

**15 March – 15 May 2012**

**AS GCE FRENCH**

**F701 Speaking**

**TEACHER/EXAMINER BOOKLET**

**To be opened three working days before the first day of the Speaking tests at the Centre.**

**To be completed between 15 March and 15 May 2012**



**INSTRUCTIONS TO TEACHERS/EXAMINERS**

- Materials must **not** be removed from the Centre.
- Three working days before the first day of the Speaking tests at the Centre, the Examinations Officer should make available the confidential Teacher/Examiner Booklet to the Head of Languages or appropriate specialist teacher.
- Teacher/Examiners must ensure that they have sufficient time to familiarise themselves with the materials and procedures.
- Teacher/Examiners must take great care to ensure that the confidential information in this Booklet does not reach any candidates directly or indirectly.

**INFORMATION FOR TEACHERS/EXAMINERS**

- There are two sections to this examination.  
A Role-play (5-6 mins)  
B Topic discussion (9-10 mins)
- Candidates may bring into the examination a maximum of one side of A4 notes.
- This document consists of **28** pages. Any blank pages are indicated.

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

**15 March – 15 May 2012**

**AS GCE FRENCH**

**F701** Speaking

**ROLE PLAY A**

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

**INFORMATION FOR 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 discuss with the examiner the sub-topic which you have prepared. The topic must refer to France or a French-speaking country.
- You may **not** use a dictionary.

There are two sections to this examination:

- A Role-play (5-6 mins) [30 Marks]
- B Topic discussion (9-10 mins) [30 Marks]

- Candidates may bring into the examination a maximum of one side of A4 notes for the Topic discussion.

**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 and initiative to react to the examiner’s comments and questions.

**La Situation**

Un(e) collègue français(e) de votre mère est venu(e) dîner à la maison.

**La Tâche**

Vous discutez avec le / la collègue et vous découvrez qu’il / elle voudrait adopter un animal domestique.

**D’abord vous devez vous renseigner sur :**

**1 ce qu’il / elle fait en Angleterre**

**2 ce qu’il / elle cherche comme animal**

Vous avez un dépliant sur un refuge pour les animaux et vous pensez que cela pourrait lui être utile. À l’aide du dépliant, vous donnerez des détails sur :

- l’histoire et l’objectif de Wood Green
- la façon de choisir un animal
- les animaux plus âgés
- le chat cité comme exemple
- ce qu’il faut considérer
- l’information donnée par le site web

Au cours de la conversation vous discuterez aussi :

- des raisons pour lesquelles beaucoup de gens aiment avoir un animal domestique
- des raisons pour lesquelles les gens donnent de l’argent aux œuvres de charité

## Wood Green Animal Shelters

Miss Louisa Snow founded Wood Green after the First World War to help abandoned and injured animals. It aims to find loving new homes for 5000 animals each year.



The easiest way to find a new pet is to visit the Shelters. Here you can meet the animals and talk to the friendly, experienced staff about what you want, and ask lots of questions about your potential companion.

Older animals are more difficult to rehome even though they are calmer and can still offer a lot of affection.

Polo, 15, needs a quiet home where he is the only pet and can receive the attention he deserves. His favourite activities are eating, sleeping and watching birds in the garden.



Consider how an animal could become part of your home and lifestyle!

Visit our website [www.woodgreen.org.uk](http://www.woodgreen.org.uk) to see the complete list of animals available.

## 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 way in which the conversation develops will, of course, vary from candidate to candidate. You should not feel constrained to follow the order shown if this is not appropriate. The items printed in bold, which relate to the completion of the task, must be explored for each candidate. Where there are other suggestions in brackets, these may help to develop the main points.

### Situation

As on the candidate’s sheet. You are a French work colleague of the candidate’s mother.

### Task

You begin the task as follows:

« Votre mère m’a invité(e) à dîner chez vous. Moi je suis un(e) collègue de bureau de votre mère. Je voudrais adopter un animal domestique. Alors, Monsieur / Mademoiselle, je crois que vous avez des questions à me poser. »

In response to the candidate’s questions you answer:

- 1 You’ve recently got married to an Englishman / woman and will be living here permanently
- 2 You like both cats and dogs

The candidate will explain about Wood Green Animal Shelters. During the discussion you comment and ask questions to find out the following information:

- **The history and aims of Wood Green**
- **How to choose an animal**  
(Is there anyone you can talk to?)
- **What the leaflet says about older animals**
- **Which specific cat is mentioned**  
(What does Polo like doing?)
- **What else you need to consider**
- **What information is on the website**

During the conversation you will also discuss:

- **Why, in the candidate’s opinion, many people like to have a pet**
- **Why people give money to charity**

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**ROLE PLAY B**

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

**INFORMATION FOR 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 discuss with the examiner the sub-topic which you have prepared. The topic must refer to France or a French-speaking country.
- You may **not** use a dictionary.

There are two sections to this examination:

- A Role-play (5-6 mins) [30 Marks]
- B Topic discussion (9-10 mins) [30 Marks]

- Candidates may bring into the examination a maximum of one side of A4 notes for the Topic discussion.

**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 and initiative to react to the examiner’s comments and questions.

**La Situation**

Vous habitez à Bedford. Des Français font un séjour chez vous.

**La Tâche**

Ils vont fêter leur anniversaire de mariage pendant le séjour et voudraient trouver un restaurant convenable. Vous en discutez avec le père / la mère de la famille.

**D’abord vous devez vous renseigner sur :**

- 1 la région où habitent les Français**
- 2 le type de restaurant qu’ils cherchent**

Vous avez trouvé le site internet d’un restaurant près de chez vous, The Falcon. À l’aide du site internet, vous donnerez des détails sur :

- le restaurant
- la carte
- la nourriture
- ce qui peut attirer les clients
- les occasions spéciales
- le site web

Au cours de la conversation vous discuterez aussi :

- des raisons pour lesquelles, à votre avis, les gens aiment manger au restaurant
- de l’importance de suivre un régime équilibré





Enjoy dining in the comfort and special atmosphere of this 17th century inn. It has a rich history, and the writer Edward Fitzgerald even wrote a book whilst staying here.

The menu, which changes every week, features traditional English cooking, enhanced with influences from around the world.

All dishes are prepared using fresh ingredients, including locally grown vegetables which travel from the field to your table in less than 12 hours. Customers can savour home-made bread and desserts, including ice-cream and sorbets.

### **Special Attractions**

Every Thursday: 2 steaks and  
1 bottle of wine – only £20

You can fish in the river before  
or after dining

Family area with volleyball  
equipment and giant chess set



The chef can supply wonderful cakes to help you celebrate those special occasions.  
Request a romantic table for two on the terrace.

See website for sample menus and to book a table.

## 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 will, of course, vary from candidate to candidate. You should not feel constrained to follow the order shown if this is not appropriate. The items printed in bold, which relate to the completion of the task, must be explored for each candidate. Where there are other suggestions in brackets, these may help to develop the main points.

### Situation

As on the candidate’s sheet. You are the mother / father of the French family staying with the candidate.

### Task

**You begin the task as follows:**

« Moi, je suis la mère / le père d’une famille française qui fait un séjour chez vous. Comme nous allons fêter notre anniversaire de mariage pendant le séjour, nous voudrions trouver un restaurant. Alors, je crois que vous avez des questions à me poser. »

In response to the candidate’s questions you answer:

- 1 You live in Givet, near the Belgian border
- 2 You’d like a restaurant in a rural setting

The candidate will suggest going to The Falcon. During the discussion you comment and ask questions to find out the following information:

- **Details of the restaurant**
- **What the menu is like**
- **What the food is like**  
(Do they make everything themselves?)
- **If there are any special attractions**  
(Is there anything for families?)
- **Possibilities for special occasions**
- **What is on the website**

During the conversation you will also discuss:

- **Why, in the candidate’s opinion, people enjoy eating out**
- **The importance of a balanced diet**

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**ROLE PLAY C**

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

**INFORMATION FOR CANDIDATES**

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- When the test begins you will be asked:
  - (i) to carry out the task described overleaf
  - (ii) to discuss with the examiner the sub-topic which you have prepared. The topic must refer to France or a French-speaking country.
- You may **not** use a dictionary.

There are two sections to this examination:

- A Role-play (5-6 mins) [30 Marks]
- B Topic discussion (9-10 mins) [30 Marks]

- Candidates may bring into the examination a maximum of one side of A4 notes for the Topic discussion.

**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 and initiative to react to the examiner’s comments and questions.

**La Situation**

Vous faites un séjour chez votre correspondant(e) français(e).

**La Tâche**

Un jour vous discutez avec la mère / le père de votre correspondant(e). Son fils étudie le droit à l’université en France et voudrait faire un stage en Angleterre.

**D’abord il faut vous renseigner sur :**

- 1 les dates prévues pour le stage**
- 2 les raisons pour lesquelles il voudrait étudier en Angleterre**

Vous pensez qu’un stage d’été à l’Université de Cambridge serait idéal. À l’aide d’un dépliant, vous donnerez des détails sur :

- le stage
- les participants
- les cours
- l’hébergement
- l’accès à l’internet
- les activités possibles

Au cours de la conversation vous discuterez aussi :

- des choses que vous voudriez faire si vous faisiez un stage à l’étranger et pourquoi
- des raisons pour lesquelles les langues étrangères sont importantes

À noter :

A lawyer – un avocat



### Summer School in English Law

This four-week course for students from other countries presents the principal aspects of English law. It has been running since 1948.

The course is suitable both for qualified lawyers and students who have completed at least one year of university study. It attracts about 100 participants each year.

The maximum class size is 15. As all teaching is in English, students must be able to take part in discussions in English.

You can reside at the University for the duration of the course. A bedroom with en-suite bathroom is £1825. If you want to use the internet with your own computer, please download a form from the website and bring it with you.



At weekends you will be free to explore the beautiful city of Cambridge, take a trip on the river or enjoy a picnic in one of the many parks.

## 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 way in which the conversation develops will, of course, vary from candidate to candidate. You should not feel constrained to follow the order shown if this is not appropriate. The items printed in bold, which relate to the completion of the task, must be explored for each candidate. Where there are other suggestions in brackets, these may help to develop the main points.

### Situation

As on the candidate’s sheet. You are the mother / father of the candidate’s penfriend.

### Task

**You begin the task as follows:**

« Vous faites un séjour chez nous en France et je suis la mère / le père de votre correspondant français. Mon fils voudrait faire un stage en Angleterre. Alors, Monsieur / Mademoiselle, je crois que vous avez des questions à me poser. »

In response to the candidate’s questions you answer:

- 1 He could go for up to a month, either July or August
- 2 It would help his job prospects in France

The candidate will suggest a summer course at Cambridge University. During the discussion you comment and ask questions to find out the following information:

- **Details of the course**  
(Has it been going long?)
- **Who the course is aimed at**  
(Is it only for students?)
- **What the lessons are like**
- **Where to stay**
- **Internet access**
- **What activities are suggested**

During the conversation you will also discuss:

- **What the candidate would like to do on a course abroad**
- **Why, in the candidate’s opinion, languages are important**

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**ROLE PLAY D**

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

**INFORMATION FOR CANDIDATES**

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- When the test begins you will be asked:
  - (i) to carry out the task described overleaf
  - (ii) to discuss with the examiner the sub-topic which you have prepared. The topic must refer to France or a French-speaking country.
- You may **not** use a dictionary.

There are two sections to this examination:

- A Role-play (5-6 mins) [30 Marks]
- B Topic discussion (9-10 mins) [30 Marks]

- Candidates may bring into the examination a maximum of one side of A4 notes for the Topic discussion.

**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 and initiative to react to the examiner’s comments and questions.

**La Situation**

Vous travaillez pour une agence de voyages qui organise des visites en Angleterre pour les Français.

**La Tâche**

Un jour vous discutez avec l’organisateur / l’organisatrice d’un groupe de Français qui voudraient visiter la Grande-Bretagne. Il / elle est venu(e) en Angleterre pour discuter de la visite.

**D’abord il faut vous renseigner sur :**

**1 le nombre de personnes dans le groupe**

**2 les préférences du groupe**

Vous pensez qu’une croisière intéresserait le groupe. À l’aide du dépliant, vous donnerez des détails sur :

- les avantages des croisières
- les bateaux
- les excursions
- le Grand Tour
- les services supplémentaires
- le site web

Au cours de la conversation vous discuterez aussi :

- des avantages et des inconvénients d’une croisière
- de l’importance des vacances





Imagine waking up each morning to a brand new view. No worry about making hotel reservations or finding the right restaurant.



The ships offer the same standard that you would expect from a land-based holiday and more, including a choice of restaurants and wonderful shows. With a huge range of facilities on board, you scarcely need step ashore!

At each destination, you can leave the ship and join a guided excursion where you will be taken by coach to all the best attractions.

The Grand Tour of the British Isles begins and ends at Southampton. Experience and enjoy the atmosphere of many different ports!

Prices start at £1234 per person based on two people sharing a room.

If you have something special to celebrate, such as a birthday or wedding anniversary, why not book chocolates and flowers, or a champagne breakfast, on the morning of your choice.

See our website for more information

## ROLE PLAY D – 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 will, of course, vary from candidate to candidate. You should not feel constrained to follow the order shown if this is not appropriate. The items printed in bold, which relate to the completion of the task, must be explored for each candidate. Where there are other suggestions in brackets, these may help to develop the main points.

### Situation

As on the candidate’s sheet. You are the organiser of a group of French people who want to visit Great Britain. You have come to the UK to discuss the options available.

### Task

**You begin the task as follows:**

« Vous travaillez pour une agence de voyages qui organise des visites en Angleterre pour les Français. Moi je suis l’organisateur / l’organisatrice d’un groupe de Français et je suis venu(e) en Angleterre pour discuter de la visite. Alors, Monsieur / Mademoiselle, je crois que vous avez des questions à me poser. »

In response to the candidate’s questions you answer:

- 1 You run an association for retired people with 50 members
- 2 They are looking for a relaxing way to see as much of Great Britain as possible

The candidate will suggest a cruise. During the discussion you comment and ask questions to find out the following information:

- **Why cruises are different**
- **What the ships offer**
- **Whether you can go on excursions**  
(How do you travel?)
- **What the Grand Tour is like**  
(How much is it?)
- **Whether any additional services are available**
- **What the website offers**

During the conversation you will also discuss:

- **The advantages and disadvantages of cruises**
- **The importance of holidays**

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**ROLE PLAY E**

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

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- When the test begins you will be asked:
  - (i) to carry out the task described overleaf
  - (ii) to discuss with the examiner the sub-topic which you have prepared. The topic must refer to France or a French-speaking country.
- You may **not** use a dictionary.

There are two sections to this examination:

- A Role-play (5-6 mins)                      [30 Marks]
- B Topic discussion (9-10 mins)              [30 Marks]

- Candidates may bring into the examination a maximum of one side of A4 notes for the Topic discussion.

**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 and initiative to react to the examiner’s comments and questions.

**La Situation**

Vous habitez à Birmingham. Des Français font un séjour chez vous.

**La Tâche**

C’est leur première visite en Angleterre et ils voudraient faire des excursions. Vous en discutez avec la mère / le père de la famille.

**D’abord il faut vous renseigner sur :**

- 1 les intérêts des enfants**
- 2 ce que la famille fait normalement le week-end**

Vous pensez que la famille apprécierait une visite à un musée des transports. À l’aide du dépliant, vous donnerez des détails sur :

- l’histoire du musée
- ce qu’il y a à voir
- les tarifs
- les heures d’ouverture
- la situation du musée
- les autres services fournis par le musée

Au cours de la conversation vous discuterez aussi :

- des raisons pour lesquelles, à votre avis, de telles visites sont populaires
- des avantages et des inconvénients des transports publics



The museum began in 1964 with the preservation of old buses and coaches. In recent years the site has expanded with the addition of a car park, a little train and a café. Visitors may eat their own food in a designated picnic area.

The three exhibition halls hold about 100 vehicles. One section traces the development of buses in the twentieth century, and in the other two you can see volunteers restoring the collections.



#### Prices

Adults                    £4

Children                 £2

Discounts for families

#### Opening times

Saturday and Sunday 11.00 – 4.30

On weekends with special events opening times may vary – see website for details.

Last admission is 30 minutes before closing time.

The museum is easily accessible from Birmingham by road. Wythall railway station is a pleasant 25-minute walk away.

Vehicles can be hired for special occasions such as birthdays. For group visits the museum can provide refreshments and an expert guide.

**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 way in which the conversation develops will, of course, vary from candidate to candidate. You should not feel constrained to follow the order shown if this is not appropriate. The items printed in bold, which relate to the completion of the task, must be explored for each candidate. Where there are other suggestions in brackets, these may help to develop the main points.

**Situation**

As on the candidate’s sheet. You are the mother / father of a French family staying with the candidate.

**Task**

**You begin the task as follows:**

« Moi, je suis la mère / le père de la famille française qui fait un séjour chez vous. Nous voudrions faire des excursions. Alors, Monsieur / Mademoiselle, je crois que vous avez des questions à me poser. »

In response to the candidate’s questions you answer:

- 1 You have two young sons and they are both interested in transport
- 2 You like to go on cultural outings

The candidate will suggest going to Wythall Transport Museum. During the discussion you comment and ask questions to find out the following information:

- **Details of the museum**  
(Have there been any recent changes?)
- **What there is to see**
- **Details of ticket prices**
- **Details of opening times**
- **Where the museum is**  
(How do you get there?)
- **Other services offered**

During the conversation you will also discuss:

- **Why, in the candidate’s opinion, such visits are popular**
- **The advantages and disadvantages of public transport**

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**ROLE PLAY F**

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

**INFORMATION FOR CANDIDATES**

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- When the test begins you will be asked:
  - (i) to carry out the task described overleaf
  - (ii) to discuss with the examiner the sub-topic which you have prepared. The topic must refer to France or a French-speaking country.
- You may **not** use a dictionary.

There are two sections to this examination:

- A Role-play (5-6 mins) [30 Marks]
- B Topic discussion (9-10 mins) [30 Marks]

- Candidates may bring into the examination a maximum of one side of A4 notes for the Topic discussion.

**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 and initiative to react to the examiner’s comments and questions.

**La Situation**

Un(e) collègue québécois(e) de votre père est venu(e) dîner à la maison.

**La Tâche**

Vous discutez avec le / la collègue et vous découvrez que sa fille voudrait devenir mannequin.

**D’abord vous devez vous renseigner sur :**

**1 la date de son retour au Canada**

**2 ce que les enfants vont faire**

Vous avez un dépliant sur les services d’une société qui donne des conseils pratiques aux futurs mannequins et vous pensez que cela pourrait lui être utile. À l’aide du dépliant, vous donnerez des détails sur :

- la société UK Models
- les services proposés
- le stage
- les jeunes mannequins
- les avantages de la profession de mannequin
- les inconvénients

Au cours de la conversation vous discuterez aussi :

- des raisons pour lesquelles certains jeunes rêvent d’être mannequins
- de l’importance de faire un bon choix de carrière





UK Models has over 8 years' experience of helping young people to achieve their dream. It is not an agency as it does not find you work. It will help you to decide which type of modelling is right for you, and what type of agency you need.

It offers a range of services, such as organising your collection of photos and creating a website.

2-day course

- How to walk like a model
- Advice on clothes
- Help with interviews
- Session with professional photographer



Child protection is a priority. Any models under 18 must be accompanied by a parent, as they will make more objective decisions with parental support.

Modelling can be reasonably well-paid for part-time work and will help develop young people's confidence. However, extensive travel can be required, and the profession is so competitive that models must be able to accept rejection.

## 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 way in which the conversation develops will, of course, vary from candidate to candidate. You should not feel constrained to follow the order shown if this is not appropriate. The items printed in bold, which relate to the completion of the task, must be explored for each candidate. Where there are other suggestions in brackets, these may help to develop the main points.

### Situation

As on the candidate’s sheet. You are a French work colleague of the candidate’s father.

### Task

**You begin the task as follows:**

« Votre père m’a invité(e) à dîner chez vous. Moi je suis un(e) collègue de bureau de votre père. Ma fille voudrait devenir mannequin en Angleterre. Alors, Monsieur / Mademoiselle, je crois que vous avez des questions à me poser. »

In response to the candidate’s questions you answer:

- 1 You’ll be in England for at least a couple of years
- 2 Your son will be attending school in England, but your daughter wants to leave education and become a model

The candidate will explain about the services offered by UK Models. During the discussion you comment and ask questions to find out the following information:

- **Details of the company UK Models**  
(What can it help you to do?)
- **The services it offers**
- **What the course involves**
- **Conditions for young models**  
(Is it a responsible company?)
- **The advantages of modelling**
- **The disadvantages**

During the conversation you will also discuss:

- **Why, in the candidate’s opinion, some young people dream of being a model**
- **The importance of making the right career choice**



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