

**ADVANCED SUBSIDIARY GCE
FRENCH**

2651 Speaking

ROLE PLAY

15 MARCH 2007 – 15 MAY 2007

2651



EXAMINER'S BOOKLET

These materials are confidential and must be kept under secure conditions until a maximum of three working days before the Centre's set date of the examination.

This document consists of **33** printed pages and **7** blank pages.

RANDOMISATION SHEET

Candidates must be given the Role Play cards in the following sequence. Centres with more than 24 candidates should repeat the sequence.

Candidate	Card
1	A
2	A
3	C
4	C
5	B
6	B
7	D
8	D
9	E
10	E
11	F
12	F
13	E
14	E
15	C
16	C
17	D
18	D
19	B
20	B
21	F
22	F
23	A
24	A

**ADVANCED SUBSIDIARY GCE
FRENCH**

2651

2651 Speaking

ROLE PLAY A

15 MARCH 2007 – 15 MAY 2007

No additional materials are required.

This Candidate's Sheet is to be handed to the candidate 20 minutes in advance.

INSTRUCTIONS TO CANDIDATES

You should use the time available to study the instructions overleaf. You may make notes on this sheet, which you should take into the examination room with you.

When the test begins you will be asked:

- (i) to carry out the task described overleaf
- (ii) to present and discuss with the examiner a topic or text which you have prepared during the course. The topic must refer to France or a French-speaking country.

Dictionaries are **not** allowed.

ROLE-PLAY A – CANDIDATE’S SHEET

Note to the candidate: You should begin by asking the two questions. The task can then be completed in the order you prefer. You should base your replies on the English text, but sometimes you will need to use your imagination.

La Situation

Vous habitez à Sheffield. Des Français font un séjour chez vous. Puisqu’ils ont déjà visité beaucoup de monuments dans la région, ils voudraient faire quelque chose de différent cette fois-ci.

La Tâche

Un jour vous discutez du séjour avec le père/la mère français(e) (l’examineur/examinatrice). Tout d’abord, vous lui posez quelques questions pour savoir ce qui l’intéresse.

Vous vous renseignerez sur :

- 1 ce qu’ils ont fait pendant les vacances l’année dernière**
- 2 la visite que la famille préférerait faire cette fois-ci**

Vous avez trouvé un dépliant sur le parc naturel de la vallée de la rivière Rother. Vous pensez qu’une journée passée dans ce parc intéresserait la famille française. Vous donnerez des détails sur :

- le parc et sa situation
- les activités possibles
- la poterie
- les possibilités de restauration
- les tarifs et les heures d’ouverture
- la façon d’obtenir plus de renseignements

Au cours de la conversation vous discuterez aussi :

- des raisons pour lesquelles, à votre avis, les visites à la campagne sont populaires
- des avantages et des inconvénients des vacances actives

ROTHER VALLEY COUNTRY PARK

**An extract of text has been removed
due to copyright restrictions.**

Details: advert for Rother Valley Country Park

**An image has been removed due to copyright
restrictions.**

Details: advert for Chirs Boddy - Handmade Pottery

ROLE-PLAY A – EXAMINER’S SHEET

Note to examiner: Below is a guide to the conduct of your part of the role-play exercise. You should start the task as indicated, but the order in which the conversation develops from that point will of course vary from candidate to candidate, and you should not feel constrained to follow the order shown below if this is not appropriate. The items printed in bold, which relate to the completion of the task, **MUST** be explored for each candidate; the other suggestions may or may not occur depending on the way in which the task develops.

Situation

As on the candidate’s sheet. You are the father/mother of the French family. You are spending a holiday with the candidate’s family and are interested in going on some excursions.

The Task

You begin the task as follows:

“Vous habitez à Sheffield. Des Français font un séjour chez vous. Puisqu’ils ont déjà visité les monuments principaux de la région, ils voudraient faire quelque chose de différent cette fois-ci. Vous en discutez avec le père/la mère français(e). Moi, je suis le père/la mère. Alors, je crois que vous avez des questions à me poser.”

In response to the candidate’s questions:

- 1 You spent the holidays last year at the seaside
- 2 You would like to visit the country, as you have already seen many of the sights of the area.

Ask the candidate what he/she suggests.

The candidate will suggest a visit to the Rother Valley country park. During the discussion you comment and ask questions as follows:

- **Where exactly is the country park?**
- **What can the candidate tell you about the park?**
- **What can you do there?**
- **What craft activities can you see?** What things are produced?
- **What meals can you get there?**
- **What can you eat and drink in the café?**
- **When is the park open?**
- **How much does it cost to go in?**
- **How can you obtain more information?**
- **Why, in the candidate’s opinion, are visits to the countryside popular?**
- **What does the candidate think are the advantages and disadvantages of activity holidays?**

In the end you think that a visit to the Rother Valley country park would be interesting and you agree to go.

ASSESSMENT**Role Play (15 marks)**

Use grids 1A and 1B in the Specification to assess the candidate's performance in completing the task (max. 10). For Quality of Language use grid 1C (max. 5)

Response to Written Text

The following are the main points contained in the stimulus material for this task, which could be made by the candidates in response to the examiner's enquiries:

- Park is in Rother Valley near Sheffield and Rotherham
- 300 hectare park with historic buildings
- Pedalos, boats, sailing, windsurfing
- Cycling and fishing
- See potter at work making vases and bowls
- Cold drinks, hot meals, afternoon tea
- Open 11am to dusk
- Entry £15; under 16 £10
- Telephone 0114 251 1717

Presentation and discussion of the topic (45 marks)

Grid 1D factual knowledge of the topic (max. 20)

Grid 1E spontaneity and fluency (max. 15)

Grid 1F pronunciation and intonation (max. 5)

Grid 1C quality of language (max. 5)

(Refer to the assessment criteria in the Specification 3rd edition)

**ADVANCED SUBSIDIARY GCE
FRENCH**

2651

2651 Speaking

ROLE PLAY B

15 MARCH 2007 – 15 MAY 2007

No additional materials are required.

This Candidate's Sheet is to be handed to the candidate 20 minutes in advance.

INSTRUCTIONS TO CANDIDATES

You should use the time available to study the instructions overleaf. You may make notes on this sheet, which you should take into the examination room with you.

When the test begins you will be asked:

- (i) to carry out the task described overleaf
- (ii) to present and discuss with the examiner a topic or text which you have prepared during the course. The topic must refer to France or a French-speaking country.

Dictionaries are **not** allowed.

ROLE-PLAY B – CANDIDATE’S SHEET.

Note to the candidate: You should begin by asking the two questions. The task can then be completed in the order you prefer. You should base your replies on the English text, but sometimes you will need to use your imagination.

La Situation

Des Français font un séjour chez vous. Vos parents les ont invités plusieurs fois à manger au restaurant.

La Tâche

Le père/la mère français(e) (l’examineur/examinatrice) voudrait offrir quelque chose à vos parents pour les remercier de leur gentillesse. Un jour, vers la fin de leur séjour, vous en discutez avec lui/elle. Tout d’abord, vous lui posez quelques questions.

Vous vous renseignerez sur :

- 1 le type de cadeau qu’il/elle voudrait acheter**
- 2 la somme d’argent qu’il/elle voudrait dépenser**

Vous avez un dépliant d’une société qui livre des bouquets de fleurs à domicile par la poste. Vous pensez que de telles fleurs seraient un cadeau approprié pour vos parents. Vous donnerez des détails sur :

- la raison pour laquelle les gens aiment l’été
- l’offre spéciale et le prix d’un bouquet d’œillets
- ce qu’il faut faire si on n’est pas satisfait
- les raisons principales pour acheter des fleurs chez Flying Flowers
- la façon dont les fleurs sont livrées
- la façon de passer une commande

Au cours de la conversation vous discuterez aussi :

- des raisons pour lesquelles, à votre avis, les gens aiment offrir des cadeaux à leurs amis
- de l’importance, selon vous, des échanges entre les gens de différents pays

A noter :

carnation – un œillet

FLYING FLOWERS

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Details: advert for flying flowers

An image has been removed due to copyright restrictions.

An image has been removed due to copyright restrictions.

ROLE-PLAY B – EXAMINER’S SHEET

Note to examiner: Below is a guide to the conduct of your part of the role-play exercise. You should start the task as indicated, but the way in which the conversation develops from that point will of course vary from candidate to candidate, and you should not feel constrained to follow the order shown below if this is not appropriate. The items printed in bold, which relate to the completion of the task, **MUST** be explored for each candidate; the other suggestions may or may not occur depending on the way in which the task develops.

Situation

As on the candidate’s sheet. You are the father/mother of the French family. You have been staying with the candidate’s family and have been taken to several restaurants during your stay.

The Task

You begin the task as follows:

“Des Français font un séjour chez vous. Le père/la mère français(e) voudrait acheter un cadeau pour remercier vos parents de leur gentillesse. Vous en discutez avec lui/elle. Moi, je suis le père/la mère français(e). Alors, je crois que vous avez des questions à me poser.”

In response to the candidate’s questions:

- 1 You would like to buy something a bit special, for example a vase or some flowers.
- 2 You would like to spend between £10-£15, as you may well buy them something else as well.

Ask the candidate what he/she suggests.

The candidate will suggest ordering some flowers from Flying Flowers, as it will be a nice surprise when they arrive by post. During the discussion you comment and ask questions as follows:

- **Why do people particularly like summer?**
- **Why are Flying Flowers a good buy now?**
- **Can the candidate give you an example of the cost of a bouquet of flowers?**
- **What happens if you are not satisfied with the flowers?**
- **Why do people buy from Flying Flowers?**
- **How are the flowers delivered?**
- Can you add a message?
- **How do you place an order?**
- How can you pay?
- How long are the lines open?
- **Why, in the candidate’s opinion, do people like to give presents to their friends?**
- **What does the candidate think is the importance of exchanges between people from different countries?**

In the end, you agree that a Flying Flowers bouquet would be an appropriate present and you decide to place an order.

ASSESSMENT**Role Play (15 marks)**

Use grids 1A and 1B in the Specification to assess the candidate's performance in completing the task (max. 10). For Quality of Language use grid 1C (max. 5)

Response to Written Text

The following are the main points contained in the stimulus material for this task, which could be made by the candidates in response to the examiner's enquiries:

- Gardens and fields are full of flowers
- Special offer of 50% extra blooms
- Carnation classic £11.99
- Notify within 7 days for replacement or refund
- Gifts from £9.99 and free delivery
- Flowers arrive by post and are gift wrapped
- Personal message card
- Telephone 0870 191 3400
- Pay by credit card

Presentation and discussion of the topic (45 marks)

Grid 1D factual knowledge of the topic (max. 20)

Grid 1E spontaneity and fluency (max. 15)

Grid 1F pronunciation and intonation (max. 5)

Grid 1C quality of language (max. 5)

(Refer to the assessment criteria in the Specification 3rd edition)

**ADVANCED SUBSIDIARY GCE
FRENCH**

2651

2651 Speaking

ROLE PLAY C

15 MARCH 2007 – 15 MAY 2007

No additional materials are required.

This Candidate's Sheet is to be handed to the candidate 20 minutes in advance.

INSTRUCTIONS TO CANDIDATES

You should use the time available to study the instructions overleaf. You may make notes on this sheet, which you should take into the examination room with you.

When the test begins you will be asked:

- (i) to carry out the task described overleaf
- (ii) to present and discuss with the examiner a topic or text which you have prepared during the course. The topic must refer to France or a French-speaking country.

Dictionaries are **not** allowed.

ROLE-PLAY C – CANDIDATE’S SHEET

Note to the candidate: You should begin by asking the two questions. The task can then be completed in the order you prefer. You should base your replies on the English text, but sometimes you will need to use your imagination.

La Situation

Vous faites un séjour chez un(e) correspondant(e) français(e), qui vient de terminer ses études au lycée. Celui/celle-ci a 18 ans. Il/elle voudrait passer quelque temps à travailler en Angleterre pour améliorer son anglais.

La Tâche

Un jour, vous discutez de la possibilité de travailler en Angleterre en automne avec le père/la mère de votre correspondant(e) (l’examineur/examinatrice). Tout d’abord, vous lui posez quelques questions.

Vous vous renseignerez sur :

- 1 l’expérience professionnelle de son fils/sa fille en France**
- 2 le travail du père/de la mère français(e)**

Vous travaillez vous-même à mi-temps à Tesco et vous avez trouvé un dépliant sur les offres d’emploi. Vous pensez qu’en travaillant dans un hypermarché, votre correspondant(e) ferait la connaissance d’autres gens et aurait la possibilité d’améliorer son anglais. Vous donnerez des détails sur :

- les divers postes disponibles à Tesco
- les hypermarchés Tesco
- les qualités nécessaires des membres du personnel
- les responsabilités
- le salaire
- d’autres avantages de travailler à Tesco

Au cours de la conversation vous discuterez aussi :

- des avantages des hypermarchés, surtout s’ils sont situés en dehors des villes
- des avantages et des inconvénients, à votre avis, de travailler à temps partiel pendant qu’on étudie au lycée.

Employment Opportunities

TESCO SUPERSTORES

Whether you're looking for **part-time** hours or a **full-time** job, we're sure we can offer you the hours to suit your needs.

We can offer jobs in the **bakery**, **fishmonger's** and **butchery** departments

**An extract of text has been removed
due to copyright restrictions.**

Details: Tesco job advert
<http://www.tesco-careers.com>

ROLE-PLAY C – EXAMINER’S SHEET

Note to examiner: Below is a guide to the conduct of your part of the role-play exercise. You should start the task as indicated, but the order in which the conversation develops from that point will of course vary from candidate to candidate, and you should not feel constrained to follow the order shown below if this is not appropriate. The items printed in bold, which relate to the completion of the task, **MUST** be explored for each candidate; the other suggestions may or may not occur depending on the way in which the task develops.

Situation

As on the candidate’s sheet. You are the father/mother of the French correspondent. Your son/daughter would like to work in the UK to improve his/her English.

The Task

You begin the task as follows:

“Vous faites un séjour chez votre correspondant(e) français(e). Il/elle voudrait travailler pendant quelque temps en Angleterre pour améliorer son anglais. Moi, je suis le père/la mère de votre correspondant(e). Alors, je crois que vous avez des questions à me poser.”

In response to the candidate’s questions:

- 1 He/she did a little work experience when he/she was in *troisième*, but otherwise he/she hasn’t done any since
- 2 You work in a bank in the city centre.

Ask the candidate what he/she suggests.

The candidate will suggest working at a Tesco superstore. During the discussion you comment and ask questions as follows:

- **What jobs are available?** Do you have to work full-time?
- **What do the superstores sell?**
- **What other facilities do the superstores offer?**
- What are the opening hours?
- What is the main focus of Tesco as regards attitudes to customers?
- **What are the responsibilities of a customer assistant?**
- **What qualities do people need to work at Tesco?**
- **What do they say about the salary?**
- **Are there any extra benefits?**
- **What, in the candidate’s opinion, are the advantages for the general public of superstores, especially those outside town centres?**
- **What does the candidate think are the advantages and disadvantages of working part-time while at school?**

In the end you agree that this would be an excellent experience for your son/daughter.

ASSESSMENT**Role Play (15 marks)**

Use grids 1A and 1B in the Specification to assess the candidate's performance in completing the task (max. 10). For Quality of Language use grid 1C (max. 5)

Response to Written Text

The following are the main points contained in the stimulus material for this task, which could be made by the candidates in response to the examiner's enquiries:

- Tesco can offer full- or part-time jobs
- Jobs in bakery, fishmonger's, butchery departments
- Food and non-food ranges
- Free parking, cafés, petrol stations
- Many stores trade 24 hours a day and are on edge of towns
- Customer satisfaction a priority
- Bright, friendly, ready to be part of success
- You will be responsible for helping customers
- Competitive salary, holiday pay, staff discount, free uniform

Presentation and discussion of the topic (45 marks)

Grid 1D factual knowledge of the topic (max. 20)

Grid 1E spontaneity and fluency (max. 15)

Grid 1F pronunciation and intonation (max. 5)

Grid 1C quality of language (max. 5)

(Refer to the assessment criteria in the Specification 3rd edition)

ADVANCED SUBSIDIARY GCE

2651

FRENCH

2651 Speaking

ROLE PLAY D

15 MARCH 2007 – 15 MAY 2007

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INSTRUCTIONS TO CANDIDATES

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Dictionaries are **not** allowed.

ROLE-PLAY D – CANDIDATE'S SHEET

Note to the candidate: You should begin by asking the two questions. The task can then be completed in the order you prefer. You should base your replies on the English text, but sometimes you will need to use your imagination.

La Situation

Vous habitez à Leeds dans le Yorkshire. Des Français font un séjour chez vous. Puisque c'est leur première visite dans votre région, vous organisez un programme d'excursions.

La Tâche

Un jour, vous discutez des visites possibles avec le père/la mère français(e) (l'examineur/examinatrice). Tout d'abord, vous lui posez quelques questions pour savoir ce qui l'intéresse.

Vous vous renseignerez sur :

- 1 les régions qu'ils connaissent déjà en Angleterre**
- 2 ce qu'ils aimeraient faire pendant leur visite cette fois-ci**

Vous avez un dépliant sur le château Castle Howard, qui se trouve près de York. Vous pensez qu'une visite au château serait intéressante. Vous donnerez des détails sur :

- le château et le parc
- ce qu'il y a à voir et à faire au château
- les possibilités de restauration
- les achats possibles
- les heures d'ouverture
- la situation du château et comment y accéder

Au cours de la conversation vous discuterez aussi :

- des raisons pour lesquelles, à votre avis, la visite de ce château serait intéressante
- de ce que les propriétaires des endroits comme Castle Howard devraient faire, selon vous, pour attirer un plus grand nombre de visiteurs.

CASTLE HOWARD

**An extract of text and an image have been removed
due to copyright restrictions.**

Details: advert for Castle Howard

ROLE-PLAY D – EXAMINER’S SHEET

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Situation

As on the candidate’s sheet. You are the father/mother of the French family. You are staying with the candidate’s family and are interested in going on some outings during your stay.

The Task

You begin the task as follows:

“Des Français font un séjour chez vous. Puisque c’est leur première visite dans votre région, ils aimeraient faire des excursions. Moi, je suis le père/la mère de la famille. Alors, je crois que vous avez des questions à me poser.”

In response to the candidate’s questions:

- 1 You have visited London, but do not know any other region.
- 2 You would like to see a stately home in England, as you have heard that many of them are magnificent.

Ask the candidate what he/she suggests.

The candidate will suggest a visit to Castle Howard. During the discussion you comment and ask questions as follows:

- **What can the candidate tell you about Castle Howard?**
- Can the candidate tell you anything about its history?
- **What are the gardens like?**
- **What is there to see and do at Castle Howard?**
- **Can you get meals and refreshments there?**
- **What else can you buy there?**
- **What are the opening times?**
- How can you obtain more information?
- **Where exactly is Castle Howard, and how do you get there?**
- **Why does the candidate think that a visit to Castle Howard would be interesting?**
- **What, in the candidate’s opinion, should owners of places like Castle Howard do to attract more visitors?**

In the end you agree that a visit to Castle Howard would be interesting and you decide to go.

ASSESSMENT**Role Play (15 marks)**

Use grids 1A and 1B in the Specification to assess the candidate's performance in completing the task (max. 10). For Quality of Language use grid 1C (max. 5)

Response to Written Text

The following are the main points contained in the stimulus material for this task, which could be made by the candidates in response to the examiner's enquiries:

- 18th century palace set between two lakes
- House of Howard family
- Furniture, paintings, porcelain
- Peaceful in gardens and park
- (Fitzroy Room for) hot dishes, salads, sandwiches, cakes
- China, stationery, books and souvenirs
- Open daily from 11 am
- 15 miles NE of York off A64
- Telephone: 01653 643333

Presentation and discussion of the topic (45 marks)

Grid 1D factual knowledge of the topic (max. 20)

Grid 1E spontaneity and fluency (max. 15)

Grid 1F pronunciation and intonation (max. 5)

Grid 1C quality of language (max. 5)

(Refer to the assessment criteria in the Specification 3rd edition)

**ADVANCED SUBSIDIARY GCE
FRENCH**

2651

2651 Speaking

ROLE PLAY E

15 MARCH 2007 – 15 MAY 2007

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INSTRUCTIONS TO CANDIDATES

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Dictionaries are **not** allowed.

ROLE-PLAY E – CANDIDATE’S SHEET

Note to the candidate: You should begin by asking the two questions. The task can then be completed in the order you prefer. You should base your replies on the English text, but sometimes you will need to use your imagination.

La Situation

Vous faites un séjour chez votre correspondant(e) français(e). Il/elle va bientôt passer une année en Angleterre pour améliorer son anglais et pour connaître un peu mieux le mode de vie anglais.

La Tâche

Un jour, vous discutez des moyens de transport avec le père/la mère de votre correspondant(e) (l’examineur/examinatrice). Tout d’abord, vous lui posez quelques questions pour savoir ce qu’il/elle préfère.

Vous vous renseignerez sur :

- 1 les voyages que son fils/sa fille voudrait faire au Royaume-Uni**
- 2 son moyen de transport préféré**

Vous avez trouvé un dépliant sur les tarifs réduits pour les jeunes. Vous pensez qu’en achetant une de ces cartes, votre correspondant(e) économiserait beaucoup d’argent pendant son séjour. Vous donnerez des détails sur :

- les économies qu’on peut faire en achetant un billet en se servant d’une carte étudiant
- les voyages plus longs
- la façon d’obtenir plus de renseignements
- les heures où on ne peut pas profiter des avantages de la carte
- les documents qu’il faut présenter quand on achète une carte
- le prix et les modalités de paiement

Au cours de la conversation vous discuterez aussi :

- des avantages et des inconvénients de voyager en train
- des avantages et des inconvénients, à votre avis, de passer une année à l’étranger avant d’aller à l’université.

£20 WILL SAVE YOU LOADS DOWN THE LINE

With a Young Person's Railcard you can save 1/3 on most rail fares throughout the UK for a whole year. Even on short trips the savings soon add up.

**An extract of text and image have been removed
due to copyright restrictions.**

Details: advert for a young person's railcard

ROLE-PLAY E – EXAMINER’S SHEET

Note to examiner: Below is a guide to the conduct of your part of the role-play exercise. You should start the task as indicated, but the order in which the conversation develops from that point will of course vary from candidate to candidate, and you should not feel constrained to follow the order shown below if this is not appropriate. The items printed in bold, which relate to the completion of the task, **MUST** be explored for each candidate; the other suggestions may or may not occur depending on the way in which the task develops.

Situation

As on the candidate’s sheet. You are the father/mother of the French correspondent. Your son/daughter is intending to spend a year in the UK, and you are interested in how he/she is going to travel about.

The Task

You begin the task as follows:

“Vous faites un séjour chez votre correspondant(e) français(e). Il/elle va bientôt passer une année en Angleterre. Vous discutez des moyens de transport avec le père/la mère français(e). Moi, je suis le père/la mère. Alors, je crois que vous avez des questions à me poser.”

In response to the candidate’s questions:

- 1 He/she would like to travel all over the UK
- 2 He/she would prefer to travel by train

Ask the candidate what he/she suggests.

The candidate will suggest buying a Young Person’s Railcard. During the discussion you comment and ask questions as follows:

- **How much money can you save with one of these cards?**
- How long is the Railcard valid?
- **Does this apply only to longer journeys?**
- **What age do you have to be?**
- **Are there any other savings you can make?**
- **How can you obtain more information?**
- **At what times are there restrictions?**
- **On which tickets can you get a reduction?**
- **How do you apply for a Railcard?**
- **What proof do you need of identity or age?**
- **How much does a Railcard cost?**
- **How can you pay?**
- **In the candidate’s opinion, what are the advantages and disadvantages of travelling by train?**
- **What, in the candidate’s opinion, are the advantages and disadvantages of spending a year abroad between school and university?**

In the end you agree that a Young Person’s Railcard would be ideal for your son/daughter.

ASSESSMENT**Role Play (15 marks)**

Use grids 1A and 1B in the Specification to assess the candidate's performance in completing the task (max. 10). For Quality of Language use grid 1C (max. 5)

Response to Written Text

The following are the main points contained in the stimulus material for this task, which could be made by the candidates in response to the examiner's enquiries:

- You can save 1/3 on rail fares (for a year)
- You must be 16 – 25
- Book longer journeys in advance to save more money
- 08457 48 49 50 for advice
- (Restrictions) before 10 am. Monday to Friday
- Complete form and take it to ticket office
- Birth certificate or passport to prove age
- £20
- Pay by cash, cheque and credit card

Presentation and discussion of the topic (45 marks)

Grid 1D factual knowledge of the topic (max. 20)

Grid 1E spontaneity and fluency (max. 15)

Grid 1F pronunciation and intonation (max. 5)

Grid 1C quality of language (max. 5)

(Refer to the assessment criteria in the Specification 3rd edition)

**ADVANCED SUBSIDIARY GCE
FRENCH**

2651

2651 Speaking

ROLE PLAY F

15 MARCH 2007 – 15 MAY 2007

No additional materials are required.

This Candidate's Sheet is to be handed to the candidate 20 minutes in advance.

INSTRUCTIONS TO CANDIDATES

You should use the time available to study the instructions overleaf. You may make notes on this sheet, which you should take into the examination room with you.

When the test begins you will be asked:

- (i) to carry out the task described overleaf
- (ii) to present and discuss with the examiner a topic or text which you have prepared during the course. The topic must refer to France or a French-speaking country.

Dictionaries are **not** allowed.

ROLE-PLAY F – CANDIDATE’S SHEET

Note to the candidate: You should begin by asking the two questions. The task can then be completed in the order you prefer. You should base your replies on the English text, but sometimes you will need to use your imagination.

La Situation

Vous recevez chez vous une famille française. Comme le père et la mère ne connaissent pas très bien l'Angleterre, ils voudraient prolonger leur visite pour découvrir une autre région.

La Tâche

Un jour, vous discutez de la visite avec le père/la mère français(e) (l'examineur/examinatrice). Tout d'abord, vous lui posez des questions concernant la région et le type d'hébergement qu'il/elle préfère.

Vous vous renseignerez sur :

- 1 l'endroit où ils ont passé leurs vacances l'année dernière**
- 2 la région et le type d'hébergement préférés**

Vous avez un dépliant sur l'hôtel Glendorgal en Cornouailles. Puisque vous y êtes resté(e) avec vos parents, vous pensez qu'un séjour à cet hôtel plairait aux Français. Vous donnerez des détails sur :

- la Cornouailles
- l'histoire et la position de l'hôtel
- les divers services fournis à l'hôtel
- les loisirs possibles
- la façon d'arriver à l'hôtel
- la façon de faire une réservation

Au cours de la conversation vous discuterez aussi :

- de l'importance des vacances dans la société moderne
- des raisons pour lesquelles, à votre avis, les jeunes aiment partir en vacances sans leurs parents et des problèmes qui se présentent quelquefois

Cornwall ... The Cream of Britain

Recognised as the UK's premier holiday destination, Cornwall has attractions to suit all interests as well as the best weather of all the English counties.

An extract of text and images have been removed due to copyright restrictions.

Details: advert for Cornwall

ROLE-PLAY F – EXAMINER’S SHEET

Note to examiner: Below is a guide to the conduct of your part of the role-play exercise. You should start the task as indicated, but the order in which the conversation develops from that point will of course vary from candidate to candidate, and you should not feel constrained to follow the order shown below if this is not appropriate. The items printed in bold, which relate to the completion of the task, **MUST** be explored for each candidate; the other suggestions may or may not occur depending on the way in which the task develops.

Situation

As on the candidate’s sheet. You are the father/mother of the French family. You would like to extend your holiday in the UK, as you do not know it very well.

The Task

You begin the task as follows:

“Des Français font un séjour chez vous. Puisqu’ils ne connaissent pas très bien l’Angleterre, ils voudraient y passer leurs vacances. Vous en discutez avec le père/la mère français(e). Moi, je suis le père/la mère. Alors, je crois que vous avez des questions à me poser.”

In response to the candidate’s questions:

- 1 Last year you spent a fortnight in Spain
- 2 You would like to spend some time in the west of England and would prefer a good hotel.

Ask the candidate what he/she suggests.

The candidate will suggest the Glendorgal Hotel in Cornwall. During the discussion you comment and ask questions as follows:

- **What does the brochure say is special about Cornwall?**
- **Can the candidate tell you anything about the history of the hotel?**
- **What can you see from the hotel?**
- **What facilities are provided at the hotel?**
- How many bedrooms are there?
- What facilities are provided in the bedrooms?
- **What meals are served in the restaurant?**
- **What is there to do at the hotel and in the area?**
- **How do you get to the hotel?**
- **How do you make a reservation?**
- **What, in the candidate’s opinion, is the importance of holidays in modern society?**
- **Why does the candidate think that young people like to go on holiday without their parents? What problems arise sometimes?**

In the end you think that a stay in Cornwall would be ideal and you decide to make a reservation.

ASSESSMENT**Role Play (15 marks)**

Use grids 1A and 1B in the Specification to assess the candidate's performance in completing the task (max. 10). For Quality of Language use grid 1C (max. 5)

Response to Written Text

The following are the main points contained in the stimulus material for this task, which could be made by the candidates in response to the examiner's enquiries:

- Cornwall has attractions for all and best weather
- Glendorgal built in 1850 (as gentleman's residence)
- Overlooks private beach (and coast)
- 39 bedrooms, many having sea view
- Satellite TV, telephone, tea and coffee facilities
- English breakfast, coffee, lunch, afternoon tea, dinner
- Tennis, swimming, golf, surfing, fishing
- 4 hours by road from London or by train to Newquay
- Telephone: 01637 874937

Presentation and discussion of the topic (45 marks)

Grid 1D factual knowledge of the topic (max. 20)

Grid 1E spontaneity and fluency (max. 15)

Grid 1F pronunciation and intonation (max. 5)

Grid 1C quality of language (max. 5)

(Refer to the assessment criteria in the Specification 3rd edition)

Copyright Acknowledgements:

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Role Play E	National Rail, www.nationalrail.co.uk © Association of Train Operating Companies
Role Play F	Glendorgal Hotel and Resort, Cornwall, www.glendorgal.co.uk

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