

**15 March – 15 May 2012**

**AS GCE GERMAN**

**F711 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**

- Material 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 **20** pages. Any blank pages are indicated.

**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	Card
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

**15 March – 15 May 2012**

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**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 Germany or a German-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 questions and comments.

**Die Situation**

Ihr Briefpartner/Ihre Briefpartnerin ist bei Ihnen zu Besuch. Sie sprechen mit ihm/ihr über Freizeitjobs.

**Die Aufgabe**

Sie denken an eine freiwillige Arbeit in der Stadtbibliothek. Sie haben eine Anzeige darüber mitgebracht.

**Zuerst müssen Sie folgende Informationen herausfinden:**

- 1 ob der Briefpartner/die Briefpartnerin einen Freizeitjob hat**
- 2 warum das so ist.**

Sie erzählen von Ihrer Idee, in der lokalen Bibliothek zu arbeiten. Mit Hilfe der Anzeige erklären Sie:

- was die lokale Bibliothek braucht
- was freiwillige Helfer machen müssen
- wann man arbeiten soll
- wen man sucht
- warum man helfen sollte
- wie man weitere Informationen bekommt

Im Laufe des Gesprächs besprechen Sie auch:

- warum Sie die richtige Person für diese Arbeit sind
- die Vorteile und Nachteile freiwilliger Arbeit

# LIBRARY VOLUNTEERS

Your local library needs you. Do you have time to spare?

## THE JOB

We offer a variety of tasks, which will include

- helping customers at busy times
- sorting books and media
- answering the telephone



## WHEN

- We need volunteers every Saturday from 9.30 to 5.00. We hope that volunteers can offer full days.
- In the week half-days are also possible, as are some evenings.
- You must be able to work on a regular basis.

## YOU

As the work involves contact with the general public, we need people with a helpful and lively manner. No experience is necessary. The minimum age is 16.

## WHY

Libraries are friendly places to work in and can help your personal development. You'll soon be part of the team.



To learn more about this opportunity, please call in to your local branch and speak to a full-time librarian.

## 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 role develops will, of course, vary from candidate to candidate. 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. 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 candidate’s German penfriend and are visiting him/her. You are discussing part-time jobs.

### Task

**You begin the task as follows:**

*„Ich bin dein deutscher Briefpartner/deine deutsche Briefpartnerin. Ich besuche dich zur Zeit. Du denkst an eine freiwillige Arbeit in der Stadtbibliothek. Du hast eine Anzeige darüber mitgebracht. Ich glaube, du hast ein paar Fragen an mich.“*

In response to the candidate’s questions you answer:

- 1 no, you’ve never had one
- 2 you’ve never wanted one. Ask the candidate what sort of job he/she is looking for.

During the discussion you comment and ask questions to find out the following information:

- **what the local library needs**
- **what voluntary helpers must do**  
(What tasks are mentioned?)
- **what the working hours/times are**  
(What possibilities are there?)
- **the sort of person the library is looking for**  
(What is expected? Why?)
- **why one should help**  
(What does the advert say?)
- **how to get more information**

During the conversation you will also discuss:

- **whether the candidate is the right person for this job**  
(Why? Has he/she got the right qualities? Will it be easy?)
- **the advantages and disadvantages of voluntary work**  
(In what ways can it help develop a person? Is it not better to have a paid job? Will homework suffer?)

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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 Germany or a German-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 questions and comments.

**Die Situation**

Sie wohnen in der Nähe von Cambridge. Ihr deutscher Briefpartner/Ihre deutsche Briefpartnerin besucht Sie in den Osterferien.

**Die Aufgabe**

Der Briefpartner/die Briefpartnerin (der Prüfer/die Prüferin) schlägt einen Ausflug vor. Er/sie bittet Sie um Vorschläge.

**Zuerst müssen Sie folgende Informationen herausfinden:**

- 1 wann er/sie den Ausflug machen möchte**
- 2 was für einen Ausflug er/sie will.**

Sie schlagen einen Besuch der Stadtmitte von Cambridge vor. Mit Hilfe der Broschüre erklären Sie:

- Cambridge gestern und heute
- die Universität
- wo man einkaufen kann
- was man sonst noch machen kann
- die Transportmöglichkeiten

Im Laufe des Gesprächs besprechen Sie auch:

- wie man den Tag am besten organisieren könnte
- die Vorteile **ODER** die Nachteile des Radfahrens in der Innenstadt

## CAMBRIDGE

Cambridge is a lively and attractive city, which has existed for over 2000 years. It is known all over the world as a university city.

### WHAT TO SEE AND DO

Admire the many famous University buildings with their beautiful architecture. See where the students live and study.



Enjoy fabulous shopping opportunities from large stores to tiny independent shops. The traditional market, right in the city centre, is the ideal place to buy a bargain. It's open seven days a week.

And what can you do after a hard morning's sightseeing or shopping? Why not go for a little boat trip on the river Cam? Or relax on the grass in one of the many green open spaces?



### HOW TO GET ABOUT

Parking in town is difficult and expensive. Why not use the regular bus services? Or best of all, hire a bike!

## 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 role develops will, of course, vary from candidate to candidate. 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. 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 candidate’s German penfriend. It is the Easter holidays and you are visiting him/her near Cambridge. You want to go on an excursion and ask him/her for suggestions.

### Task

**You begin the task as follows:**

*„Ich bin dein deutscher Briefpartner/deine deutsche Briefpartnerin. Ich besuche dich in den Osterferien in der Nähe von Cambridge. Ich möchte einen Ausflug machen. Ich glaube, du hast ein paar Fragen an mich.“*

In response to the candidate’s questions you answer:

- 1 today would be good
- 2 you don’t know. Ask the candidate for suggestions.

During the discussion you comment and ask questions to find out the following information:

- **Cambridge past and present**  
(What’s it like? How old is it? What’s it famous for?)
- **the University**  
(What’s there to see?)
- **where to shop**  
(What different possibilities are there? Is everything expensive?)
- **what else there is to do**  
(What examples does the brochure mention?)
- **transport**  
(Is the car a good idea? Does one have to go everywhere on foot?)

During the conversation you will also discuss:

- **the best way to organise the day**  
(What does the candidate suggest? What about food?)
- **the advantages OR disadvantages of cycling in town**  
(Does the candidate cycle? Why? Why not?)

**15 March – 15 May 2012**

**AS GCE GERMAN**

**F711 Speaking**

**ROLE PLAY C**



- 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 Germany or a German-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 questions and comments.

**Die Situation**

Zur Zeit besuchen Sie Ihren Austauschpartner/Ihre Austauschpartnerin (den Prüfer/die Prüferin) in Deutschland. Sie besprechen Urlaubspläne.

**Die Aufgabe**

Ihre Familie denkt an einen Winterurlaub in Tirol. Sie haben einen Prospekt darüber mitgebracht.

**Zuerst müssen Sie folgende Informationen herausfinden:**

- 1 ob der Austauschpartner/die Austauschpartnerin Ski fahren kann**
- 2 was er/sie darüber denkt.**

Sie erklären, dass Ihre Eltern einen Familien-Winterurlaub in Tirol planen, wo die ganze Familie Ski fahren lernen kann. Mit Hilfe des Prospekts erklären Sie:

- warum die Familie ins Tiroler Stubaital will
- was man tagsüber machen kann
- was man abends machen kann
- was für die Familie organisiert werden kann

Im Laufe des Gesprächs besprechen Sie auch:

- wie man am besten nach Österreich fahren könnte
- ob Winter- oder Sommerurlaube besser sind

*Eine Hilfsvokabel:*

*pistes – Pisten*

# STUBAI SKI

## NEW TO SKIING?



Why not bring the whole family to the Stubai Valley?  
It's Austria's favourite winter holiday destination  
for kids big and small.  
There are easy pistes for beginners  
and black pistes for the experts.  
You'll have lots of fun skiing,  
But that's not all ...

## WANT TO LEARN A NEW WINTER SPORT LIKE SNOWBOARDING?

Hansi's Ski School offers lots of different snow activities.  
Lessons in the morning,  
games or free time in the afternoon.

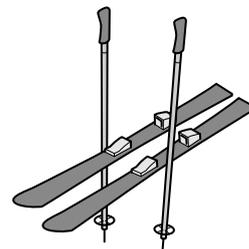


## AND ONCE IT'S DARK?

- Experience swimming in the snow! Our heated outdoor pool is a fantastic way to relax.
- If you've still got the energy, go ice-skating under the stars!
- Too tired for all that? Then enjoy a Tyrolean evening with traditional food and music.

## WE CAN ORGANISE FOR YOU:

- somewhere to stay
- transfer to and from your accommodation
- hire of anything you need



## 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 role develops will, of course, vary from candidate to candidate. 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. 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 candidate’s exchange partner. He/she is visiting you in Germany. You are discussing holiday plans. The candidate’s family is thinking about a winter holiday in the Tyrol and the candidate has brought a leaflet about it.

### Task

**You begin the task as follows:**

*„Ich bin dein deutscher Austauschpartner/deine deutsche Austauschpartnerin. Du besuchst uns zur Zeit hier in Deutschland. Wir besprechen Urlaubspläne. Ich glaube, du hast ein paar Fragen an mich.“*

In response to the candidate’s questions you answer:

- 1 a bit, you’ve been once with the school
- 2 it was good. Ask the candidate if anyone in his/her family has been on a winter holiday before.

During the discussion you comment and ask questions to find out the following information:

- **why the family wants to go to the Stubai Valley**  
(How does the leaflet describe it? Is it good for everyone?)
- **what one can do during the day**  
(What to do in the morning? Afternoon?)
- **what evening activities are on offer**  
(For the energetic? And the not so energetic?)
- **what can be organised for you**  
(What does the leaflet mention?)

During the conversation you will also discuss:

- **the best method of getting to Austria**  
(How about driving? How about flying? Is it expensive to fly from England?)
- **whether winter or summer holidays are better**  
(Does the candidate like going on holiday? When in particular? Why?)

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**AS GCE GERMAN**

**F711 Speaking**

**ROLE PLAY D**



- 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 Germany or a German-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 questions and comments.

**Die Situation**

Ihr deutscher Briefpartner/Ihre deutsche Briefpartnerin besucht Sie in den Osterferien.

**Die Aufgabe**

Der Briefpartner/die Briefpartnerin (der Prüfer/die Prüferin) will in der Zukunft andere Teile von England besuchen. Er/sie möchte Vorschläge, wie man in England herum fahren kann.

**Zuerst müssen Sie folgende Informationen herausfinden:**

- 1 wann er/sie wieder nach England kommen möchte**
- 2 wohin er/sie fahren will.**

Sie schlagen Reisen mit National Express Bussen vor. Mit Hilfe der Broschüre erklären Sie:

- warum man mit National Express Bussen fahren soll
- Verbindungen mit den Flughäfen
- Sonderangebote
- was passiert, wenn man bucht
- weitere Informationen

Im Laufe des Gesprächs besprechen Sie auch:

- welche Teile von England Sie besonders empfehlen würden
- ob man öffentliche Verkehrsmittel verbessern könnte

## NATIONAL EXPRESS COACHES

Want to go somewhere fast? And cheaply? Then board one of our modern white coaches and have a trouble-free journey. We transport over 18 million passengers to 1000 different destinations in the UK every year. Travelling by coach is one of the most environmentally-friendly methods of public transport.



### AIRPORTS

We operate coaches to all airports almost 24/7. So you get direct to the airport entrance without all the problems of carrying heavy luggage.

### OFFERS

- We run special services to famous music festivals and sporting events
- Enjoy fantastic offers to visitor attractions all over the country
- You can get from the south of England to Scotland for just over £10. That's much cheaper than the train!

### BOOKING

When you buy your ticket, we reserve your seat. And the earlier you book, the greater the choice of where to sit.

Visit [www.nationalexpress.com](http://www.nationalexpress.com) to view:

- network map
- timetables
- student discounts

## 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 role develops will, of course, vary from candidate to candidate. 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. 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 candidate’s German penfriend. You are visiting him/her in the Easter holidays. You want to visit other parts of England in the future and ask him/her for suggestions as to how to travel around.

### Task

**You begin the task as follows:**

*„Ich bin dein deutscher Briefpartner/deine deutsche Briefpartnerin. Ich besuche dich in den Osterferien. Ich möchte in der Zukunft andere Teile von England besuchen, und möchte wissen, wie man herum fahren kann. Ich glaube, du hast ein paar Fragen an mich.“*

In response to the candidate’s questions you answer:

- 1 you want to spend a whole month of the summer holidays in England
- 2 anywhere and everywhere, as you like England so much. Ask the candidate for suggestions as to how to travel around.

During the discussion you comment and ask questions to find out the following information:

- **why one should go by National Express coach**  
(What advantages are there? How popular is it?)
- **services to airports**  
(Are the services frequent? Why are these services a good idea?)
- **special offers**  
(What examples are given?)
- **booking**  
(What advantages are mentioned?)
- **further information**  
(Where does one get it? What examples are mentioned?)

During the conversation you will also discuss:

- **what parts of England the candidate would particularly recommend**  
(Why? Has he/she been there? What was so good about it?)
- **whether public transport could be improved**  
(How? Why? Is it important for the candidate?)



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