

GCE

Spanish

Unit **F721**: Speaking

Advanced Subsidiary GCE

Mark Scheme for June 2016

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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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MARK SCHEME

Section A: Role Play

Task	Indicative Content	Marks [30]	Guidance
A	<p>Each (1) Total 15</p> <ul style="list-style-type: none"> • Vegibox a delivery service / favourite fruit and veg • field to table / 24 hours • weekly / choose day and time • local farmers / really fresh • selection changes / best of (that day's) produce • but say / don't like something • something special / try to find • milk, bread / home-made cakes (jams) • 20 years in business • money-back / no question (or guarantee produce = 1) • five sizes / different prices • change order / any time • 25% discount / new customer (first order) • 10% discount / pensioners, students • online / free phone (helpline) 		<p>Accept key points from indicative content in any order.</p> <p>Mark for Use of Stimulus, Response to Examiner and Quality of Language, using Grids A, B + C.1 in Appendix 1.</p>

Task	Indicative Content	Marks [30]	Guidance
B	<p>Each (1) Total 15</p> <ul style="list-style-type: none"> • two bridges / linking England and Wales • first bridge / opened 1966 • second (other) bridge / 30 years later • 3 miles south / M4 (motorway) • (tolls) on both bridges / entering Wales • pay cash / credit card • frequent user / buy TAG in advance • TAG electronic card / in windscreen (vehicle) • no worry / about correct money • avoid queuing • form on website / send with payment • if in credit / no stopping • payment automatic • yellow light / top up (credit low) • phone number / information about conditions 		<p>Accept key points from indicative content in any order.</p> <p>Mark for Use of Stimulus, Response to Examiner and Quality of Language, using Grids A, B + C1 in Appendix 1.</p>

Task	Indicative Content	Marks [30]	Guidance
C	<p>Each (1) Total 15</p> <ul style="list-style-type: none"> • wide variety cultural events / throughout the year • (home to) most amazing, innovative events / in the world • every summer / music, dance, theatre • highest quality / all tastes • fringe festival largest / thousands of artist(e)s • free to do what they like • new and old / several places • all events / box office • website / details of prices • <u>full-time</u> student / discounts • under 26 / tickets less than £10 • must apply in person • recharge batteries / explore city and shops • see countryside / by rail or coach • visit Scotland (website) / accommodation and information 		<p>Accept key points from indicative content in any order.</p> <p>Mark for Use of Stimulus, Response to Examiner and Quality of Language, using Grids A, B + C1 in Appendix 1.</p>

Task	Indicative Content	Marks [30]	Guidance
D	<p>Each (1) Total 15</p> <ul style="list-style-type: none"> • free / pre-school provision • for all children / 3-4 years old • 15 hours / per week • flexible / use hours different ways • (childminders) qualified / in own homes • schools for very young children / state and private • some speakers of languages other than English • (all provision) regularly / inspected • so children happy / safe • through local council / government pays • have to pay / extra hours • minimum / three days per week • choose hours and days / to suit you • contact local town hall / website for freephone number • visit / normal office hours 		<p>Accept key points from indicative content in any order.</p> <p>Mark for Use of Stimulus, Response to Examiner and Quality of Language, using Grids A, B + C1 in Appendix 1.</p>

Section B: Topic Discussion

Task	Answer	Marks [30]	Guidance
			<p>Using Grids D, E.1, C.1 and G in Appendix 1, mark for Ideas, Opinions and Relevance; Fluency, Spontaneity, Responsiveness; Quality of Language (Accuracy); and Pronunciation and Intonation.</p> <p>Grid D guidance</p> <ul style="list-style-type: none"> • All topics must relate to AS topic / sub-topic areas, otherwise max 4 • Max 4 if insufficient reference to TL country <p>Evidence of a candidate making insufficient reference may include:</p> <ul style="list-style-type: none"> ○ Wider topics are discussed without specific reference to TL country ○ References to the TL country are solely superficial in nature ○ Lack of any concrete information relating to the country or culture (which could include relevant statistics, places, people, events etc.) <p><i>If marks are to be capped, clear evidence is required.</i></p> <p>Grid E.1 guidance</p> <ul style="list-style-type: none"> • Max 4 for pre-learnt non-spontaneous material <p>Evidence of a candidate producing pre-learnt non-spontaneous material may include:</p> <ul style="list-style-type: none"> ○ Lack of interruption or challenge from teacher/examiner ○ Disconnect between questions and responses ○ Very marked variation in delivery <p><i>If marks are to be capped, clear evidence is required.</i></p> <p>Grid C.1 guidance</p> <ul style="list-style-type: none"> • Even if there is pre-learnt material, award marks at face value.

APPENDIX 1

Examiners allocate marks to candidates' work on a best-fit basis using the following marking grids.

UNIT 1: SPEAKING – ROLE-PLAY

GRID A	USE OF STIMULUS 15 marks AO2	GRID B	RESPONSE TO EXAMINER 10 marks AO1
0–2	Little or no attempt to use the stimulus material. No relevant information or supplies one or two of the points.	0–2	Has some difficulty in understanding and is hesitant in responding to many of the examiner's questions and comments. Shows very little initiative or imagination.
3–5	Some attempt to use the stimulus material. Able to give some basic information. Successfully conveys about a quarter of the points.	3–4	May be hesitant in responding. Responses to the examiner are brief and sometimes inadequate. Shows little initiative or imagination.
6–9	Reasonable attempt to use the stimulus material. Successfully conveys about half of the points.	5–6	Responds satisfactorily to the examiner. Produces some appropriate replies. Shows some initiative and imagination in developing answers but performance is inconsistent.
10–12	Good use of the stimulus material. Successfully conveys about three quarters of the points.	7–8	Responds readily, takes the initiative and is able to keep the momentum going. Shows imagination and gives some well developed answers.
13–15	Full use of the stimulus material. Successfully conveys all or nearly all of the points.	9–10	Responds fluently and fully to the examiner's questions and comments. Shows initiative and imagination throughout. Leads the conversation. A convincing performance.

UNIT 1: SPEAKING – ROLE-PLAY (Continued)

GRID C.1	QUALITY OF LANGUAGE (ACCURACY) 5 marks AO3
0–1	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
2	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	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.
4	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.
5	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

UNIT 1: SPEAKING – TOPIC DISCUSSION

GRID D	IDEAS, OPINIONS AND RELEVANCE 10 marks AO1	GRID E.1	FLUENCY, SPONTANEITY, RESPONSIVENESS 10 marks AO1
0–2	Very few ideas. Ideas not explained or developed. Very limited ability to convey even quite basic information. Very superficial.	0–2	Has some difficulty in understanding. Hesitant, with frequent pauses, in responding to many of the examiner's questions and comments. Fluency confined to pre-learnt material.
3–4	Shows a limited ability to develop or explain ideas and to express opinions. May have some difficulty communicating factual information. Often irrelevant or repetitive.	3–4	May be hesitant in responding. Responses to the examiner are brief and sometimes inadequate. Fluency is often confined to pre-learnt material.
5–6	Shows some ability to develop and explain ideas and to express opinions. Able to convey information. Not always relevant.	5–6	Responds reasonably promptly to the examiner, though with occasional hesitation. Reasonably fluent and spontaneous at times.
7–8	Able to develop and explain ideas and to express points of view, with some justification. Offers relevant information.	7–8	Able to respond readily and take the initiative, with little hesitation. Most of the time is fluent and spontaneous and can keep the momentum going.
9–10	Well-chosen relevant information to develop a range of ideas and to justify points of view.	9–10	Responds promptly and fully. Consistently shows initiative. Leads the conversation. A fluent and spontaneous performance throughout.

UNIT 1 SPEAKING – TOPIC DISCUSSION (Continued)

GRID C.1	QUALITY OF LANGUAGE (ACCURACY) 5 marks AO3	GRID G	PRONUNCIATION AND INTONATION 5 marks AO1
0–1	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.	0–1	Comprehensible only with difficulty. Many sounds mispronounced. Heavily influenced by candidate's first language.
2	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 simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.	2	Pronunciation and intonation may be influenced by candidate's first language, and problems with more difficult sounds sometimes impede communication.
3	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.	3	Pronunciation and intonation acceptable, in spite of a number of errors that rarely impede communication. Some problems with some more difficult sounds.
4	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.	4	Pronunciation and intonation generally accurate, although there may be occasional mispronunciation of more difficult sounds.
5	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.	5	Sounds authentic nearly all of the time. Only occasional errors of pronunciation and intonation.

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