



GENERAL CERTIFICATE OF SECONDARY EDUCATION

DUTCH

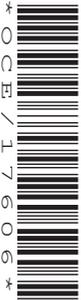
Speaking

1921/02

TEACHER/EXAMINER BOOKLET

**To be opened four working days before the
first day of the speaking tests at the Centre
To be completed between 7 March and 15 May 2010**

7 March – 15 May 2010



INSTRUCTIONS TO TEACHERS/EXAMINERS

- Materials must **not** be removed from the Centre.
- Four working days before the first day of 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 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

- This document consists of **40** pages. Any blank pages are indicated.

RANDOM ORDER SHEET

Candidates should be examined in accordance with the random order sheet below.

The booklet is changed after every third candidate. If a break in examining occurs (e.g. overnight, lunch etc) in the sequence of three, start again after the break at the beginning of the next series of three in order to maintain security.

Candidate order:	Booklet Number
1, 2, 3	1
4, 5, 6	2
7, 8, 9	3
10, 11, 12	4
13, 14, 15	5
16, 17, 18	6
19, 20, 21	1
22, 23, 24	5
25, 26, 27	3
28, 29, 30	4
31, 32, 33	6
34, 35, 36	2

If there are more candidates than this table allows for, please begin again with number 1. You may photocopy or detach this sheet so that you have it more conveniently in front of you.

PLEASE READ THE FOLLOWING INFORMATION IN CONJUNCTION WITH THE SPECIFICATION BOOKLET FOR DUTCH, PERSIAN, PORTUGUESE AND TURKISH AND ANY COMMENTS IN THE EXAMINER'S CENTRE REPORT FOR LAST YEAR'S SPEAKING TESTS.

Please note that you must examine your candidates in accordance with the Random Order sheet on the inside front cover opposite.

Security of Test Material

The test material is confidential until the end of the period specified on the OCR timetable. It must be securely locked away when not being used for teacher preparation or testing. At the end of each session all items must be accounted for.

Quiet conditions

These are essential. The examination room should be free from any noise and disturbance from outside the building (e.g. lawn-mowers). It should not be close to corridors used by large numbers of students between lessons, but if movement within the building is unavoidable, steps should be taken to keep that noise to a minimum. Notices must be displayed to prevent interruptions from people entering the room unaware that an examination is in progress.

Separate preparation room

This is essential. It should be near the examination room, and must not be part of a corridor. Other students should not have access to the area. The room should be equipped with a table where the candidate can prepare the role play tasks.

The candidate is not allowed to make any kind of written notes during the preparation period.

There should be no contact between candidates preparing and those who have finished the test.

Invigilation

OCR recommends that an invigilator supervise the candidates while they are preparing for the test.

Dictionaries

No access to dictionaries is permitted during the preparation time or during the examination.

Supporting material

Candidates must not take any kind of written notes or illustrations into the examination and must not make any notes during the preparation time.

The Conduct of the Speaking Test

The test will last 12–15 minutes.

The first candidate at each session should be given a maximum of 15 minutes to prepare. Each subsequent candidate should be given the same amount of time to prepare while the previous candidate is being examined.

Centres must record all candidates and send all recordings to the external Examiner.

Recording

Recording should start on side A and continue on side B. At the beginning of each side teacher/examiners should identify the name of the teacher and Centre number. The name of each candidate should be identified by the **teacher/examiner** at the start of each test – this should **not** be left to the candidates themselves. After the last recording on each side teacher/examiners should say 'no more recordings on this side'.

Both the candidate and the teacher/examiner should be clearly audible. Teachers' voices tend to be louder than those of most candidates. The microphone should therefore be placed facing the candidate, approximately 2 feet from his/her face. Small, portable cassette recorders with integral microphones should be avoided, unless an external microphone can be used.

Please note the pause button should not be used during a test.

Teachers are asked to check that each test has been recorded properly by reviewing the last few seconds of the test.

Before submitting cassettes to the external Examiner, teacher/examiners are asked to ensure that cassettes are re-wound to the beginning of side A and the cassette labels provided are completed. Cassettes should also be clearly identified.

Completion of Mark Sheets

The teacher must enter on an individual mark sheet for **each** candidate:

- candidate number and name and Centre number
- a tick to show the language being examined
- name of teacher who conducted the test
- date of the test
- number of the booklet used
- titles of topics for General Conversation

When the tests are complete, you must send the following to the external Examiner:

- all Attendance Registers for Component 02
- all individual mark sheets
- the clearly labelled recordings of all candidates' tests

NB Please ensure that all cassettes are enclosed when sending them to the external Examiner and that all candidates have been recorded.

The Examinations Officer at your Centre will receive the name and address of your external Examiner. If you have carried out the tests before this arrives, please keep the cassettes secure in the meantime.

All materials must be received by the external Examiner no later than 15th May.

It is essential that cassettes should be packed securely to ensure safe delivery.

Absent Candidates

If any candidates are absent on the day(s) set aside by the Centre for the Speaking tests, they may be tested at another time **within the specified period** and the following items must be despatched immediately with a covering letter to the external Examiner:

- the candidate's individual mark sheet, completed according to the instructions above
- the recording of the test

If a candidate remains ill beyond the specified period, they must be tested later and the recording of their test must be sent with the documents listed above to OCR along with an appeal for special consideration.

The Elements of the Test (15 mins approx)

It is essential that Candidates do all parts of the test as set out below. Candidates cannot be compensated for any part which is omitted.

Section 1 Role Play

Section 2 Role Play

Section 3 Narrative Role Play (3 mins)

General Conversation on 3 Topics (6 to 7 mins)

On the page after each of the Narrative Role Plays printed later in this booklet, there are four topics listed. The teacher must select 3 topics which must not be notified to candidates in advance. Please also refer to the suggested questions on pages 34 to 38.

Speaking Test Mark Scheme

Section 1	Role Play	Communication	8 marks
Section 2	Role Play	Communication	4 marks
Section 3	Narrative RP	Communication	8 marks
General Conversation		Communication	10 marks
Overall quality of language		Accuracy	20 marks
Total			50 marks

The marking criteria below are given for information only. Teacher/examiners are not required to give marks.

SECTION 1 ROLE PLAY

One role play situation using a verbal stimulus and requiring the accomplishment of four tasks. Teacher/examiners should act as well-disposed native speakers who know no English.

2	Candidate successfully communicates the message without ambiguity and with little assistance from the teacher/examiner. Incorrect use of the 'you' form overlooked at this level.
1	Candidate partially communicates the message OR Candidate eventually communicates the message after considerable assistance from the teacher/examiner, without being given the answer.
0	Candidate fails to communicate message or is given the answer by the teacher/examiner.

NB Incorrect use of the 'you' form does not impede communication at this level.

Total mark out of 8.

SECTION 2 ROLE PLAY

One role play situation using a verbal stimulus, requiring the accomplishment of four tasks some of which may involve unpredictable elements and which allow for some freedom of response.

2	Candidate successfully communicates the message without ambiguity and with little assistance from the teacher/examiner, using the appropriate tense. Inappropriate use of the 'you' form qualifies for a maximum of 1 mark on the first occurrence only.
1	Candidate partially communicates the message OR Candidate eventually communicates the message after considerable assistance from the teacher/examiner, without being given the answer.
0	Candidate fails to communicate message or is given the answer by the teacher/examiner.

Total mark out of 8 ÷ 2 = 4.

SECTION 3 ROLE PLAY

One role play situation using a verbal and visual stimulus which requires the candidate to narrate an account of an experience or event in the past. The test is not intended to be a monologue and candidates are expected to respond to the examiner where appropriate.

Section 3 Narrative role play

8	All main points communicated. Some imaginative detail added. Responds readily to interjections. Confident. Gives opinions and justifications. Very fluent. Maintains good pace.
7–6	Conveys all the main points with little ambiguity. Little guidance needed. Easy interchanges with teacher/examiner. Gives opinions and justifications. Quite fluent. Maintains reasonably good pace.
5–4	Communicates most of the main points. Some guidance needed from the teacher/examiner. Responds to queries from the teacher/examiner about ambiguities. Gives limited range of opinions and justifications when prompted. Pace varies somewhat. Reasonably fluent.
3–2	Communicates some of the main points, but the overall picture is somewhat unclear. Needs much guidance from the teacher/examiner, and responds hesitantly. Pace slow. Lacks fluency.
1–0	Communicates isolated points only. No overall picture communicated. Has difficulty in responding to teacher/examiner. Pace very slow. Little fluency.

Total mark out of 8.

GENERAL CONVERSATION (6 to 7 minutes)**General Conversation – Communication 10 marks**

10	Conversation topics handled very impressively. Spontaneous interchange with the teacher/examiner, shows initiative. A wide range of opinions and justifications expressed with ease. Takes the initiative in conversation. Outstanding.
9–8	Conversation topics handled well. Teacher/examiner has little need to rephrase. A range of opinions and justifications expressed with ease. Can take the initiative in conversation.
7–6	Develops the conversation topics reasonably well OR may only have one strong topic. Expresses opinions. Communicates clearly, despite errors.
5–4	Conversation topics dealt with in a straightforward but limited way. Teacher/examiner may need to rephrase questions before they are understood. Communicates obvious points, despite a good number of errors.
3–2	Conversation topics only work with considerable input from the teacher/examiner, and simple questions only understood when they are rephrased. Only some points clearly communicated, and many errors.
1–0	Little or nothing of merit.

Quality of Language (covers the whole examination) 20 marks

20–19	Confident and very accurate use of a variety of tenses appropriate to subject matter. Wide range of structures and vocabulary with occasional isolated errors in more complex language. Responds at considerable length to open questions. Pronunciation and intonation extremely accurate for a non-native speaker.
18/17/16	Very good and consistent use of a variety of tenses appropriate to subject matter. Very good range of structures and vocabulary. Consistent use of more complex language features. Pronunciation and intonation very accurate for a non-native speaker.
15–14	Good consistent use of tense appropriate to subject matter with only occasional errors. Good range of structures and vocabulary. Some errors in more complex language. Pronunciation and intonation mostly accurate with only occasional slips.
13/12/11	Use of past, present and future tenses appropriate, but with some inaccuracies and inconsistencies. Fair range of structures and vocabulary. Pronunciation and intonation generally accurate with occasional hesitation.
10–9	General awareness and some use of tenses appropriate to subject matter, but many inaccuracies. Adequate range of structures and vocabulary. Pronunciation and intonation generally accurate, but some errors. Hesitant at times.
8–7	Some awareness and limited use of different tenses. Generally appropriate attempts at subject/verb accord. Fairly limited range of structures and vocabulary. Pronunciation and intonation fair, but inconsistent. Some hesitation.
6/5/4	Limited success in attempts at subject/verb accord. Very limited range of structures and vocabulary. Pronunciation and intonation approximate but intelligible. Hesitant delivery.
3–2	Very occasional awareness and success at subject/verb accord. Very limited range of vocabulary. Answers brief and often monosyllabic. Pronunciation very approximate and delivery very hesitant.
1–0	Little or nothing of merit.

On the following pages are the teacher’s versions of the six different role play booklets.

These consist of:

- the candidate’s version of the Section 1 and Section 2 role plays
- the teacher’s version of the Section 1 and Section 2 role plays
- the Section 3 narrative role play in the same form as given to the candidate
- the topics for the general conversation (and suggested questions on pages 34–38)

For Sections 1 and 2 there are suitable introductory remarks and responses for use by the teacher. These are to be regarded as mandatory in substance but may be rephrased as long as the teacher does not give a different meaning, or unfair advantage by, for example, providing an item of vocabulary that the candidate needs.

Booklet 1

Section 1

Situation You are at a campsite and you want a place for your tent. Your teacher will play the part of the campsite manager and start the conversation.



You will have to:

1. say you have a tent
2. say it's for two people
3. say how long you want to stay (e.g. one night / three nights / a week)
4. ask if there is a swimming pool.

Section 2

Situation You are at the station in Zwolle. Your teacher will play the part of the ticket clerk and start the conversation.



You will have to:

1. say you need to go to Den Haag
2. say you're coming back tonight
3. answer the question
4. say you were in Scheveningen last summer.

Section 1

Situation: At the campsite

Teacher: **Set the scene ...**
Je komt aan op de camping.

Teacher: Hallo, zeg het maar.

Candidate (1): Say you have a tent.

Teacher: Voor hoeveel personen?

Candidate (2): Say it's for two people.

Teacher: Tot wanneer blijf je?

Candidate (3): Say how long you want to stay. (e.g. one night / three nights / a week)

Teacher: Dat is prima. Wil je verder nog iets weten?

Candidate (4): Ask if there is a swimming pool.

Teacher: Ja, er is een zwembad. Ik zal het je zo laten zien.

Section 2

Situation: At the station

Teacher: **Set the scene ...**
Je bent op het station in Zwolle.

Teacher: Hallo, kan ik u helpen?

Candidate (1): Say you need to go to Den Haag.

Teacher: Wilt u een enkele reis?

Candidate (2): Say you're coming back tonight.

Teacher: Dat is dan 20 euro 50. Hoe wilt u betalen?

Candidate (3): Answer the question.

Teacher: Dank u wel. Gaat u nog naar Scheveningen vandaag?

Candidate (4): Say you were in Scheveningen last summer.

Teacher: Nou, goede reis nog.

Section 3

Situation: The notes printed below give an outline of a Sinterklaasparty* you had last year with a Dutch family.

(*A bit like Christmas, but your presents have a light-hearted poem about you attached.)

BIJ EEN NEDERLANDSE FAMILIE



December

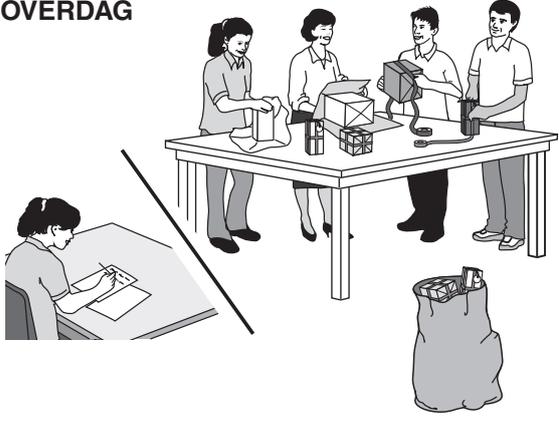
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8	9	10	11	12	13

Hoe laat opgestaan?



Ontbijt?

OVERDAG

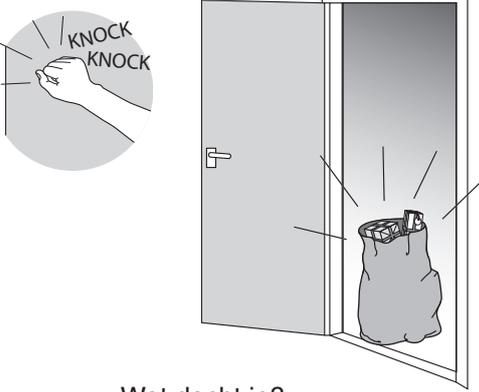


Wat gedaan? Wat geschreven?

's AVONDS



Wat gedaan?
Wat gegeten en gedronken?
Hoe voelde je je? Waarom?



KNOCK
KNOCK

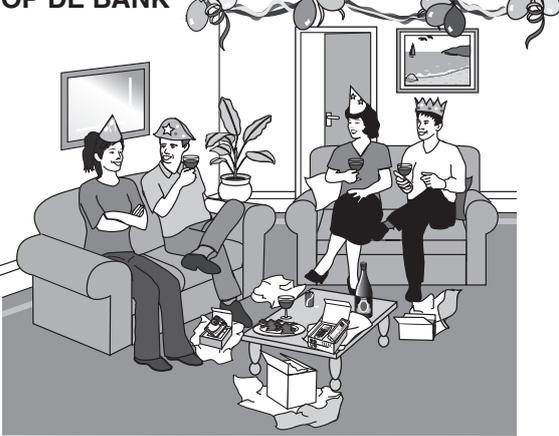
Wat dacht je?
Waarom?

LATER



Wat gelezen?
Wat gekregen?

OP DE BANK



Sfeer?
Hoe voelde je je? Waarom?

TOPICS FOR THE GENERAL CONVERSATION (Select **three** topics)

Teachers should ensure that candidates are given the opportunity to use past, present and future time references in this section of the examination.

Home Life

Your local area

Holidays

Free time

Booklet 2

Section 1

Situation You are in the corner shop. Your teacher will play the part of the shop assistant and start the conversation.



You will have to:

1. say you want bread
2. say what else you want (e.g. milk / butter / cheese)
3. say that's all you need
4. ask him / her to repeat that.

Section 2

Situation You are at the doctor's. Your teacher will play the part of the doctor and start the conversation.



You will have to:

1. say you don't feel well
2. say you have a stomach ache
3. say what you ate yesterday
4. answer the question.

Section 1

Situation: At the corner shop

Teacher: **Set the scene ...**
Je bent in de buurtwinkel.

Teacher: Hallo, wat mag het zijn?

Candidate (1): Say you want bread.

Teacher: Oké, een brood. Verder nog iets?

Candidate (2): Say what else you want. (e.g. milk / butter / cheese)

Teacher: Goed. Anders nog?

Candidate (3): Say that's all you need.

Teacher: Prima. Dat is dan 1,85.

Candidate (4): Ask him / her to repeat that.

Teacher: Het is 1 euro en 85 cent.

Section 2

Situation: At the doctor's

Teacher: **Set the scene....**
Je bent bij de dokter.

Teacher: Hallo, wat is er aan de hand?

Candidate (1): Say you don't feel well.

Teacher: Waar heb je last van?

Candidate (2): Say you have a stomach ache.

Teacher: Wat heb je gisteren gegeten?

Candidate (3): Say what you ate yesterday.

Teacher: Mmm. Ik zal je wat pillen geven. Waar ben je allergisch voor?

Candidate (4): Answer the question.

Teacher: Oké. Dit moet helpen, anders moet je morgen even terugkomen.

Section 3

Situation: The notes printed below give an outline of a day out in the Netherlands you had last year.

's MORGENS



Ontbijt? Met wie?
Hoe voelde je je?

STATION



Waar gingen jullie heen?
Hoe?
Hoe voelde je je? Waarom?

GOUDA



Wat gedaan?

Kaasmarkt?
Wat gekocht?
Wat dacht je? Waarom?

RESTAURANT



Sfeer?
Wat gegeten/gedronken?

TERUGREIS



Hoe voelde je je?
Waarom?

TOPICS FOR THE GENERAL CONVERSATION (Select three topics)

Teachers should ensure that candidates are given the opportunity to use past, present and future time references in this section of the examination.

School life

Free time

Future Career Plans

Self, family & friends

Booklet 3

Section 1

Situation You are at the bank. Your teacher will play the part of the bank employee and start the conversation.



You will have to:

1. say you'd like some money
2. say how much money
3. say what ID you have (e.g. a passport / a bank card / an ID card)
4. ask if the bank is open on Saturday.

Section 2

Situation You are in a gift shop in the Netherlands. Your teacher will play the part of the shopkeeper and start the conversation.



You will have to:

1. say you need a present for a female friend
2. say how old she is
3. answer the question
4. say you bought something in this shop last year.

Section 1

Situation: At the bank

Teacher: **Set the scene....**
Je bent bij de bank.

Teacher: Goedemorgen. Kan ik u helpen?

Candidate (1): Say you'd like some money.

Teacher: Dat kan, hoeveel hebt u nodig?

Candidate (2): Say how much money.

Teacher: Kunt u zich legitimeren?

Candidate (3): Say what ID you have. (e.g. a passport / a bank card / an ID card)

Teacher: Dat is in orde. Hier is uw geld.

Candidate (4): Ask if the bank is open on Saturday.

Teacher: Ja, we zijn open tot 12 uur.
Tot ziens.

Section 2

Situation: In a gift shop

Teacher: **Set the scene....**
Je bent in een cadeauwinkel in Nederland. Ik werk in de winkel.

Teacher: Hallo, kan ik helpen?

Candidate (1): Say you need a present for a female friend.

Teacher: Dat kan.

Candidate (2): Say how old she is.

Teacher: En wat voor soort cadeautje zoek je?

Candidate (3): Answer the question.

Teacher: Ja, dat kan. Ben je hier al eerder geweest?

Candidate (4): Say you bought something in this shop last year.

Teacher: Ik denk dat je hier wel iets moois kan vinden.

Section 3

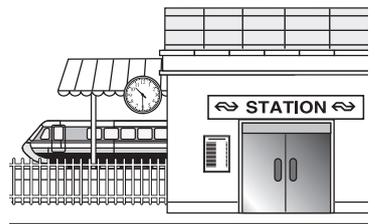
Situation: The notes printed below give an outline of a day at a festival last year.

9:30 's MORGENS




Ontbijt? Weer?
Wat gegeten?

10:30 OP WEG


Waar ging je heen?
Waarom?

12:30 STADSPARK, GRONINGEN



Wat gezien?
Wat gehoord?

GROOT PODIUM



Wat gedaan?
Hoe voelde je je? Waarom?

ONTMOETING



Wie kwam je tegen? Wat dacht je?
Waarom?

CAFÉ



Wat deden jullie? Hoe voelde je je?
Waarom?

TOPICS FOR THE GENERAL CONVERSATION (Select **three** topics)

Teachers should ensure that candidates are given the opportunity to use past, present and future time references in this section of the examination.

Self, family and friends

Your local area

Future career plans

Holidays

Booklet 4

Section 1

Situation You are at the bank. Your teacher will play the part of the bank employee and start the conversation.



You will have to:

1. say you'd like some money
2. say how much money
3. say what ID you have (e.g. a passport / a bank card / an ID card)
4. ask if the bank is open on Saturday.

Section 2

Situation You are at the doctor's. Your teacher will play the part of the doctor and start the conversation.



You will have to:

1. say you don't feel well
2. say you have a stomach ache
3. say what you ate yesterday
4. answer the question.

Section 1

Situation: At the bank

Teacher: **Set the scene....**
Je bent bij de bank.

Teacher: Goedemorgen. Kan ik u helpen?
Candidate (1): Say you'd like some money.

Teacher: Dat kan, hoeveel hebt u nodig?
Candidate (2): Say how much money.

Teacher: Kunt u zich legitimeren?
Candidate (3): Say what ID you have. (e.g. a passport / a bank card / an ID card)

Teacher: Dat is in orde. Hier is uw geld.
Candidate (4): Ask if the bank is open on Saturday.

Teacher: Ja, we zijn open tot 12 uur.
Tot ziens.

Section 2

Situation: At the doctor's

Teacher: **Set the scene....**
Je bent bij de dokter.

Teacher: Hallo, wat is er aan de hand?
Candidate (1): Say you don't feel well.

Teacher: Waar heb je last van?
Candidate (2): Say you have a stomach ache.

Teacher: Wat heb je gisteren gegeten?
Candidate (3): Say what you ate yesterday.

Teacher: Mmm. Ik zal je wat pillen geven. Waar ben je allergisch voor?
Candidate (4): Answer the question.

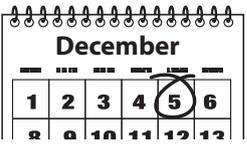
Teacher: Oké. Dit moet helpen, anders moet je morgen even terugkomen.

Section 3

Situation: The notes printed below give an outline of a Sinterklaasparty* you had last year with a Dutch family.

(*A bit like Christmas, but your presents have a light-hearted poem about you attached.)

BIJ EEN NEDERLANDSE FAMILIE



December

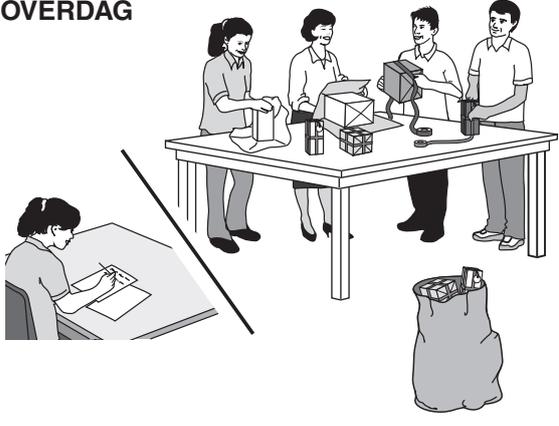
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Hoe laat opgestaan?



Ontbijt?

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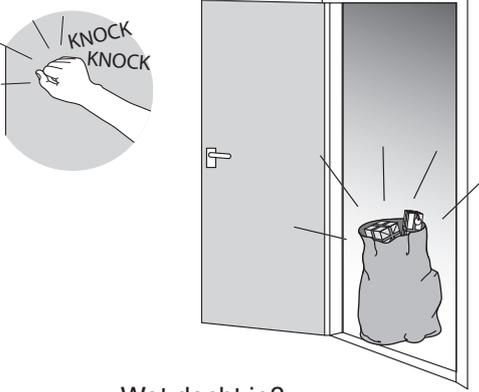


Wat gedaan? Wat geschreven?

's AVONDS



Wat gedaan?
Wat gegeten en gedronken?
Hoe voelde je je? Waarom?



KNOCK
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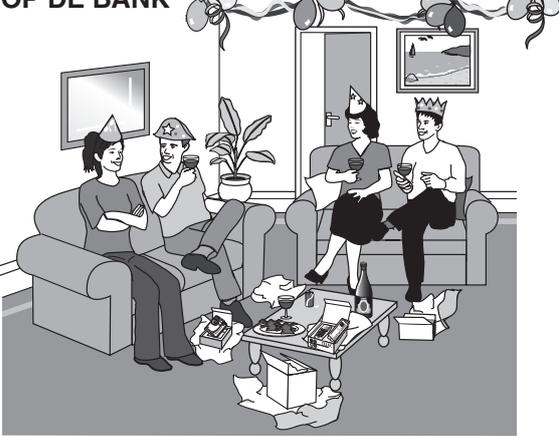
Wat dacht je?
Waarom?

LATER



Wat gelezen?
Wat gekregen?

OP DE BANK



Sfeer?
Hoe voelde je je? Waarom?

TOPICS FOR THE GENERAL CONVERSATION (Select **three** topics)

Teachers should ensure that candidates are given the opportunity to use past, present and future time references in this section of the examination.

School life

Self, family and friends

Future career plans

Holidays

Booklet 5

Section 1

Situation You are at a campsite and you want a place for your tent. Your teacher will play the part of the campsite manager and start the conversation.



You will have to:

1. say you have a tent
2. say it's for two people
3. say how long you want to stay (e.g. one night / three nights / a week)
4. ask if there is a swimming pool.

Section 2

Situation You are in a gift shop in the Netherlands. Your teacher will play the part of the shopkeeper and start the conversation.



You will have to:

1. say you need a present for a female friend
2. say how old she is
3. answer the question
4. say you bought something in this shop last year.

Section 1

Situation: At the campsite

Teacher: **Set the scene ...**
Je komt aan op de camping.

Teacher: Hallo, zeg het maar.
Candidate (1): Say you have a tent.

Teacher: Voor hoeveel personen?
Candidate (2): Say it's for two people.

Teacher: Tot wanneer blijf je?
Candidate (3): Say how long you want to stay. (e.g. one night / three nights / a week)

Teacher: Dat is prima. Wil je verder nog iets weten?
Candidate (4): Ask if there is a swimming pool.

Teacher: Ja, er is een zwembad. Ik zal het je zo laten zien.

Section 2

Situation: In a gift shop

Teacher: **Set the scene....**
Je bent in een cadeauwinkel in Nederland. Ik werk in de winkel.

Teacher: Hallo, kan ik helpen?
Candidate (1): Say you need a present for a female friend.

Teacher: Dat kan.
Candidate (2): Say how old she is.

Teacher: En wat voor soort cadeautje zoek je?
Candidate (3): Answer the question.

Teacher: Ja, dat kan. Ben je hier al eerder geweest?
Candidate (4) Say you bought something in this shop last year.

Teacher: Ik denk dat je hier wel iets moois kan vinden.

Section 3

Situation: The notes printed below give an outline of a day out in the Netherlands you had last year.

's MORGENS



Ontbijt? Met wie?
Hoe voelde je je?

STATION



Waar gingen jullie heen?
Hoe?
Hoe voelde je je? Waarom?

GOUDA



Wat gedaan?

Kaasmarkt?
Wat gekocht?
Wat dacht je? Waarom?

RESTAURANT



Sfeer?
Wat gegeten/gedronken?

TERUGREIS



Hoe voelde je je?
Waarom?

TOPICS FOR THE GENERAL CONVERSATION (Select **three** topics)

Teachers should ensure that candidates are given the opportunity to use past, present and future time references in this section of the examination.

Home life

Free time

Your local area

Holidays

Booklet 6

Section 1

Situation You are in the corner shop. Your teacher will play the part of the shop assistant and start the conversation.



You will have to:

1. say you want bread
2. say what else you want (e.g. milk / butter / cheese)
3. say that's all you need
4. ask him / her to repeat that.

Section 2

Situation You are at the doctor's. Your teacher will play the part of the doctor and start the conversation.



You will have to:

1. say you don't feel well
2. say you have a stomach ache
3. say what you ate yesterday
4. answer the question.

Section 1

Situation: At the corner shop

Teacher: **Set the scene ...**
Je bent in de buurtwinkel.

Teacher: Hallo, wat mag het zijn?

Candidate (1): Say you want bread.

Teacher: Oké, een brood. Verder nog iets?

Candidate (2): Say what else you want. (e.g. milk / butter / cheese)

Teacher: Goed. Anders nog?

Candidate (3): Say that's all you need.

Teacher: Prima. Dat is dan 1,85.

Candidate (4): Ask him / her to repeat that.

Teacher: Het is 1 euro en 85 cent.

Section 2

Situation: At the doctor's

Teacher: **Set the scene....**
Je bent bij de dokter.

Teacher: Hallo, wat is er aan de hand?

Candidate (1): Say you don't feel well.

Teacher: Waar heb je last van?

Candidate (2): Say you have a stomach ache.

Teacher: Wat heb je gisteren gegeten?

Candidate (3): Say what you ate yesterday.

Teacher: Mmm. Ik zal je wat pillen geven. Waar ben je allergisch voor?

Candidate (4): Answer the question.

Teacher: Oké. Dit moet helpen, anders moet je morgen even terugkomen.

Section 3

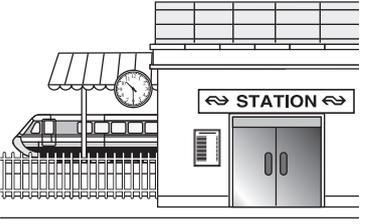
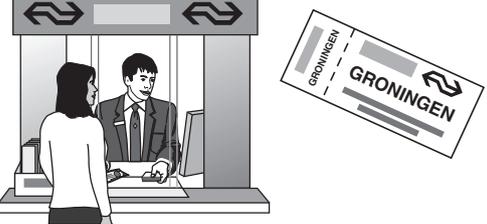
Situation: The notes printed below give an outline of a day at a festival last year.

9:30 's MORGENS




Ontbijt? Weer?
Wat gegeten?

10:30 OP WEG

Waar ging je heen?
Waarom?

12:30 STADSPARK, GRONINGEN



Wat gezien?
Wat gehoord?

GROOT PODIUM



Wat gedaan?
Hoe voelde je je? Waarom?

ONTMOETING



Wie kwam je tegen? Wat dacht je?
Waarom?

CAFÉ



Wat deden jullie?
Hoe voelde je je?
Waarom?

TOPICS FOR THE GENERAL CONVERSATION (Select **three** topics)

Teachers should ensure that candidates are given the opportunity to use past, present and future time references in this section of the examination.

School life

Self, family and friends

Your local area

Holidays

INTRODUCTION TO THE TOPIC-BASED QUESTIONS

A selection of questions now follows. These are for use in the General Conversation section of the Speaking Test.

Each bank of questions contains ideas for topic-based conversations. These questions are not in any mandatory sequence. They may be re-phrased or varied as appropriate to each candidate. These lists do not preclude other appropriate questions, which the teacher/examiner may choose to introduce on a particular topic.

These are suggestions of areas to be explored in the course of a natural conversation between teacher/examiner and candidate. **On no account should any conversation be a mere recitation of these lists of questions.**

These banks of questions have been drawn up to serve as a reminder that it is advisable to offer candidates opportunities to use a variety of opinions, tenses and justifications in their responses, because higher marks can only be awarded for the inclusion of such features.

The suggestions start with very “open” questions, which should encourage candidates to expand on their responses. However, on the next line there are more specific questions (in italics), which may be more suitable for weaker candidates, or as lead-in questions to the more “open” questions for less confident candidates. For instance, a topic could be introduced with two or three “closed” questions, which require a short response, leading to more “open” questioning which allows the candidate to show initiative and develop the subject matter.

1 (a) Thuis

Vertel iets over je huis/flat.

(Hoeveel kamers zijn er? Vertel iets over)

Beschrijf je slaapkamer/tuin/woonkamer. (Kleur/grootte/planten/meubels).

(Heb je een tuin? Wat staat er in je slaapkamer?)

Wat doe je thuis om te helpen? En gisteren? En volgend weekend?

(Help je met afwassen/stofzuigen/help je je grootouders?)

Beschrijf wat je elke dag thuis doet. ('s Morgens/'s avonds/in het weekend).

(Hoe laat sta je op/kom je thuis/eet je tussen de middag?)

Wat vind je (niet) leuk aan je huis/slaapkamer? Waarom?

(Wat voor kleur zijn de muren? Vind je dat mooi? Waarom (niet)?)

Wie kookt er bij je thuis? Je mening over eten/maaltijden/keuken?

(Kookt je moeder/vader? Wat kook jij graag?)

Wat zou je willen veranderen aan je huis/slaapkamer? Waarom?

(Vind je je slaapkamer leuk? Waarom (niet)?)

1 (b) Op school

Vertel iets over je school.

(Hoeveel leerlingen/leraren zijn er op je school?)

Beschrijf je klaslokaal/schoolgebouw/schoolplein.

(Heb je een groot klaslokaal? Wat staat er in je lokaal?)

Welke les vind je het leukst? Waarom? Welke les vind je niet leuk? Waarom?

(Houd je van wiskunde? Welke les heb je hierna/morgen?)

Beschrijf wat je dagelijks doet op school/in de pauze/'s morgens/'s middags.

(Hoe laat begint school/kwam je vandaag op school/is de lunchpauze/ga je naar huis?)

Wat vind je (niet) leuk aan school/les/sport? Waarom?

(Wat doe je in de pauze/tussen de middag? Met wie?)

Wat vind je van het schoolreglement? Je mening over uniform/huiswerk?

(Zijn de leraren streng? Hoe denk je over huiswerk?)

Wat zou je aan je school willen veranderen? Waarom zou dat beter zijn?

(Vind je je school/uniform leuk? Waarom (niet)?)

2 (a) Jezelf, familie en vrienden

Vertel iets over je familie/beste vriend(in)/broer/grootmoeder.

(Hoeveel zusjes heb je? Vertel iets over je zusje, ... (Fiona) ...)

Beschrijf je moeder/vader/hond. Beroep/karakter/haar/hoe groot?

(Heb je een huisdier? Wat doet je vader/broer?)

Wat doe je graag met je vrienden? Vorig weekend? Volgend weekend?

(Ga je wel eens naar de bioscoop/kerk/voetballen met je vrienden?)

Wat voor iemand ben je? Karakter/waar houd je (niet) van?

(Ben je intelligent/vriendelijk/gehoorzaam/sportief/ijverig?)

Wat vind je wel of niet leuk aan je vrienden/klasgenoten? Waarom?

(Wie is je beste vriend(in)? Beschrijf hem/haar. Karakter/wat vind je (niet) leuk?)

Kun je goed opschieten met je familie/klasgenoten/jongens/meisjes? Je mening.

(Wat vind je van je broer? Is je moeder/vader aardig/streng? Hoezo?)

Wat zou je willen veranderen in jullie (gezins)leven? Waarom zou dat beter zijn?

(Wat doe je in het weekend's avonds? Wat zou je nog meer willen doen?)

2 (b) Vrije tijd

Vertel iets over je hobby's. Wat doe je in het weekend's avonds?

(Doe je aan sport? Houd je van muziek? Wat voor sport/muziek? Wanneer? Met wie?)

Houd je van televisie/lezen/naar concerten gaan? Vertel er iets over.

(Ga je naar clubs? Naar welk tv-programma kijk je het liefst?)

Wat doe je in je vrije tijd? Vorig weekend? En volgend weekend?

(Ga je wel eens winkelen/naar voetbal kijken/naar de kerk in het weekend?)

Beschrijf wat je gewoonlijk doet in je vrije tijd's avonds/weekend.

(Hoe laat kom op zaterdag thuis/sta je op? Wat doe je dan?)

Wat vind je niet leuk aan het weekend? Waarom?

(Wat doe je 's zaterdag's zondags 's morgens's middags's avonds? Vertel er iets over.)

Met wie breng je je vrije tijd door? Mening over vrienden/familie.

(Kijk je tv met je familie? Ga je uit met je vrienden?)

Wat zou je doen als je niet naar school hoefde of niet hoefde te werken? Waarom?

(Waarom geef je je geld uit? Kleren/mode/muziek/sport?)

3 Je omgeving

Vertel iets over je stad/dorp/regio. Industrieel? Toeristisch?

(Waar woon je? Vind je het leuk om in X te wonen?)

Wat is er in je omgeving (te doen) voor jongeren?

(Is er een bioscoop? Zijn er veel clubs in de buurt?)

Wat is er in je omgeving te doen voor toeristen?

(Ben je naar het museum/kasteel/park bij jou in de buurt geweest? Vertel er iets over.)

Kun je bij jou in de buurt leuk winkelen? Heb je het afgelopen weekend gewinkeld?

(Ga je weleens winkelen in X? Waar nog meer? Wanneer? Met wie?)

Wat vind je van jouw stad/dorp/regio? Waarom?

(Wat vind je niet leuk aan X? Vervoer/amusement?)

Wat zijn de voordelen/nadelen van wonen in de stad/op het platteland?

(Vind je het leuk wonen in X? Waarom? Zou je liever ergens anders wonen?)

Als je kon kiezen, waar zou je het liefst willen wonen? In het buitenland? Waarom?

(Zou je in Nederland willen wonen? Hoe is het weer hier/daar?)

4 Carrière, werk, werkervaring

Vertel iets over je werkervaring. Hoe lang? Wat voor bedrijf?

(Vond je het leuk om voor bedrijf X te werken? Waarom (niet)? Vertel er iets over.)

Werk je in het weekend/'s avonds? Je mening over dit werk.

(Werk je in een supermarkt? Waar/wanneer werk je 's zaterdags?)

Wat wil je doen als je van school komt? Werken/ studeren?

(Ga je in september studeren? Wat ga je studeren?)

Beschrijf een typische dag tijdens je werkervaring. 's Morgens/'s middags. Vervoer/maaltijden.

(Hoe laat moest je beginnen bij bedrijf X? 's Morgens/lunchpauze/'s middags?)

Wat voor baan/beroep wil je later hebben? Waarom?

(Na school? Wil je in een winkel/op kantoor/in een garage werken? Waarom?)

Wat doet je vader/broer/zuster? Zou je dat ook willen doen?

(Wat voor werk doet je moeder/vader? Wil jij ook worden?)

Voordelen/nadelen van verschillende banen/carrières/studies.

(Hoeveel geld verdienen/krijg je? Waaraan geef je het uit?)

5 Vakantie

Vertel iets over je zomervakantie. Vorig jaar? Dit jaar?

(Waar ga je dit jaar naartoe met vakantie (ben je vorig jaar naartoe geweest?)

Beschrijf je vakantie (weer/vervoer/accommodatie/activiteiten).

(Waar ga je graag naartoe met vakantie? Ga je met een caravan? Met wie?)

Als je heel veel geld had, waar zou je dan naartoe gaan op vakantie? Met wie?

(Wat doe je graag als je op vakantie bent? Met wie? Als het slecht weer is?)

Beschrijf je kerstvakantie. Viering/feestjes/bezoek/maaltijden.

(Wat doe je met sinterklaas/de kerst/oud en nieuw? Met familie? Eten/drinken/uitgaan/op visite?)

Wat vind je (niet) leuk aan vakantie? Waarom? Ga je weg/blijf je thuis?

(Wat doe je thuis tijdens de vakantie? Vind je het leuk? Waarom (niet)?)

Ga je liever op vakantie met familie of met vrienden? Wat is het verschil?

(Ga je op vakantie met je familie? Vind je dat leuk? Waarom (niet)?)

Voordelen/nadelen van verschillende soorten vakanties. Kosten/reizen/ accommodatie.

(Ga je graag naar Spanje op vakantie? Waarom (niet)?)

GCSE IN MODERN FOREIGN LANGUAGES



Speaking Mark Sheet

COMPONENT 2

DUTCH 1921 PERSIAN 1922 PORTUGUESE 1923 TURKISH 1924 tick language

Centre Number

Candidate Name Candidate Number

- ALL CANDIDATES should attempt one Section 1, Section 2 and Section 3 role play.
- The teacher should complete the centre and candidate details, the RP booklet used, the conversation topics, teacher's name and date of test. (All areas in grey)

Role Play BOOKLET NO:.....												
SECTION 1 Role play					SECTION 2 Role play					SECTION 3 Role play		
TASK	1	2	3	4	TASK	1	2	3	4	8		
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	1	1	1	1		1	1	1	1	4	5	
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Mark /8					Mark (8÷2) /4					Mark /8		

CONVERSATION	LINGUISTIC QUALITY																						
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Mark /10	Mark /20																						

Section 1 Role Play (out of 8)	Total (out of 50)	Name of Teacher Conducting Test	
Section 2 Role Play (out of 4)		Date of Test	
Section 3 Role Play (out of 8)		Name of Examiner	
Conversation (out of 10)		Creditor Number	<input type="text"/>
Linguistic Quality (out of 20)			

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