

# **Mark Scheme for June 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.

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**Subject-specific Marking Instructions that apply across the whole question paper to be included here.**

- If the recording exceeds 6 minutes for the role play and/or 10 minutes for the topic discussion, do not assess work after the time limits have been reached.

## Section A: Role Play

Task		Indicative Content	Marks	Guidance
A		<p style="text-align: center;"><b>SCRABBLE</b></p> <ol style="list-style-type: none"> <li>1. very popular board game + all over world</li> <li>2. sold in 121 countries + in 29 languages</li> <li>3. game began in America + in 1931</li> <li>4. became really well-known + 20 years later</li> <li>5. world championships + nowadays</li> <li>6. game for 2–4 players + children or adults</li> <li>7. players choose + 7 letters without looking</li> <li>8. on letters are points + A=1, Z=10</li> <li>9. players try to form + best word they can</li> <li>10. letters placed + on board</li> <li>11. next player + has a turn</li> <li>12. and so on until + no letters left</li> <li>13. at end of game + like crossword (puzzle)</li> <li>14. position of letters + is important</li> <li>15. most points + wins.</li> </ol>	30	<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> <p>2. NOT Sprechen.</p> <p>10. NOT platzen or putzen.</p>

Task	Indicative Content	Marks	Guidance
<b>B</b>	<p style="text-align: center;"><b>THE TARKA TRAIL</b></p> <ol style="list-style-type: none"> <li>1. wonderful experience + for all</li> <li>2. easy flat trail + follows old railway line</li> <li>3. through fabulous countryside + famous from novel</li> <li>4. 30 miles / 48 km (route) + cyclists and walkers</li> <li>5. along the way + new information boards</li> <li>6. find out about + history and wildlife (of area)</li> <li>7. this 9 mile / 14km stretch + popular with tourists</li> <li>8. offers superb + views of coast</li> <li>9. regular bus links + to both towns</li> <li>10. hire bike + at one station</li> <li>11. leave it + at another</li> <li>12. (good) choice of cycles + whole family</li> <li>13. affordable prices + technical assistance</li> <li>14. take own picnic + get food along the way</li> <li>15. sometimes / (eg) in railway carriages.</li> </ol>	30	<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> <p>3. NOT novella.</p>

Task	Indicative Content	Marks	Guidance
<p><b>C</b></p>	<p style="text-align: center;"><b>VEGGIBOX</b></p> <ol style="list-style-type: none"> <li>1. supplies super-tasty / organic vegetables + for the whole family</li> <li>2. what is delivered + changes with seasons</li> <li>3. get a box once a week + direct to door</li> <li>4. also attractive recipes + for you to try</li> <li>5. leave empty box + collect and reuse</li> <li>6. daily contact + best farmers in area</li> <li>7. all the vegetables + highest quality</li> <li>8. have done home delivery + for almost 20 years</li> <li>9. ring them / company + they'll solve it</li> <li>10. if not 100% / totally happy + give money back</li> <li>11. can cancel + at any time</li> <li>12. several box sizes + small, medium, large</li> <li>13. you can change + depending on needs</li> <li>14. to find out more + about prices</li> <li>15. see website + customer comments.</li> </ol>	<p>30</p>	<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> <p>2. NOT Saison.</p>

Task	Indicative Content	Marks	Guidance
D	<p style="text-align: center;"><b>RUMPO</b></p> <ol style="list-style-type: none"> <li>1. new way of reading + electronic alternative (to a book)</li> <li>2. (uses) latest technology + gets world of word to you / the reader fast</li> <li>3. smaller than a book + only millimetres thick / very thin</li> <li>4. weighs almost nothing / very little + lighter than a paperback</li> <li>5. download and start reading + in (less than / under) 1 minute</li> <li>6. stores (up to) 1200 books + long-lasting battery</li> <li>7. text and images are clear + turns pages quickly</li> <li>8. easy to read + (even) in (bright) sunshine</li> <li>9. simple to use + no computer necessary</li> <li>10. range of text sizes + (access) built-in / included dictionary</li> <li>11. up-to-date news and information + newspapers and magazines</li> <li>12. more than 1 million + free classics</li> <li>13. people are switching + to on-line reading every day</li> <li>14. very easy + goes into pocket or bag</li> <li>15. ready (to use) + at any free moment</li> </ol>	30	<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> <p>2. NOT späteste.</p> <p>12. NOT frei.</p>

Section B: Topic Discussion

Task	Answer	Marks	Guidance
		30	<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><b>Grid D guidance</b></p> <ul style="list-style-type: none"> <li>• All topics must relate to AS topic / sub-topic areas, otherwise max 4.</li> <li>• Max 4 if insufficient reference to TL country</li> </ul> <p><b>Grid E.1 guidance</b></p> <ul style="list-style-type: none"> <li>• Max 4 for pre-learnt non-spontaneous material</li> </ul> <p><b>Grid C.1 guidance</b></p> <ul style="list-style-type: none"> <li>• Even if there is pre-learnt material, award marks at face value.</li> </ul>



## 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
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.
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.
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.
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.
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.

## UNIT 1 SPEAKING – ROLE-PLAY (Continued)

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

## UNIT 1 SPEAKING – TOPIC DISCUSSION

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

## UNIT 1 SPEAKING – TOPIC DISCUSSION (Continued)

GRID C.1	QUALITY OF LANGUAGE (ACCURACY) 5 marks AO3	GRID G	PRONUNCIATION AND INTONATION 5 marks AO1
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.
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.
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.
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.
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.

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