

# **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](mailto:publications@ocr.org.uk)

**WRITING PAPER MARK SCHEME****GCSE FRENCH (2354)/GERMAN (2364)/GUJARATI (2374)/SPANISH (2384)****Foundation Tier Scheme of Assessment****Section 1**

Question 1	8 marks (Communication 8)
Question 2	9 marks (Communication 6; Accuracy 3)
Question 3	13 marks (Communication 6; Q of L 7)
Total for Communication	20 marks
Total for Quality of Language and Accuracy	10 marks
<b>Total for Section 1</b>	<b>30 marks</b>

**Section 2**

Communication	10 marks
Quality of Language	6 marks
Accuracy	4 marks
<b>Total for Section 2</b>	<b>20 marks</b>

<b>Total for Foundation Tier</b>	<b>50 marks</b>
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**SECTION 1****Communication****Question 1****List****[8 marks]**

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 2****Manipulation of language in response to verbal or visual stimuli [Total 9 marks]****Communication**

6 marks  
(one mark per recognisable lexical item)

**Accuracy**

3 marks

3 marks

at least 5 items written accurately

2 marks

at least 3 items written accurately

1 mark

at least 1 item written accurately

**Question 3 Simple connected writing (message, email, fax, postcard)****[Total: 13 marks]****Communication****[6 marks]**

<b>6/5</b>	Meets all or most of the requirements set.
<b>4/3</b>	Some omissions in fulfilling task.
<b>2/1</b>	Only very intermittent response to task.
<b>0</b>	Fails to respond to task set.

**Quality of Language****[7 marks]**

<b>6-7</b>	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.
<b>4-5</b>	Restricted range of vocabulary. Short sentences succeed in communicating simple points. Despite regular errors, the writing often conveys a clear message.
<b>2-3</b>	Individual vocabulary items or short phrases.
<b>0-1</b>	The language conveys little or no message.

**SECTION 1**

Communication	20 marks
Quality of Language & Accuracy	10 marks

**Total for Section 1****30 marks**

## SECTION 2

## Communication

[10 marks]

<b>8-10</b>	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.
<b>5-7</b>	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.
<b>2-4</b>	The main points of the task and occasional additional details are communicated in sentence form.
<b>1</b>	The main points of the task are communicated in short sentences.
<b>0</b>	Little or nothing of merit. Much ambiguity and omission. Only sporadically comprehensible, or incomprehensible.

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.

**Quality of Language****[6 marks]**

<b>5-6</b>	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.
<b>3-4</b>	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.
<b>1-2</b>	Basic range of vocabulary and structure. Effective for a variety of straightforward messages. Some awareness of verb usage, with limited success.
<b>0</b>	Nothing of merit at this level.

**Accuracy****[4 marks]**

<b>3-4</b>	There is more accuracy than inaccuracy. The writing is sufficiently accurate to enable a clear message to be conveyed.
<b>1-2</b>	Despite regular errors, the writing often conveys a clear message. The degree of inaccuracy frequently obscures the meaning.
<b>0</b>	Insufficient accurate language to convey the meanings.

**SECTION 2**

Communication	10 marks
Quality of Language	6 marks
Accuracy	4 marks

**Total for Section 2                      20 marks**

**Higher Tier Scheme of Assessment****Section 2**

Communication 10 marks

Quality of Language 6 marks

Accuracy 4 marks

**Total for Section 2 20 marks**

**Section 3**

Communication 10 marks

Quality of Language 14 marks

Accuracy 6 marks

**Total for Section 3 30 marks**

**Total for Higher Tier 50 marks**



## SECTION 2

## Communication

[10 marks]

<b>8-10</b>	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.
<b>5-7</b>	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.
<b>2-4</b>	The main points of the task and occasional additional details are communicated in sentence form.
<b>1</b>	The main points of the task are communicated in short sentences.
<b>0</b>	Little or nothing of merit. Much ambiguity and omission. Only sporadically comprehensible, or incomprehensible.

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.

**Quality of Language****[6 marks]**

<b>5-6</b>	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.
<b>3-4</b>	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.
<b>1-2</b>	Basic range of vocabulary and structure. Effective for a variety of straightforward messages. Some awareness of verb usage, with limited success.
<b>0</b>	Nothing of merit at this level.

**Accuracy****[4 marks]**

<b>3-4</b>	There is more accuracy than inaccuracy. The writing is sufficiently accurate to enable a clear message to be conveyed.
<b>1-2</b>	Despite regular errors, the writing often conveys a clear message. The degree of inaccuracy frequently obscures the meaning.
<b>0</b>	Insufficient accurate language to convey the meanings.

**SECTION 2**

Communication	10 marks
Quality of Language	6 marks
Accuracy	4 marks

**Total for Section 2                      20 marks**

**SECTION 3****Communication****[10 marks]**

<b>9-10</b>	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.
<b>7-8</b>	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.
<b>5-6</b>	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.
<b>3-4</b>	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.
<b>1-2</b>	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.
<b>0</b>	Much ambiguity and omission. Only sporadically comprehensible

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.

## Quality of Language

[14 marks]

<b>12-14</b>	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.
<b>9-11</b>	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.
<b>6-8</b>	A range of structure, vocabulary and idiom. Some variety of clause types, e.g. subordinate clauses. Verb tenses used effectively but with limitations. Fairly fluent with some degree of control.
<b>3-5</b>	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.
<b>1-2</b>	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.
<b>0</b>	The language conveys little or no message.

## Accuracy

[6 marks]

<b>6</b>	The overall impression is one of accuracy, with very few major errors
<b>4-5</b>	Writing is generally accurate. Errors do not significantly affect the meanings.
<b>2-3</b>	Inaccuracy does not impede the expression of a range of meanings.
<b>1</b>	The writing is sufficiently accurate to enable a clear message to be conveyed.
<b>0</b>	Insufficient accurate language to convey the meanings.

**SECTION 3**

Communication	10 marks
Quality of Language	14 marks
Accuracy	6 marks

**Total for Section 3**                      **30 marks**

**Total for Higher Tier**                      **50 marks**

## Section 1

Ex	Q	Expected Answers	Marks	Notes
1	1-8	<p><b>Items found in a school-school buildings, classroom items, people, food, drink, sports subjects</b></p> <p><b>No annotation is required for this question – the marks awarded are clearly shown in the ‘Marks box’.</b></p> <p><b>N.B. ‘pizarra’ is given as an example and cannot be credited (unless added information is given – pizarra blanca)</b></p>	1 per answer	<p>No proper names, but accept Señor/Señora Gonzalez. Accents/articles not essential</p> <p>Accept deberes, estudio(s)</p> <p>Accept 1 unusual item, e.g. dormitorio</p> <p>Sound out misspelt words, e.g. ordinador (but not ordinator), pisina (but not pisceana)</p> <p>No foreign words (unless the same in Spanish –)</p> <p>Words must be relevant to the question.</p> <p>Accept ‘libra’ meaning pounds but not ‘libre’.</p> <p>Accept ‘pisina (but not piscine), uniforme (but not uniform)</p> <p>Do not credit the example, unless additional detail given – pizarra grande/blanco</p> <p>Words are not invalidated by erroneous additional material</p> <p>Accept up to 2 variations of the same item with additional material - mesa grande, mesa pequeña</p> <p>Misspelt words with a different meaning are not acceptable.</p> <p>If in doubt, consult a dictionary.</p>

Ex	Q	Expected Answers	Marks	Accept	Reject
2	1	estudio, hago, leo, escribo, voy other tenses (first person sing.)	1	infinitive (for communication) first person plural Accept 'gusta' for communication. Accept 'escribé' for communication (attempted first person past tense).	Reject 'escribe'-wrong person.
	2	Colegio, escuela, instituto, Universidad, biblioteca	1	Casa, villa, mansion, piso (Due to lack of clarity of the picture) Accept 'librería' –Latin American (including misspellings).	
	3	Juego, practico other tenses (first person sing.)	1	infinitive (for communication) first person plural jugo Accept 'gusta' for communication.	
	4	parque, jardín	1	Parke, jardín público	Park, parc.
	5	Veo, miro other tenses (first person sing.)	1	infinitive (for communication) first person plural Accept 'gusta' for communication.	
	6	Dormitorio, habitación, cuarto casa, cama	1	Accept misspelling of dormitorio	Habitation,

	<b>No annotation is required for the Communication or Accuracy marks</b>	
	<b>Accuracy</b> <b>Verbs must be in the first person (singular/plural/any tense). Nouns and verbs must be spelt correctly.</b> <b>Accept 'gusta' once only for accuracy.</b> <b>(Ignore accents at this level)</b>	<b>5 or 6 items written accurately = 3</b> <b>3 or 4 items written accurately = 2</b> <b>1 or 2 items written accurately = 1</b>
	<b>Note that, if the verb is correct, do not penalise Accuracy because of additional extraneous material.</b>	



## Question 3, Communication

Ex	Q	Expected Answers	Marks	Notes
3	1	Vivo en place name, country, una casa, un piso	1	<b>accept:</b> any tense in the third person verb and subject essential
	2	Tengo plus any combination of brothers and sisters. Soy hijo único/hija única.	1	<b>accept:</b> any tense in the first person (singular/ plural) <b>accept:</b> hay, no tengo plus appropriate answer.
	3	Tengo, hay plus any number of rooms or specific rooms. <b>N.B</b> A type of room e.g. cuarto/salón must be mentioned.	1	<b>accept:</b> any tense in the first person (singular/ plural) <b>accept:</b> En mi casa es/son tres cuartos. <b>accept:</b> habitaciones (but reject 'habitation'). (the plural with the 'e' sounds close to Spanish for communication, but 'habitation(s)' is English.)
	4	Mi dormitorio es +adjective Hay/Tengo + noun (with 'en mi dormitorio etc).	1	<b>accept:</b> any tense in the first person (singular/ plural)
	5	Voy a + place. Appropriate verb/phrase + either time <b>OR</b> place.	1	<b>accept:</b> any tense in the first person (singular/ plural) <b>reject:</b> verb/ phrase (on its own, e.g. estudio)
	6	appropriate verb/ phrase (Me) gusta/(me) encanta + type of music Mi música preferida es..... Escucho pop.	1	<b>accept:</b> any tense in the first person (singular/ plural) <b>accept:</b> me gusto
No annotation is required for question 3				

**Question 3, Quality of Language**

Although verbs are targeted in this exercise, be aware that some candidates may include some correct verbs among mainly individual vocabulary items. In this case, examiners should reduce the appropriate band by one to reflect this.

	<b>6 - 7</b>	<p>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.</p> <p><b><i>At least 3 different verbs used correctly will usually lead to looking at this band first.</i></b></p>
	<b>4 - 5</b>	<p>Restricted range of vocabulary.  Short sentences succeed in communicating simple points.  Despite regular errors, the writing often conveys a clear message.</p> <p><b><i>1 or 2 verbs used correctly will usually lead to looking at this band.</i></b></p>
	<b>2 - 3</b>	<p>Individual vocabulary items or short phrases.</p>
	<b>0 – 1</b>	<p>The language conveys little or no message.</p>
<b>No annotation is required for Question 3</b>		

**Sections 2 and 3**

**For all mark categories in these sections, look at the criteria tables and fit the Communication / Quality of Language to the given factors. Try not to be influenced by one factor alone. If in doubt, work to a 'best fit' policy.**

**If the candidate does not attempt an answer, enter NR for each category, Comm, QL and Acc.**

**If a candidate answers both questions in Section 2 or 3, both questions must be marked and the marks entered for the better answer of the two. This is different from 2009.**

**Please note**

**To avoid confusion, examiners might consider marking Higher Tier scripts by question rather than by candidate for a whole set of scripts. (To mark by question, or by candidate, there are 2 Icons on the tool bar to select this option.**

## SECTION 2

## Communication [10 marks]

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><b>In the 2Comm window annotate as follows:</b></p> <p>At the point where a task is attempted:</p> <p>Annotate accomplished tasks with a <b>T</b> to the left of the text. Annotate partial communication of the task with <b>T-</b>.</p> <p><b>Be aware that Candidates may not attempt the tasks in the same order as set out on the question paper and that credit should be given for each separate task in whichever order attempted.</b></p> <p>The tense of the verb must be logical as required by the task. Future time frames or time references are acceptable – eg voy a ir / en el verano voy a + place / quiero ir. Provided the other information in the task is correct, the task is credited when it contains a verb in the appropriate tense - e.g. El año próximo voy a vivir en España. Task accomplished. Voy a vivir en España el año pasado. Partial communication.</p> <p><b>If a suitable time reference is used with an inappropriate tense (in the correct person) it qualifies for partial communication (T-) but bear in mind for quality of language and Accuracy.</b> e.g. la semana pasada, compro una nueva casa.</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.  <b>Maximum mark if only 3 tasks communicated.</b>	
2-4	The main points of the task and occasional additional details are communicated in sentence form.  <b>Maximum mark if only 2 tasks communicated.</b>	
1	The main points of the task are communicated in short sentences.	
0	Little or nothing of merit. Much ambiguity and omission. Only sporadically comprehensible, or incomprehensible.	

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.

Guidance on the tasks in Section 2.      **Note that, in the question paper, the items in brackets are only suggestions, not requirements**

	Option 1	Option 2
1	Any domestic tasks. (Not necessarily in their own homes).	Most candidates have managed to communicate. No mention of Spain or new house is required.
2	<p>Look for <b>a time reference or clear and appropriate past tense</b>.</p> <p>Fui al cine/a la discoteca etc. T</p> <p>La semana pasada voy de compras etc T-</p> <p>La semana pasada fue al restaurante. T-</p> <p>La semana que viene fui a . . . T-</p> <p>La semana que viene fue a . . . No comm.</p> <p>Look also for embedded time references elsewhere which might allow credit at a different point in the text.</p>	<p>Look for <b>a time reference or clear and appropriate past tense</b>.</p> <p>In this question, the time reference will more often be found in Task 1</p> <p>See opposite for guidance on crediting communication.</p> <p>Eg Limpié la casa/nadé en la piscina T</p> <p>Limpio la casa/nado en la piscina T- (assuming suitable time reference earlier).</p> <p>Accept references to 'primera semana' as a past time reference in this task only (the stimulus implies this).</p>
3	<p>The <b>opinion</b> of the jobs is needed.</p> <p>Me gusta/no me gusta + job T</p> <p>Job es + aburrido/interesante etc. T</p>	<p>The <b>opinion</b> is needed with a reference to something about the house/area.</p> <p>E.g. Me gusta mi dormitorio/ no me gusta el barrio. T</p>
4	<p>No time reference is needed provided there is an appropriate future reference.</p> <p><b>Look for a time reference OR clear and appropriate future tense</b></p> <p>Me gustaria ser médico. T</p> <p>Quiero trabajar en un banco. T</p> <p>El año que viene trabajo en un supermercado T</p> <p>El año que viene trabajé en un hospital. T-</p> <p>El año que viene trabajará en un colegio. T-</p> <p>El año que viene trabajó en una tienda. No comm.</p>	<p><b>Look for a time reference OR clear and appropriate future tense</b></p> <p>Use the examples opposite to decide on communication.</p> <p>The principle is that, if the sentence is <b>one step</b> removed from correct, e.g correct time frame with 3<sup>rd</sup> person verb, then <b>T- is awarded</b></p> <p>If the sentence is <b>more than one step</b> removed from correct e.g incorrect time frame and 3<sup>rd</sup> person verb, then there is <b>no credit for communication</b>.</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.

**Quality of Language****[6 marks]**

<b>5-6</b>	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.  <b><i>A correct example of each of the 3 time frames must be included. This is a minimum requirement and not automatic.</i></b>	<b>In the 2QoL window annotate as follows:</b>  Annotate examples of correct past and future time frame usage with <b>P</b> or <b>F</b> to the right of the text.  <b>The above applies only to those tasks where a past or future tense is required by the task.</b>  Annotate 1 correctly expressed opinion with an <b>O</b> to the right of the text.
<b>3-4</b>	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.	
<b>1-2</b>	Basic range of vocabulary and structure. Effective for a variety of straightforward messages. Some awareness of verb usage, with limited success.	
<b>0</b>	Nothing of merit at this level.	

**Accuracy****[4 marks]**

<b>3-4</b>	There is more accuracy than inaccuracy. The writing is sufficiently accurate to enable a clear message to be conveyed.
<b>1-2</b>	Despite regular errors, the writing often conveys a clear message. The degree of inaccuracy frequently obscures the meaning.
<b>0</b>	Insufficient accurate language to convey the meanings.
	<b>No annotation is required for Accuracy.</b>

**SECTION 3**

## Communication

[10 marks]

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><b>Annotate in the 3Comm window as follows:</b></p> <p>Annotate accomplished tasks with a <b>T</b> to the left.</p> <p>Annotate partial communication of task with <b>T-</b>.</p> <p>There should be a maximum of 4 <b>Ts</b> used, <b>ONE FOR EACH TASK</b></p> <p><b>N.B. In Section 3, many candidates will communicate the 4 tasks; however, this does not automatically indicate a high band.</b></p> <p>Even though the criteria expect all tasks to be accomplished for 3/ 4 marks, use the principle below to assess the communication mark:</p> <p>if any task is missing, the communication mark is reduced by 1 band.</p> <p>Eg Decide which band the piece would otherwise fall into, then reduce by 1 band for each missing task.</p> <p>Although tenses are not mentioned in the criteria above the 3/ 4 band, they are required in higher bands; in other words the higher bands are cumulative.</p> <p><b>Note that, in Section 3, A*, A and B grades are being targeted and the criteria for Communication are much more demanding.</b></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.	
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.	
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.	
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.	
0	Much ambiguity and omission. Only sporadically comprehensible	

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.

## Quality of Language

[14 marks]

<b>12-14</b>	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><b>In the 3QoL window annotate as follows:</b></p> <p>Annotate examples of correct language usage, with the following annotations to the right of the text. Examples are:</p> <p><b>C</b> subordinate clauses (eg aunque, ya que, porque, cuando etc).</p> <p><b>L</b> lovely lexical items (eg el año pasado, llovía a cántaros, me aburrí como una ostra, al llegar etc)</p> <p><b>Ju</b> justification of ideas or opinions ( does not necessarily require 'porque')</p> <p><b>Te</b> complex tenses (eg había comido, sería etc)</p> <p><b>V</b> verbal constructions (al llegar, despues de ir)</p> <p>Note that porque, ya que, puesto que etc can be credited with either <b>C</b> or <b>Ju</b> (or both) to provide a spread of annotation</p> <p>Do not use <b>GM</b>, <b>T+</b> or <b>—</b></p> <p>The number (or lack) of annotations gives some guidance to the mark for Quality of Language. The higher the number, the higher the band that is indicated, but be aware that variety and range are demanded. There is a summary of the annotations awarded in the annotations box above the script which can be a useful guide in awarding the Quality of Language mark.</p>
<b>9-11</b>	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.	
<b>6-8</b>	A range of structure, vocabulary and idiom. Some variety of clause types, e.g. subordinate clauses. Verb tenses used effectively but with limitations. Fairly fluent with some degree of control.	
<b>3-5</b>	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.	
<b>1-2</b>	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.	
<b>0</b>	The language conveys little or no message.	



**Accuracy****[6 marks]**

<b>6</b>	The overall impression is one of accuracy, with very few major errors
<b>4-5</b>	Writing is generally accurate. Errors do not significantly affect the meanings.
<b>2-3</b>	Inaccuracy does not impede the expression of a range of meanings.
<b>1</b>	The writing is sufficiently accurate to enable a clear message to be conveyed.
<b>0</b>	Insufficient accurate language to convey the meanings.
	<b>No annotation is required for Accuracy</b>

**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](mailto:general.qualifications@ocr.org.uk)

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