

**French**

Advanced Subsidiary GCE

Unit **F701**: Speaking

# **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**

<b>Annotations</b>	<b>Meaning</b>
 or 	Role play key point is successfully conveyed
	Role play key point is partially conveyed
 or 	Role play key point is unsuccessfully attempted
	Role play key point is not attempted

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

1. The annotations for the 15 key points should be made on the Working Mark Sheet
2. Original markers should mark in black or blue pen
3. 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.

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**MARK SCHEME****Section A: Role Play**

Task		Indicative Content	Marks	Guidance
<b>A</b>		1. WW can be enjoyed + by everyone		Accept key points from indicative content in any order.
		2. Free to enter + but pay for the activities		
		3. Discover + Christmas season		
		4. Range of fascinating + experiences and attractions		Mark for Use of Stimulus, Response to Examiner and Quality of Language, using Grids A, B + C.1 in Appendix 1.
		5. Festive music + skating		
		6. Show of a lifetime + spectacular dancers		
		7. (Zippo's) circus + gives traditional entertainment		
		8. For everybody + aged 0 to 100		
		9. Ride a (little) train + visit the shops and restaurants		
		10. Receive a gift + if you have been well-behaved		
		11. Market offers 100 tables + with gourmet food		
		12. Ideas for presents + from around the world		
		13. Family tickets + for 2 adult and 2 children		
		14. Special deal + for 3 generations of the same family		
		15. Website gives details + of bus and tube routes.		

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Task		Indicative Content	Marks	Guidance
<b>B</b>		1. Looking for contestants + of any age		Accept key points from indicative content in any order.
		2. Great cooks + and want to be on TV		
		3. To take part in + a (brand) new show		Mark for Use of Stimulus, Response to Examiner and Quality of Language, using Grids A, B + C1 in Appendix 1.
		4. Contestants / they prepare a meal + for (different) celebrities		
		5. Showing imagination + and skill		
		6. The celebrities choose + their favourite chef		
		7. That person / chef + stays in the competition		
		8. The public votes + to eliminate one of the others		
		9. Prize is £25,000 + and (chance to) cook for a member of the royal family		
		10. 12 contestants will be accommodated + in a hotel in London		
		11. Filming will take place + in April		
		12. No access to internet and mobile + during production		
		13. There will be a test + of ability in English		
		14. Download application form + from website		
		15. Return them + by 31 January.		

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Task		Indicative Content	Marks	Guidance
C		1. Beautiful house + available immediately		Accept key points from indicative content in any order.
		2. Two <u>large</u> bedrooms + one with ensuite		
		3. Recently modernised + views of countryside		Mark for Use of Stimulus, Response to Examiner and Quality of Language, using Grids A, B + C1 in Appendix 1.
		4. Well-equipped kitchen + suit any cook		
		5. Spacious lounge + has an area for dining		
		6. Garden (at rear) + lots of flowers		
		7. Grow vegetables + in a small area		
		8. Terrace offers opportunity + for sun in summer		
		9. <u>Good</u> schools + nearby		
		10. Variety of clubs and restaurants + in town centre		
		11. Leisure centre + has Olympic-sized swimming pool		
		12. Available furnished or unfurnished + for minimum of six months		
		13. Must provide + letter from employer		
		14. Rent £950 per month + plus one month's rent in advance		
		15. Visits by appointment + every day 09.30–20.30.		

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**APPENDIX 1**

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

**UNIT 1 SPEAKING – ROLE-PLAY**

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

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

<b>GRID C.1</b>	<b>QUALITY OF LANGUAGE (ACCURACY) 5 marks AO3</b>
<b>5</b>	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.
<b>4</b>	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.
<b>3</b>	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.
<b>2</b>	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.
<b>0–1</b>	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.



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## UNIT 1 SPEAKING – TOPIC DISCUSSION

GRID D	IDEAS, OPINIONS AND RELEVANCE 10 marks AO1	GRID E.1	FLUENCY, SPONTANEITY, RESPONSIVENESS 10 marks AO1
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.
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.
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.
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.
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.

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**UNIT 1 SPEAKING – TOPIC DISCUSSION (Continued)**

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

