Enter your mark.</p> <p>b. Ignore language lifted from the text when assessing language (See <b>Task 7a</b> above). Lifted language is not credited for QoL – only content points and / or personal response.</p>

## APPENDIX 1

GRID C.2	QUALITY OF LANGUAGE – ACCURACY 10 marks AO3	GRID F.2	QUALITY OF LANGUAGE (RANGE) 10 marks AO3
9–10	Characterised by a <b>high and consistent level of accuracy</b> in use of complex structures, although there may be some errors.	9–10	<b>Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures.</b>
7–8	<b>Language generally accurate.</b> Shows a sound grasp of AS (and / or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although <b>there may be some inconsistency and errors in more complex areas.</b>	7–8	<b>Effective use of a range of vocabulary and structures</b> appropriate to the task, with <b>little repetition.</b> A <b>positive attempt to introduce variety</b> and to use a <b>range of complex sentence structures</b> (though not always able to maintain correct usage).
5–6	Shows evidence of <b>fair understanding of grammatical usage.</b> <b>Generally accurate use of simple sentence structures.</b> Some correct use of complex sentence structures. The performance is likely to be <b>patchy and inconsistent.</b>	5–6	<b>Attempts to extend the range</b> of vocabulary, though still rather repetitive. <b>Attempts to use more complex language with some success</b> in producing a range of syntax and sentence structures appropriate to the task.
3–4	Evidence of <b>gaps in basic grammar.</b> <b>Frequent errors</b> of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but <b>evidence of correct use of simple sentence structures.</b> (Vocabulary and structures may be quite strongly influenced by the candidate's first language).	3–4	Use of a restricted range of <b>vocabulary and structures.</b> <b>Frequent repetition</b> of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures.
0–2	<b>Little evidence of grammatical awareness.</b> <b>Persistent, serious and elementary errors</b> (endings, verb forms, gender of common nouns). Frequent first language interference.	0–2	<b>Only simple sentence patterns.</b> <b>Very limited vocabulary.</b> Very limited range of structures.

**APPENDIX 2****Transcripts of Listening Texts****Tâche 1 : Un chauffeur ivre au volant**

Hier matin, un car de ramassage scolaire qui transportait de chez eux au collège une quarantaine d'élèves s'est transformé en véritable danger roulant, mais heureusement tout s'est bien terminé.

Jérôme, un des passagers, raconte : « Le conducteur zigzaguait et avançait à deux à l'heure, comme un escargot. On voyait bien qu'il n'était pas dans son état normal. Trois fois, il a essayé de prendre le virage à la sortie du village, mais en vain. Nous, les élèves, on s'est dit qu'il valait mieux descendre, par mesure de sécurité. »

Quand les gendarmes ont arrêté l'homme, il avait un taux de 2,5 grammes d'alcool par litre de sang.

Son patron a dit que l'homme l'avait contacté... c'était un ancien chauffeur de camions qui venait de prendre sa retraite et qui voulait un boulot pour augmenter ses revenus insuffisants. Alors le patron l'avait employé, pour lui rendre service. Il avait trouvé le chauffeur fatigué la veille... mais le chauffeur lui avait dit que tout allait bien.

**Tâche 2 : La réforme du divorce à l'amiable**

La réforme du divorce à l'amiable – c'est-à-dire lorsque le mari et la femme sont d'accord sur toutes les conditions de la séparation – a provoqué une véritable explosion du nombre de demandes. Aujourd'hui, en France, un mariage sur trois se termine en divorce, et même un sur deux dans les grandes villes.

En simplifiant les formalités, on a raccourci la durée moyenne nécessaire pour terminer un mariage. Alors qu'il en fallait deux auparavant, maintenant une unique rencontre avec le juge suffit, ce qui permet aussi de réduire les frais de moitié.

Pour les enfants, un divorce est traumatisant surtout si le conflit entre les parents persiste. En recherchant un accord entre les parents, on peut éviter les disputes. Alors le divorce à l'amiable plaît, surtout si on peut organiser un système de résidence alternée pour que les enfants profitent autant de leur père que de leur mère.

**Task 3: Jobs in La Rochelle**

Savez-vous que La Rochelle a été la première ville au monde à mettre en place, en 1976, un système de vélos en libre-service – les fameux vélos jaunes ? Alors quoi de plus naturel que de proposer des visites guidées à vélo aux touristes qui viennent visiter ce port dynamique et accueillant au passé chargé d'histoire ? Pour 6 € pour un adulte (la moitié pour un enfant), on peut faire une promenade de deux heures dans les rues de la vieille ville historique, à travers les parcs et en bord de mer.

La ville de La Rochelle recherche des guides de langue anglaise, disponibles pendant la prochaine saison estivale. Il leur faudra accompagner ces visites en juillet et en août ou travailler à l'accueil pendant le festival de jazz. Ce festival permet chaque année à de nouveaux ensembles de se produire devant un large public.

Et si vous vous intéressez à l'histoire, consultez le site officiel de la ville pour vous renseigner sur les autres visites que vous pourriez guider.

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