

Mark Scheme for June 2010

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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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Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

Scheme of Assessment

Section 1

Question	Expected Answer	Marks	Rationale
1	(Communication 8)	[8]	
2	(Communication 6; Accuracy 3)	[9]	
3	(Communication 6; Q of L 7)	[13]	
	Total for Communication	[20]	
	Total for Quality of Language and Accuracy	[10]	
	Total for Section 1	[30]	

Section 2

Question	Expected Answer	Marks	Rationale
	Communication	[10]	
	Quality of Language	[6]	
	Accuracy	[4]	
	Total for Section 2	[20]	

Section 3

Question	Expected Answer	Marks	Rationale
	Communication	[10]	
	Quality of Language	[14]	
	Accuracy	[6]	
	Total for Section 3	[30]	

Section 1
Communication

8 items each marked, 1 for communication. Mark for communication using the principle "If in doubt, sound it out". Allow cognates. Do not allow languages other than the target language.

Question	Expected Answer	Marks	Rationale
1	List 8 things you see on a walk in the country: <ul style="list-style-type: none">• boom• bloem• gras• heuvel• rivier• vis• eend• weiland• koe• paard• boerderij	[8]	

Question	Expected Answer	Marks	Rationale
2	Manipulation of language in response to verbal or visual stimuli	[9]	
	<p>Accuracy</p> <p>at least 5 items written accurately: 3 marks</p> <p>at least 3 items written accurately: 2 marks</p> <p>at least 1 item written accurately: 1 mark</p> <p>Communication: 6 marks (one mark per recognisable lexical item)</p> <p>1 Ik loop/wandel op het strand.</p> <p>2 Ik zwem in de zee/rivier.</p> <p>3 Ik koop/betaal (voor) een ijsje in de winkel.</p>	<p>[3]</p> <p>[2]</p> <p>[2]</p> <p>[2]</p>	

Question	Expected Answer	Marks	Rationale
3	Simple connected writing (message, email, fax, postcard)	[13]	
	Communication	[6]	
	6/5 Meets all or most of the requirements set		
	4/3 Some omissions in fulfilling task		
	2/1 Only very intermittent response to task		
	0 Fails to respond to task set		
	Quality of Language	[7]	
	6-7 Basic range of vocabulary and structure. Effective for a variety of straightforward messages Some awareness of verb usage, with limited success. The writing is sufficiently accurate to enable a clear message to be conveyed.		
	4-5 Restricted range of vocabulary. Short sentences succeed in communicating simple points. Despite regular errors, the writing often conveys a clear message.		
	2-3 Individual vocabulary items or short phrases.		
	0-1 The language conveys little or no message.		
	Section 1 Communication Quality of Language & Accuracy	[20] [10]	
	Total for Section 1	[30]	

Section 2

Question	Expected Answer	Marks	Rationale
4	<p>Communication</p> <p>8-10 All the points of the task are communicated. Communicates personal opinions. Despite errors, communicates a clear message factually and/or imaginatively, including past, present and future events where required by the task.</p> <p>5-7 The main points of the task are communicated in sentence form. Additional details are often communicated. An attempt to use more than one tense, where appropriate.</p> <p>2-4 The main points of the task and occasional additional details are communicated in sentence form.</p> <p>1 The main points of the task are communicated in short sentences.</p> <p>0 Little or nothing of merit. Much ambiguity and omission. Only sporadically comprehensible, or incomprehensible.</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 mention tasks, or complete non-sequiturs.</p>	[10]	

Question	Expected Answer	Marks	Rationale
	Quality of Language 5-6 Limited range of vocabulary, idiom and structure. Appropriate register used. The style of writing is basic but reasonably coherent. Past, present and future tenses used at a basic level. 3-4 A basic range of vocabulary, idiom and structure. Sentences may be repetitive but are often successful. Some limited attempt at the use of more than one tense. 1-2 Basic range of vocabulary and structure. Effective for a variety of straightforward messages. Some awareness of verb usage, with limited success. 0 Nothing of merit at this level.	[6]	
	Accuracy 3-4 There is more accuracy than inaccuracy. The writing is sufficiently accurate to enable a clear message to be conveyed. 1-2 Despite regular errors, the writing often conveys a clear message. The degree of inaccuracy frequently obscures the meaning. 0 Insufficient accurate language to convey the meanings.	[4]	
	Section 2 Communication Quality of Language Accuracy	[10] [6] [4]	
	Total for Section 2	[20]	

Section 3

Question	Expected Answer	Marks	Rationale
5	<p>Communication</p> <p>9-10 Communicates and expands on information and narrates events factually and/or imaginatively with no ambiguity. Communicates and justifies a range of ideas and points of view. Communicates in longer sequences, giving detailed descriptions. Coherent, pleasant to read. Highly creative and imaginative writing, where appropriate.</p> <p>7-8 Communicates and expands on information and narrates events factually and/or imaginatively. Communicates and justifies ideas and points of view. Communicates in longer sequences, giving descriptions. Creative and imaginative writing, where appropriate.</p> <p>5-6 All the points of the task are communicated in some detail. Communicates personal opinions in some detail. Communicates a very clear message in factual and/or imaginative writing.</p> <p>3-4 All the points of the task are communicated. Communicates personal opinions. Despite errors, communicates a clear message factually and/or imaginatively, including past, present and future events where required by the task.</p>	[10]	

Question	Expected Answer	Marks	Rationale
	<p>1-2 The main points of the task are communicated in sentence form. Additional details are often communicated. An attempt to use more than one tense, where appropriate.</p> <p>0 Much ambiguity and omission. Only sporadically comprehensible.</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 mention tasks, or complete non-sequiturs.</p>		
	<p>Quality of Language</p> <p>12-14 A wide variety of structure, vocabulary and idiom. Longer sequences of language using a wide range of clause types. Verb tenses used with ease. Secure, consistent and very fluent.</p> <p>9-11 A good variety of structure, vocabulary and idiom. Longer sequences of language using a range of clause types. Verb tenses used with confidence. Fluent and consistent with a degree of control. Style appropriate to the purpose.</p>	[14]	

Question	Expected Answer	Marks	Rationale
	<p>6-8 A range of structure, vocabulary and idiom. Some variety of clause types, eg subordinate clauses. Verb tenses used effectively but with limitations. Fairly fluent with some degree of control.</p> <p>3-5 Limited range of vocabulary, idiom and structure. Appropriate register used. The style of writing is basic but reasonably coherent. Past, present and future tenses used at a basic level.</p> <p>1-2 A basic range of vocabulary, idiom and structure. Sentences may be repetitive but are often successful. Some limited attempt at the use of more than one tense.</p> <p>0 The language conveys little or no message.</p>		
	<p>Accuracy</p> <p>6 The overall impression is one of accuracy, with very few major errors.</p> <p>4-5 Writing is generally accurate. Errors do not significantly affect the meanings.</p> <p>2-3 Inaccuracy does not impede the expression of a range of meanings.</p> <p>1 The writing is sufficiently accurate to enable a clear message to be conveyed.</p> <p>0 Insufficient accurate language to convey the meanings.</p>	[6]	

Question	Expected Answer	Marks	Rationale
	Section 3 Communication Quality of Language Accuracy	[10] [14] [6]	
	Total for Section 3	[30]	
	Total for the Paper	[80]	
	This total will be scaled to	[50]	

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

14 – 19 Qualifications (General)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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Head office
Telephone: 01223 552552
Facsimile: 01223 552553