

**ADVANCED SUBSIDIARY GCE  
SPANISH**

**2671**

Speaking

**TEACHER/EXAMINER BOOKLET**

**15 MARCH 2008 – 15 MAY 2008**

**This booklet is to be opened three working days before the first day of the speaking tests at the Centre  
Testing to be completed between 15 March 2008 and 15 May 2008**



**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.

This document consists of **18** printed pages and **2** blank pages.

**RANDOMISATION SHEET**

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

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

**ADVANCED SUBSIDIARY GCE  
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Speaking

**ROLE PLAY A**

**15 MARCH 2008 – 15 MAY 2008**



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

**INFORMATION 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 Spain or a Spanish-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.

**Situación**

En tu ciudad han abierto un centro comercial muy grande. Estás hablando con un(a) turista español(a), que se preocupa por la seguridad de sus niños porque hay mucha gente.

**Tarea**

Tienes un folleto que explica la seguridad de los niños y cómo evitar problemas. Tienes que explicarle al español / a la española las sugerencias y persuadirle de que es posible ir de tiendas sin preocuparse.

Primero debes preguntar sobre:

- 1 **la edad de los niños**
- 2 **la razón de su visita al centro comercial**

Tienes que explicarle al español / a la española:

- unas precauciones básicas
- lo que debe saber un niño
- lo que debe hacer un niño si se pierde
- el significado del globo naranja

También se hablará de:

- si hay muchos sitios que son peligrosos para los niños
- si prefieres hacer las compras en una tienda pequeña o grande

# Safety in crowds

**It's easy for children to get lost in busy places so try to prevent it happening.**

- Tell children to stay close to you.
- Carry a recent photograph of the child.
- Teach the child your phone number.
- Remember what your child is wearing.
- Don't leave a child in a play area which is unsupervised.

**Teach your child, if he or she is lost:**

- Stop, stand still and look. Don't run about.
- In a shop, go to the nearest till. Most shop assistants will wear uniforms or badges.
- In the shopping centre, look for the smiley orange balloon symbol in the window.
- Ask a parent with children to ring the number shown on the symbol.

**If you lose a child .....**

- Look for the orange symbol on shop doors and windows.
- Ring the number displayed on the orange symbol.
- Speak to the security team.



## 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 information that you obtain from the candidate can vary. The more able the candidate, the more sophisticated the responses will be.

### Situation

As on the candidate's sheet. You are a Spaniard visiting the UK. You are seeking advice about keeping children safe in a busy shopping centre. It is the candidate's task to explain to you in Spanish the possibilities. Seek as much information as the time allows but you must include at least one question where the candidate will have to respond using his/her own initiative. Draw the conversation to a positive conclusion at the end of five minutes.

### The Task

You begin the task as follows:

Estamos hablando de la seguridad de los niños pequeños. Necesito tu ayuda porque me preocupan mucho los lugares con mucha gente. Pero, primero creo que tienes unas preguntas que quieres hacerme, ¿no?

In response to the candidate's questions:

- 1 you have a boy of five and a girl of six.
- 2 you need to buy some new clothes and a present.

During the discussion you comment and ask questions to include examples of the following types:

#### Specific information

- Are there any basic precautions you can take?
- What should the child know?
- What should the child do if lost?
- Is there any system in place to help lost children?

#### Initiative information

- Where else should you take special care with children?
- Is it better to use small shops or large ones?

## 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.

- prevention better than cure
- encourage child to stay close
- don't leave child unsupervised
- teach child your phone number
- remember what child is wearing
- carry an up-to-date photograph
- teach child basic rules
- don't run off
- if lost, stay still and look around
- find a shop assistant
- how to identify a shop assistant
- look for orange smiley balloon
- ask parent with children to phone
- brief outline of security scheme
- candidate's ideas on other dangers
- candidate's views on shopping

### 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)**





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**ROLE PLAY B**

**15 MARCH 2008 – 15 MAY 2008**



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

**INFORMATION 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 Spain or a Spanish-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.

**Situación**

Trabajas en una oficina de información en Gran Bretaña. El / la líder de un grupo de estudiantes españoles quiere organizar una visita a un lugar de interés y te pide información.

**Tarea**

Tienes un folleto de The Living Rainforest, una selva tropical y artificial en el sur de Inglaterra. Tienes que explicarle al español / a la española los detalles de la atracción y convencerle de que será un sitio interesante para el grupo.

Primero debes preguntar sobre:

- 1 **detalles del grupo**
- 2 **el modo de transporte**

Tienes que explicarle al español / a la española:

- cómo se llega a The Living Rainforest
- la experiencia que ofrece
- las facilidades
- cómo uno se puede informar más

También se hablará de:

- los beneficios de las atracciones de este tipo
- cómo organizar un día agradable para todos

# WOW!

To walk in a rainforest is to experience a different world.

Every year thousands of visitors are delighted by the sights, sounds and smells of a living rainforest environment, without leaving England.

A visit to **The Living Rainforest** is a rare opportunity to see some of the wonderful plants and wildlife the world is losing as rainforests disappear.

Open daily from 10am to 5.15pm (except 25 and 26 December). Follow the signposts from Junction 13 of the M4.

Full and varied Events Programme

- Children's Activities
- Meet the Animals
- Art/Plant Workshops
- Special Events

*Call us or visit [www.livingforest.org](http://www.livingforest.org) for full events list*



## Guided Tours

- Group and School tours
- Day or evening

## Café

- Sandwiches, hot pasties
- Light refreshments
- Hot and cold drinks

## Shop

- Excellent choice
- Unusual gifts
- Exotic plants

Wheelchair, family and baby friendly  
Picnic Area, and Venue Hire  
Free parking, coaches welcome

For information: telephone 01635 202444

## 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 information that you obtain from the candidate can vary. The more able the candidate, the more sophisticated the responses will be.

### Situation

As on the candidate's sheet. You are a Spaniard visiting the UK. You are seeking advice in a tourist information office about organising a group excursion. It is the candidate's task to explain to you in Spanish the possibilities. Seek as much information as the time allows but you must include at least one question where the candidate will have to respond using his/her own initiative. Draw the conversation to a positive conclusion at the end of five minutes.

### The Task

You begin the task as follows:

Estamos hablando de organizar una excursión. Necesito tu ayuda porque no conozco bien la región. Pero, primero creo que tienes unas preguntas que quieres hacerme, ¿no?

In response to the candidate's questions:

- 1 There are 16 students, one has slight problems with walking.
- 2 You have your own hired coach.

During the discussion you comment and ask questions to include examples of the following types:

#### Specific information

- Is it hard to get to the place?
- What is special about it?
- Why would it be suitable for a range of students?
- How can you find out more?

#### Initiative information

- Why are places like this useful?
- What suggestions can the candidate make for a good day out for everyone?

**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.

- rainforest is a different world
- sights, sounds, smells of the rainforest
- opportunity to see plants and wildlife otherwise at risk
- open daily from 10am to 5.15pm
- closed 25, 26 December
- follow road signs from Junction 13 of M4
- varied events programme
- guided tours for groups, schools
- day or evening
- café with light snacks, drinks, etc.
- shop offering various types of gifts
- including exotic plants
- picnic area
- free parking, coaches welcome
- suitable for wheelchair users
- candidate's views on attractions such as this
- candidate's suggestions for organising the day for everyone

**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)**



**ADVANCED SUBSIDIARY GCE  
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**ROLE PLAY C**

**15 MARCH 2008 – 15 MAY 2008**



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

**INFORMATION 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 Spain or a Spanish-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.

**Situación**

Trabajas en una oficina de Correos en Gran Bretaña. Un español / una española que quiere organizar el pago de las cuentas de casa te pide información.

**Tarea**

Tienes un folleto que explica Post Office® saving stamps, una manera de ahorrar dinero, comprando sellos especiales con regularidad. Tienes que explicarle al español / a la española el uso de los sellos y convencerle de que le será útil.

Primero debes preguntar sobre:

- 1 **el período de su estancia en Gran Bretaña**
- 2 **la manera normal de pagar las cuentas**

Tienes que explicarle al español / a la española:

- lo que son los Post Office® saving stamps
- cuánto cuestan
- algunas de las cosas por las que se pueden cambiar
- lo que no se permite hacer con estos sellos

También se hablará de:

- si vale la pena ahorrar
- los beneficios de tener tiendas cerca de casa

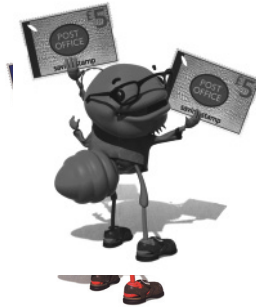


# Start beating those bills

Post Office® saving stamps cost just £5 and offer an easy and affordable way to save week-by-week for your household expenses.

Use saving stamps to pay for a wide range of products and services at the Post Office®, for example...

- household bills, such as gas, electricity, water, phone, car tax
- gifts and other things for Christmas, including flowers, vouchers etc.
- travel insurance for your holidays.



You can also...

- save the minimum deposit to open an account
- purchase cards, stationery and even groceries - ask in your local Post Office®.

Buy saving stamps at any Post Office®.

Ask a member of staff for a booklet and start collecting today.

You cannot exchange saving stamps for foreign currency or traveller's cheques.

For further information, please call our helpline on 08457 22 33 44 or visit our website.

## 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 information that you obtain from the candidate can vary. The more able the candidate, the more sophisticated the responses will be.

### Situation

As on the candidate's sheet. You are a Spaniard in the UK. You are seeking advice in a Post Office® about a scheme to budget for household expenses. It is the candidate's task to explain to you in Spanish the possibilities. Seek as much information as the time allows but you must include at least one question where the candidate will have to respond using his/her own initiative. Draw the conversation to a positive conclusion at the end of five minutes.

### The Task

You begin the task as follows:

Estamos hablando de un sistema para organizar el pago de las cuentas de la casa. Necesito tu ayuda porque no entiendo bien las posibilidades. Pero, primero creo que tienes unas preguntas que quieres hacerme, ¿no?

In response to the candidate's questions:

- 1 You have been here a couple of months and will be staying for a year.
- 2 You don't have much money and you find it difficult to cope with large bills.

During the discussion you comment and ask questions to include examples of the following types:

#### Specific information

- How does the scheme work?
- Aren't they expensive?
- What can you use the stamps for?
- Are there any restrictions?

#### Initiative information

- Is it a good idea to have a routine for saving?
- Do we still need local shops?

## 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.

- Post Office<sup>®</sup> saving stamps help you budget
- stamps cost £5
- can be bought at any Post Office<sup>®</sup>
- use stamps to pay for household bills
- gas, electricity
- water, phone
- car tax
- save up enough to open a bank account
- travel insurance
- gifts, Christmas extras, vouchers, flowers
- stationery, cards
- possibly groceries – ask for details
- not for foreign currency or traveller's cheques
- helpline & website for further information
- candidate's views on the importance of saving
- candidate's views on importance of local shopping opportunities

### 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)**

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