

**ADVANCED SUBSIDIARY GCE
GERMAN**

2661

2661 Speaking

TEACHER/EXAMINER BOOKLET

**To be opened three working days before the Centre set date of the examination.
To be completed between 15 March and 15 May 2008**



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

This document consists of **23** printed pages and **5** blank pages.

RANDOMISATION SHEET

Candidates must be given the Role-Play cards in the following sequence. Centres with more than 20 candidates should repeat the sequence.

Candidate	Sheet
1	A
2	A
3	C
4	C
5	B
6	B
7	D
8	D
9	B
10	B
11	C
12	C
13	D
14	D
15	A
16	A
17	D
18	C
19	A
20	B

**ADVANCED SUBSIDIARY GCE
GERMAN**

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ROLE-PLAY A

15 MARCH – 15 MAY 2008

- 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 Germany or a German-speaking country.
- You may not use a dictionary.

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 questions and comments.

Die Situation

In den Osterferien besuchen Sie Ihren deutschen Briefpartner/Ihre deutsche Briefpartnerin in Deutschland. Sie wollen im Sommer etwas für den Umweltschutz machen. Sie haben einen Prospekt über Möglichkeiten mit dem National Trust mitgebracht.

Die Aufgabe

Der Briefpartner/die Briefpartnerin (der Prüfer/die Prüferin) zeigt großes Interesse und bittet Sie um Informationen.

Zuerst müssen Sie Informationen herausfinden:

- 1 wie der Briefpartner /die Briefpartnerin die Sommerferien verbringen will**
- 2 was er/sie da machen möchte.**

Sie erzählen ihm/ihr von Ihrer Idee, im Sommer bei einem Projekt für den National Trust zu arbeiten. Mit Hilfe des Prospekts erklären Sie:

- die verschiedenen Projekte
- wer mitmacht
- was man zahlen muss und was man dafür bekommt
- Unterkunft und häusliche Pflichten
- die nötige Ausrüstung
- wie man sich um den Job bewirbt

Im Laufe des Gesprächs besprechen Sie auch:

- die Vorteile eines solchen Sommerjobs

Ein paar Hilfsvokabeln:

volunteers - Freiwillige
enthusiasm - die Begeisterung
dormitories - Schlafsäle
bunk beds - Stockbetten

NATIONAL TRUST WORKING HOLIDAYS

Join our team! Every year over 4,500 volunteers of different ages and backgrounds are important to *The National Trust** and its programme of environmental conservation. And there's a choice of over 450 projects (e.g. botanical, archaeological, construction) in various parts of England and Wales.

Projects are open to anyone, male or female, over 17 who is reasonably fit and can accept the simple yet friendly way of countryside life. You don't need experience, all you need is lots of enthusiasm.

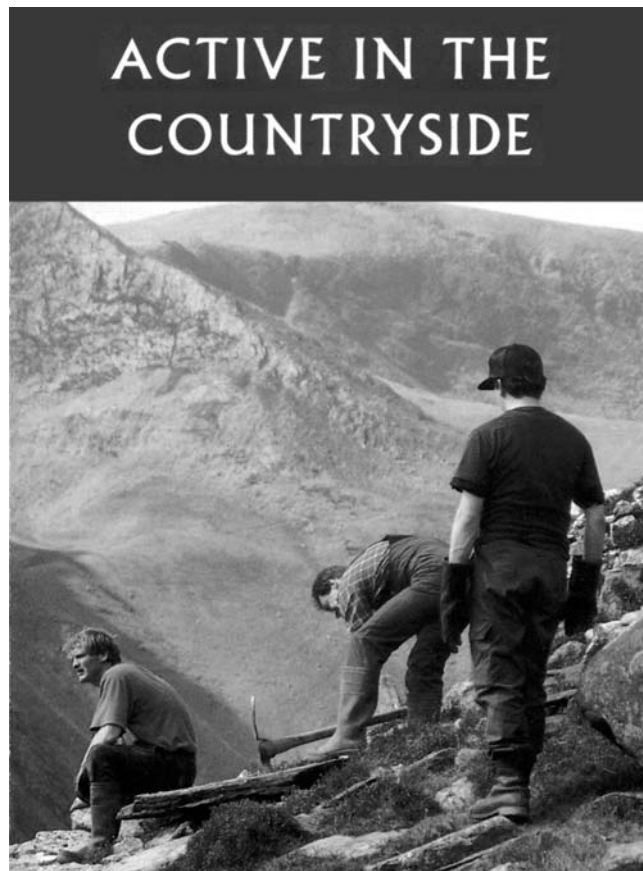
You will pay £60 - £80 per week, including board and lodging.

Accommodation can vary depending on project and area. Most accommodation is in small dormitories with bunk beds and hot showers. Everyone takes a turn at cooking and domestic chores.

Old working clothes, strong footwear, waterproofs and a sleeping bag are required.

Download a form from our website.

*English name accepted



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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 task 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 candidate’s German penfriend. He/she is visiting you in Germany at Easter. He/she wants to spend some time in the summer working on a project to help the environment. He/she has brought a leaflet about possibilities with the National Trust.

Task

You begin the task as follows:

„Beginnen wir also mit dem Rollenspiel A. Ich bin dein deutscher Briefpartner/deine deutsche Briefpartnerin. Du besuchst mich hier in Deutschland in den Osterferien. Du willst im Sommer etwas für die Umwelt tun. Du hast einen Prospekt über Möglichkeiten mit dem National Trust mitgebracht. Ich glaube, du hast ein paar Fragen an mich.“

In response to the candidate’s questions you answer:

- 1 you’ll be going to Majorca for a month
- 2 you want to relax, spend time on the beach etc. Ask the candidate about his/her possible summer plans.

Find out the following information:

- **the various projects**
(How many volunteers are required? What sort of volunteers are they?)
- **who takes part**
(Is there an age limit? Does one have to be super-fit? Has the candidate done things like this before?)
- **what one has to pay and what one receives in return**
(Is this a reasonable price? What meals are included?)
- **accommodation and domestic chores**
(Doesn’t that sound a bit primitive? What sort of domestic chores might one have to do?)
- **equipment needed**
(Has the candidate got all these already?)
- **how to apply for the job**

During the conversation you also discuss:

- **the advantages of such a summer job**
(Won't it be very hard work? Will it be good experience?)

Finish off the conversation by thanking the candidate and wishing him/her good luck. You prefer the beach!

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.

- The various projects
- Who takes part
- Costs and recompense
- Accommodation and domestic chores
- Equipment needed
- How to apply for the job

Presentation and Discussion (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)

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**ADVANCED SUBSIDIARY GCE
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ROLE-PLAY B

15 MARCH – 15 MAY 2008

- 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 Germany or a German-speaking country.
- You may not use a dictionary.

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 questions and comments.

Die Situation

Sie wohnen in Cheshire. Ihr deutscher Briefpartner/Ihre deutsche Briefpartnerin (der Prüfer/die Prüferin) besucht Sie zur Zeit mit seinem/ihrer zwölfjährigen Bruder.

Die Aufgabe

Der Briefpartner/die Briefpartnerin möchte einen Ausflug machen. Er/sie bittet Sie um Vorschläge.

Zuerst müssen Sie folgende Informationen herausfinden:

- 1 wer mitfahren sollte
- 2 warum.

Sie schlagen einen Ausflug zu der Besucherattraktion *Catalyst* vor. Mit Hilfe des Blatts erklären Sie:

- was *Catalyst* ist
- was man da sehen und machen kann
- was man am Ende des Besuchs da machen könnte
- wo sich *Catalyst* befindet
- Eintrittskosten

Im Laufe des Gesprächs besprechen Sie auch:

- warum so ein Besuch ideal für alle wäre

Ein paar Hilfsvokabeln:

alive - lebendig

exhibits - Exponate

CATALYST

Come to *Catalyst** for a fun-filled family day out. It's where science and technology really come alive.

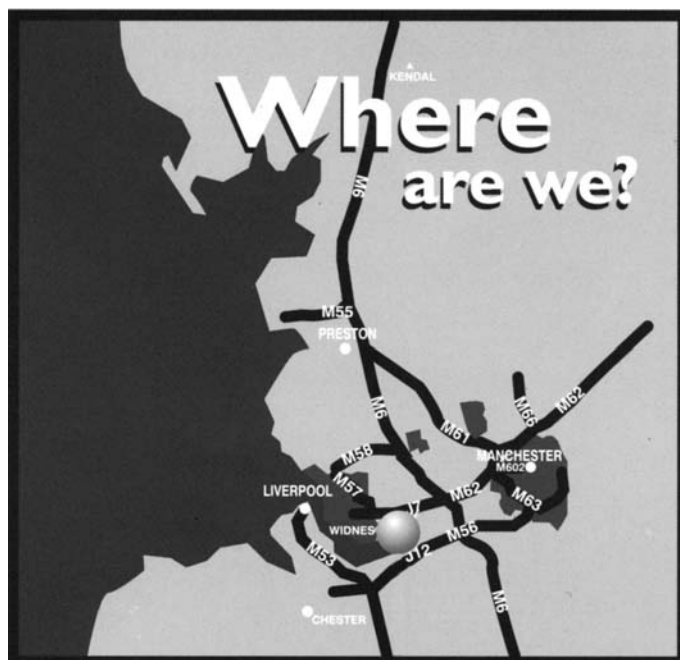
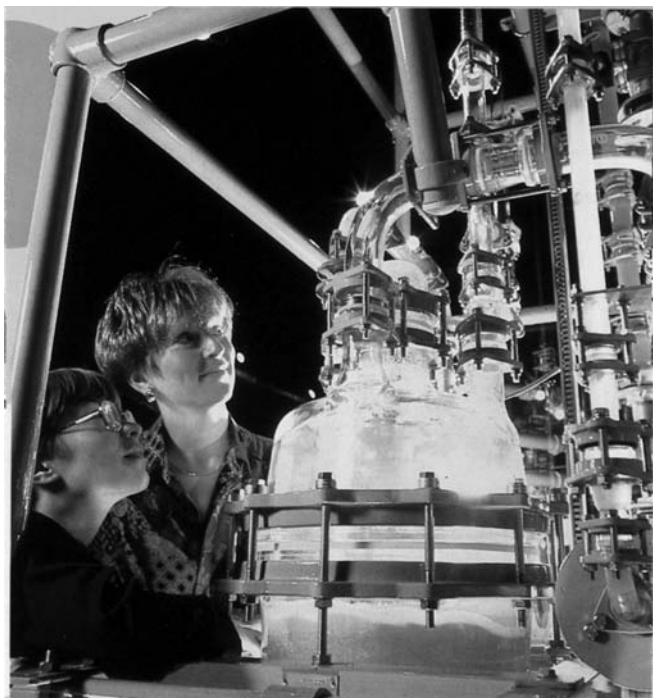
- Test your scientific knowledge on the computer quizzes
- See what an important role chemicals play in our daily life
- Learn about the history of the chemical industry in this region
- With over 100 different interactive exhibits there's always something for everyone.

At the end of your visit: enjoy panoramic views out across Cheshire from the rooftop terrace. Or simply relax in the Elements Café, the perfect place for a tasty meal or snack.

Catalyst is located in Widnes, Cheshire, just minutes from the Runcorn Bridge. It is easily accessible from the M62 and the M56.

Admission charge: adult £7. Family tickets and concessions are available. Please ring for further details.

*English name accepted



© Catalyst, www.catalyst.org.uk

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 task 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 visiting your English penfriend in Cheshire with your 12 year old brother. You want to go on an excursion and ask him/her for suggestions.

Task

You begin the task as follows:

„Beginnen wir also mit dem Rollenspiel B. Ich bin dein deutscher Briefpartner/deine deutsche Briefpartnerin. Ich besuche dich in Cheshire mit meinem zwölfjährigen Bruder. Ich möchte einen Ausflug machen. Ich glaube, du hast ein paar Fragen an mich.“

In response to the candidate's questions you answer:

- 1 you and your younger brother
- 2 he's getting a bit bored. Ask the candidate for suggestions.

The candidate will suggest visiting *Catalyst* and has a leaflet about it. Find out the following information:

- **what *Catalyst* is**
- **what one can see and do there**
(What does one learn about chemicals?)
- **what one could do at the end of the visit**
(What about food and drink?)
- **where *Catalyst* is located**
(Is it far from the candidate's home? How does the candidate suggest getting there?)
- **entrance charges**
(Is there just one price? How does one find out further details?)

During the conversation you also discuss:

- **why such a visit would be ideal for everyone**
(Your brother is very interested in science. Would it be too difficult for him as he's only been learning English for 2 years? Will the candidate come along and help you? How long would a visit take?)

Thank the candidate for making it sound so fascinating. You're looking forward to the visit very much.

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.

- What *Catalyst* is
- What there is to see and do
- What to do there at the end of the visit
- Location
- Entrance charges

Presentation and Discussion (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
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ROLE-PLAY C

15 MARCH – 15 MAY 2008

- 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 Germany or a German-speaking country.
- You may not use a dictionary.

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 questions and comments.

Die Situation

In den Osterferien besuchen Sie Ihren deutschen Briefpartner/Ihre deutsche Briefpartnerin in Deutschland. Sie besprechen die Sommerferien mit ihm/ihr. Sie haben zwei jüngere Brüder und Ihre Familie denkt an einen Sommerurlaub in den deutschen Alpen.

Die Aufgabe

Ihr deutscher Briefpartner/Ihre deutsche Briefpartnerin (der Prüfer/die Prüferin) möchte für die kommenden Sommerferien auch einen Urlaub planen.

Zuerst müssen Sie Informationen herausfinden:

- 1 wann er/sie dieses Jahr Sommerurlaub machen könnte**
- 2 was für einen Urlaub er/sie planen will.**

Sie haben eine Anzeige für den Urlaubsort Schöndorf mitgebracht. Mit Hilfe der Anzeige erklären Sie:

- was und wo Schöndorf ist
- das Klima
- Freizeitaktivitäten
- Unterkunft
- Essmöglichkeiten
- wie man weitere Informationen bekommen könnte

Im Laufe des Gesprächs besprechen Sie auch:

- wie man am besten von England dahin kommt

Ein paar Hilfovokabeln:

golf course - der Golfplatz

views - der Blick

valleys - Täler

SCHÖNDORF

Come to the beautiful town of Schöndorf for your holidays! Ideally situated in the German Alps, it's an unforgettable experience. You'll love it! For lots of reasons:

- The climate is excellent: in the summer the average temperature is 24° with hours of sunshine every day.
- Schöndorf offers leisure activities to suit all tastes. You could go swimming in the two large outdoor pools or solar-heated indoor pool. Try water sports on our large lake, and tennis on our twenty courts. Join beginners and experts on our superb new golf course. Or simply enjoy stunning Alpine views hiking in our fabulous mountains and valleys!
- Accommodation ranges from comfortable B&Bs to five star hotels with a total of 670 guest beds.
- A wide variety of both local and foreign food is served in our friendly hotels and restaurants.

Tourist Office open daily 08.00-18.00 May to September (www.touristschoendorf.de)



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 task 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. The candidate is your English penfriend. He/she is visiting you in Germany in the Easter holidays. You are discussing summer holiday plans. The candidate has two younger brothers and his/her family is thinking of a German Alpine holiday in the summer.

Task

You begin the task as follows:

„Beginnen wir also mit dem Rollenspiel C. Ich bin dein deutscher Briefpartner/deine deutsche Briefpartnerin. Du bist der englische Briefpartner/die englische Briefpartnerin und du besuchst mich in den Osterferien hier in Deutschland. Wir besprechen die Sommerferien. Deine Familie denkt an einen Sommerurlaub in den deutschen Alpen. Ich glaube, du hast ein paar Fragen an mich.“

In response to the candidate's questions you answer:

- 1 the school holidays this year are in July and the start of August
- 2 you're probably going with your family somewhere. Ask the candidate what he/she will be doing.

The candidate will tell you about Schöndorf, an Alpine holiday resort his/her family is thinking about visiting, and has brought an advert about it. Find out the following information:

- **what and where Schöndorf is**
- **the climate**
- **leisure activities**
(What does the advert say about sports? What other activities are there?)
- **accommodation**
(What details are mentioned?)
- **eating out**
(What kind of food is served?)
- **how to get further information**
(Can one find information on the internet? What kind of information?)

In the course of the conversation you also discuss:

- **the best way of getting there from England**
(What are the advantages of driving there? What about flying? / Is there an airport nearby? What about going by rail?)

Thank the candidate for his/her explanations. The holiday sounds good, you might suggest it to your own parents.

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.

- What and where Schöndorf is
- Climate
- Leisure activities
- Accommodation
- Eating out
- How to get further information

Presentation and Discussion (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
GERMAN**

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2661 Speaking

ROLE-PLAY D

15 MARCH – 15 MAY 2008

- 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 Germany or a German-speaking country.
- You may not use a dictionary.

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 questions and comments.

Die Situation

Sie studieren an der Uni. In den Osterferien besuchen Sie Ihren deutschen Briefpartner/Ihre deutsche Briefpartnerin (auch Student/Studentin) in Deutschland, bevor Sie im Sommer 2008 mit dem Studium fertig sind. Sie haben eine Anzeige für einen Job in Deutschland und Österreich gefunden und mitgebracht.

Die Aufgabe

Der Briefpartner/die Briefpartnerin (der Prüfer/die Prüferin) zeigt großes Interesse und bittet Sie um Informationen.

Zuerst müssen Sie Informationen herausfinden:

- 1 wie lange der Briefpartner/die Briefpartnerin noch studieren muss**
- 2 was er/sie nach dem Studium machen wird.**

Sie erzählen ihm/ihr von Ihrer Idee, nach dem Studium als *Eurocamping*-Koordinator zu arbeiten. Mit Hilfe der Anzeige erklären Sie:

- den Job und was man tun muss
- was für eine Person man sucht
- was der erfolgreiche Bewerber bekommt
- was man von dem Koordinator erwartet.

Im Laufe des Gesprächs besprechen Sie auch:

- die Vorteile eines solchen Jobs

Ein paar Hilfsvokabeln:

database - die Datenbank

applicant - der Bewerber/die Bewerberin

contract - der Vertrag

reputation - der Ruf

EUROCAMPING CO-ORDINATOR

Wanted: *Eurocamping* Co-ordinator for 2008. Are you Mr/Ms Right for us? We are looking for the right person to co-ordinate our work on German and Austrian sites. Your tasks will be to train both foreign local and young English people to work for *Eurocamping* and to collect information for our database.

Applicants must:

- be aged 21 or over
- be able to communicate well in English and German
- be hardworking and well organised
- be able to drive and have a sense of humour.

Above-average salary. Car and apartment will be provided. This is a one-year contract starting September 2008. The successful applicant may be offered a permanent position after one year.

We are a very well-known company. Applicants must be able to maintain our excellent reputation as one of the leading holiday firms in Europe.



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 task 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 a university student and the candidate’s German penfriend. He/she is visiting you in Germany at Easter before he/she graduates in June 2008. He/she has brought a job advert.

Task

You begin the task as follows:

„Beginnen wir also mit dem Rollenspiel D. Ich bin dein deutscher Briefpartner/deine deutsche Briefpartnerin. Wir studieren beide an der Uni. Du besuchst mich hier in Deutschland in den Osterferien. Du bist im Sommer 2008 mit dem Studium fertig. Du hast eine Anzeige für einen Job gefunden. Ich glaube, du hast ein paar Fragen an mich.“

In response to the candidate’s questions you answer:

- 1 you’ve still got two more years after this
- 2 you’ll probably find a job in business or industry. Ask the candidate about his/her plans after finishing university.

Find out the following information:

- **the job and what one must do**
(Can the candidate explain the role of the co-ordinator?)
- **what sort of person is wanted**
(Must one have good language skills? What else is required?)
- **what the successful applicant will get**
(Could one be sleeping in a tent? How long does the job last?)
- **what is expected of the co-ordinator**

During the conversation you also discuss:

- **the advantages of such a job**
(Would it be a suitable job for the candidate? Why?)

Finish off the conversation by thanking the candidate and wishing him/her good luck with the application.

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.

- The job and what one must do
- What sort of person is wanted
- What the successful applicant will get
- What is expected of the co-ordinator

Presentation and Discussion (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 A photo	Source: leaflet <i>Working Holidays: active in the countryside</i> , The National Trust, 1996 © The National Trust, www.nationaltrust.org.uk
Role Play B text	Adapted from leaflet <i>Catalyst Museum of the Chemical Industry: interactive fun for everyone</i> , Catalyst © Catalyst, www.catalyst.org.uk
Role Play B photo & map	Source: leaflet <i>Catalyst Museum of the Chemical Industry: interactive fun for everyone</i> , Catalyst © Catalyst, www.catalyst.org.uk
Role Play D text	Adapted from Eurocamp advertisement. www.eurocamp.co.uk
Role Play D photos	Source: Hoseseason holiday brochure, <i>Holland, Germany and Belgium</i> , 2000. www.hoseseasons.co.uk

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