GCE

Spanish

Unit **F722**: Listening, Reading and Writing 1

Advanced Subsidiary GCE

Mark Scheme for June 2016

Annotations used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Annotation	Meaning
✔	Tick
✚	Development of point
✖	incorrect
●	Large dot to show repetition
λ	Caret sign to show omission
?	Unclear
▭	Highlight
L	Lifting
/	Slash
⬇	Language better than mark implies
⬆	Language not as good as mark implies
BOD	Benefit of doubt
NBOD	Benefit of doubt not given
-1	Minus 1 (to show deduction of one mark)

Abbreviations	Meaning
/	Alternative and acceptable answers for the same marking point
( )	Words which are not essential to gain the mark
__	Underlined words must be included to gain the mark

Subject-specific Marking Instructions

You should print out a copy of the paper and work through it yourself (using the transcript for the Listening activities which you can find at the end of the Mark Scheme, if the audio version is not available on the portal.) You will need a copy of the written texts to refer to during the marking process in order to spot excessive lifting in tasks 6 and 7. The texts will not appear automatically on your marking screen.

Section A: Listening and Writing

Task 1:

Question	Answer	Marks [10]	Guidance
a	1	1	**Multiple choice**
b	11	1	
c	17	1	Use the green tick ✓ to annotate the scanned image. Place the tick next
d	7	1	to the box which the candidate has answered correctly.
e	19	1	
f	18	1	Correct answers only: no need to use crosses for incorrect answers.
g	15	1	
h	4	1	
i	16	1	**Enter the total number (counted on tick symbol on tool bar) of green**
j	5	1	**ticks in the box.**

Task 2

Question	Answer	Marks [10]	Guidance
a	C	1	**Multi-choice**
b	B	1	
c	A	1	Use the green tick ✓ to annotate the scanned image. Place the tick next to the box which the candidate has answered correctly.
d	B	1	
e	A	1	Correct answers only: no need to use crosses for incorrect answers.
f	A	1	
g	B	1	
h	A	1	
i	B	1	**Enter the total number (counted on tick symbol on tool bar) of green**
j	B	1	**ticks in the box**.

Task 3
Task specific guidance:
- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate)
- For single mark questions no annotation is necessary, just enter 1, 0 or NR.
- There is no need to use a cross (**X**) for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions.
- Answers in Target language get no marks.
- Ignore spelling mistakes in English as long as the answer is clearly recognisable and unambiguous.

Question	Answer		Marks	Guidance	
			[15]	**Accept**	**Do not accept**
a	(1)	**three days trial / test**		*Answers in any order*	work experience
	(1)	**preparing / making / cooking hamburgers** in a **restaurant**	2	burgers / cheeseburgers *Answers in 2ⁿᵈ person ('you' instead of 'he')*	selling
b	(1)	**dress tidily** *award 2 marks if both these answers are given as one*	3	*Answers in any order* look smart / neat / presentable dress correctly	make sure you wear a <u>clean</u> outfit dress formally
	(1)	**comb / brush hair**		style his hair well	
	(1)	**arrive** a few minutes **early / before opening time**			
c	*(2 from 3)* (1) **if he is not sure** about anything		2	*Answers in any order*	
	(1)	**if not**, he'll **appear shy / timid**		so that he doesn't appear shy	intimidated / scared
	(1)	he'll **learn / understand hygiene rules**			

d	(1) **boss (will / could / might) ask(s) their / team's opinion**	2	*Answers in any order*	
	(1) **team / people who get on work better / well**		you work better / well if team get on / then the team work better	team which <u>works well</u> together works better
e	(1) **smile nicely / in a friendly way**	2	*Answers in any order* be friendly with customers and smile kind	be friendly (without smile)
	(1) **repeat order**			repeat question / everything / yourself
f	(1) **if they see him treat customer / client well / properly / correctly**	2	*Answers in any order*	if you're good with your customers
	(1) **he's sure to be taken on**			they'll be sure to contact him again
g	(1) **friends shouldn't come**	2	*Answers in any order*	he shouldn't see his friends
	(1) **so he keeps focus on work**			

Task 4   10 marks for Communication (Grid H1), 10 marks for Quality of Language (QoL)

Task Specific Guidance

- The candidate response will be scanned in twice. The marks for Communication are awarded the first time. The second image is for you to assess the QoL.

- **Communication**: This is a transfer of meaning exercise, not a word-for-word translation, so there may be several ways of putting the points across. Key elements of the points are underlined in the mark scheme. For communication / content, assess as a "sympathetic native speaker / sympathetic examiner" and give credit accordingly.

- **Annotations:**
- In the body of text, use a tick (✓) to show that a point has been fully and successfully conveyed.
- If an element of the point has been omitted, use the caret sign *(λ)*.
- Use BOD with the tick (**BOD** ✓), if you had some doubt about awarding the point but decided to in the end.
- Use **NBOD** if you considered awarding the point but decided not to in the end.
- If a full point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use a cross (✗), either in the margin or in the body of text.
- Use a cross **(X)** when a word in the response invalidates an otherwise acceptable answer.
- The annotations will give a global impression to help you apply Grid H.1 accurately and consistently.

- Grid H.1: The ticks will show the number of points successfully conveyed. These will normally correspond with the marks you award. If you have used BOD or NBOD you may adjust the marks up or down.

Task 4: Communication points

Question	Answer	Marks	Guidance	
		[10]	**Accept**	**Do not accept**
1	**Can anybody help me?**		¿puedo tener ayuda? / ¿puedes ayudarme? ¿podéis ayudarme? / ¿puedes ayudarme alguien? ¿se puede /es posible ayudarme? ¿alguna / cualquier persona puede ayudarme? / ¿puede alguno ayudarme?	¿cualquier(a) puede ayudarme?
2	**I've been offered a job in Spain**		me ha ofrecido (*allow*) / me ofrecen	he ofrecido…
3	**until I go to university.**			
4	**They want me to work**		me quieren trabajar (*allow*)	
5	**in a café in a tourist resort.**		… pueblo / barrio / área / zona turístico/a destino / lugar de turistas	bar / restaurante resorto/e/a / parque / complejo / hotel turístico / atracción turística / destinación
6	**What's the minimum wage,**		sueldo / salario / paga mínimum	ingreso / pago
7	**and will I be able to survive on this?**		¿puedo / se puede / es posible vivir con esto?	¿podrá vivir con esto? survivir / supervivir
8	**Should I be entitled to any days off?**		debo / debería tener… …días sin trabajo	me permite / puedo / podría tener… / estoy entitulado vacaciones / días festivos
9	**How old do you <u>have</u> to be**		¿a qué edad puedes servir alcohol? = 2	¿cuántos años tiene(s) para servir alcohol?
10	**before you can serve alcohol?**		vender	dar / ofrecer

GRID H.1	COMMUNICATION 10 marks AO2
0-2	Very little or no information conveyed.
3-4	Only a quarter of the points conveyed.
5-6	Half of the information successfully conveyed.
7-8	Three quarters of the points conveyed.
9-10	Most or all of the information successfully conveyed.

QoL: Read response again and assess for language.

- **Annotations**: you may use the red slash (/) or the underlining tool (**--**) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential.

- **Grid C.2:** Key words have been highlighted in the Grid. Remember that this grid is also used to assess accuracy at A2. At AS level, one year beyond GCSE, the only complexity of language that is expected is that required by the task. Identify the band which best matches the performance. If you identified the band without hesitation you must award the higher of the two marks.

GRID C.2	QUALITY OF LANGUAGE – ACCURACY 10 marks AO3
0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
3-4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
5-6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
7-8	Language generally accurate. Shows a sound grasp of AS (and/or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

Section B: Reading and Writing

Task 5

Question	Answer	Marks [10]	Guidance
	a	1	**Multi-choice**
	b	1	Use the green tick ✓ to annotate the scanned image. Place the tick next to the box which the candidate has answered correctly.
	d	1	
	f	1	Correct answers only: no need to use crosses for incorrect answers.
	g	1	
	i	1	**Enter the total number (counted on tick symbol on tool bar) of green ticks in the box**.
	j	1	
	k	1	
	n	1	
	p	1	

Task 6

Task specific guidance

- The entire page appears on the screen twice: once for comprehension, once for you to assess to the QOL.

1. Familiarise yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.

2. Go through all the responses and assess every question for **comprehension**.

   a) Marks are awarded on a point by point basis, according to the mark scheme.

   b) Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL.

   c) For comprehension / content, remember that you are a 'sympathetic native speaker / sympathetic examiner'. If language interferes slightly but it is clear that the candidate has understood, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C2. If appropriate, candidates may answer with single words / short phrases.

Annotations:

Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark. The ticks add up automatically and you insert the total out of 15 in the box on the right.

- If you hesitated and decided to give or not to give the benefit of the doubt, use the appropriate annotation: BOD or NBOD. It is not expected that you will have to use such annotations very often.

- Use a cross (x) when a word in the response invalidates an otherwise acceptable answer.

- Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but <mark>highlight</mark> and exclude from Quality of Language assessment.

Question	Comprehension points	Marks	Guidance	
		[15]	**Accept**	**Do not accept**
(a)	**es su cumpleaños / cumple**	1	**nació / nacimiento**	
(b)	**belleza**	1	**era / es muy guapa / linda / hermosa /** bonita **(allow) etc.**	*reject* ha / había sido / fue *future tenses*
(c)	**la permitieron / dejaron trabajar / permitieron / dejaron que trabajara** *correct 3rd person plural verb needed*	1	*allow infinitive / present tense if correct*	*future tenses* permisión
(d)	**la televisión / el cine**	1	**las pantallas** un anuncio(s) **/ la publicidad**	
(e)	<u>**aparecía en**</u> **anuncios OR** <u>**trabajaba de**</u> **modelo**	1	<u>aparecía</u> en una treintena de publicidades *allow other past tenses*	<u>vendría</u> una treintena de publicidades
(f) (i)	(**la oportunidad de**) <u>**representar /**</u> <u>**representó a Cartagena**</u> **en un** <u>**concurso de belleza**</u>	1	*answers in any order* <u>su ciudad</u>	
(f) (ii)	**podría haber** <u>**representado Colombia**</u> **en el certamen *Miss Universe* /** podría haber sido *Miss Universe*	1	la oportunidad de representar… ser participante colombiana en	*reject tenses which say that this definitely happened eg* tuvo / tenía la oportunidad de representar… podría haber ganado el concurso
(g)	**le sacó la lengua a una de sus compañeras** **los jueces pensaban que no merecía ganar**	1 1	…era una acción indigna	saqué la lengua… a los jueces no les gustaba eso
(h)	<u>**iría mejor en una telenovela**</u>	1	*allow present / imperfect / preterite*	…en la televisión
(i)	<u>**actuando / trabajando / desempeñando**</u> **su papel en El Barrio (allow el barrio)** *verb needed or suitable preposition eg* <u>**por**</u> **su papel en El Barrio**	1	actuara en *El Barrio* (*allow*) / actuó actuando / trabajando en una telenovela (popular)	llevó para que actuara en *El Barrio* 1st *person verbs*

(j)	**tendrá un hijo / será madre**	1	**dejará de actuar**	había quedado embarazada *preterite eg* decidió dejar de actuar no quiere ser actriz ya no actuará en El Barrio
(k)	**conoció a Cecilia**	1	empezó una relación con Cecilia <u>tuvo</u> una relación con Cecilia	se puso junto / está / estaba en / tenía / ha tenido una relación con Cecilia
(l)	**la pareja no reveló nada / la prensa no se enteró**	1	***idea of not knowing / secret*** ninguna	una relación oculta –*without further qualification*
(m)	**boda / matrimonio / casamiento (de Cecilia y Armando)**	1	se casaron (*if verb used, must be grammatically accurate*) la matrimonia (*allow*)	una ceremonia hermosa los dos casaron

3. Assessing **Quality of Language**

   a) You will get a separate screen which will be the whole page (unannotated). Read all the answers again. To assist you in the application of Grid C.2 you may use annotations: the green L marking tool to highlight good language, slash (/) or the underlining tool (_) for serious errors, but it is not essential.

   b) Apply Grid C.2 and enter the mark.

   c) When candidates have left several questions unanswered, click on 'fit height' to have an overall view.

   - If only 1/3 of the questions have been answered, the maximum mark for C2 is the 5/6 band

   - If only 2/3 of the questions have been answered, the maximum mark for C2 is the 7/8 band

GRID C.2	**QUALITY OF LANGUAGE - ACCURACY** **10 marks AO3**
0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
3-4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
5-6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
7-8	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

Task 7

Task specific guidance

Have a copy of the text to hand and familiarize yourself with it, so that you can easily spot instances of lifting from the original. Only the candidates' work will appear on the screen. You will have three successive screens 7a, 7b and then 7a + 7b again, but without the annotations in order to assess QoL.

Task 7a   Comprehension. Grid I [10 marks]

     a. **Annotations**:

- In the body of text, use a green tick ✓ to show that a point from the mark scheme below has been fully and successfully conveyed.

- If an element of the point has been omitted, use the caret sign *(λ)*.

- If a point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use no annotation.

The annotations will give a global impression to help you apply Grid I accurately and consistently.

     b. **Grid I**: Looking at the annotations, assess what proportion of the points has been conveyed and apply Grid I. Enter your mark.

     c. **Copying / lifting**: If chunks of the text are simply copied, award marks for comprehension but there is a limit of 3-4 marks for (a) if the entire answer is lifted (see Grid I). Verbatim copying of the stimulus text results in no marks. Use the highlighting tool (<mark>......</mark>) to show lifted language. Only phrases of more than 5 consecutive words should be counted as lifted language.

Point	Indicative content	Marks	Guidance	
		[10]	**Content**	**Levels of Response**
1	<u>noisy upstairs neighbour</u>		*allow* vecino(s) *allow* 'problem with upstairs flat' if 'neighbour' / 'noise' is implicit from what follows	**Grid I**
2	<u>usually in</u> + <u>TV at (full) volume</u>			**COMPREHENSION OF TEXT**
3	<u>children always yelling / fighting</u>		…haciendo mucho ruido - *allow*	**9-10** Consistently relevant information. Includes nearly all the points from the original passage. Shows a very clear understanding of the text
4	<u>dog barks</u> when it <u>hears a noise</u>			
5	<u>knock on door / call round when noise disturbs / begins</u>			
6	say in <u>firm but friendly</u> way what the problem is			**7-8** (maximum score if 2 or more lifts) Relevant information showing understanding of up to two thirds of the points from the original passage. There may be one or two instances of lifting from the original passage.
7	<u>most / many people</u> will <u>understand</u> and <u>stop (the noise)</u>			
8	<u>if noise continues / gets worse, note times / duration</u>		el tiempo – *reject without* duración	
9	<u>write note / letter</u> giving <u>final warning</u>		letra – *reject*	
10	<u>say</u> you'll <u>inform the landlord</u>		dueño jefe del edificio - *allow*	**5-6** Some relevant information showing understanding of up to half of the points. There may be instances of lifting from the original passage.
11	**complain to Council** **contact / inform Council <u>about problem</u> / <u>and ask to fine</u>** **get <u>Council</u> to <u>take measurements</u>**		**ir al Ayuntamiento – *reject without mention of* <u>problem / fine</u>**	
12	**think about <u>soundproofing</u>**			**3-4** Little relevant information. Includes up to a third of the points, showing understanding of some of the points. Over-reliance on phrases lifted from the original passage.
13	**or <u>moving somewhere quieter</u>**			

				0-2 No relevant information or supplies one or two relevant points from the original passage.

Task 7(b) Response Grid J [20 marks]

Question	Answer	Marks	Guidance	
		[20]	**Content**	**Levels of Response**
	No Indicative Content – personal response		**Grid J**: Looking at the annotations, assess the quality of the response to the text and apply Grid J. NB: "imagination" and "insight" are interpreted conservatively. The number of ticks you have awarded will indicate a mark band. You must then use your professional judgement to fine tune your marking. You may look at the quality of the candidate's points and go down a mark or two if they seem rather pedestrian or repetitive. Similarly an attempt at originality or humour could gain an extra mark or two. Enter your mark. • Use the green tick (✓) in the body of the text to show each opinion / personal response and a green plus (**+**) in body of text to show a development / extension of the opinion. NB: one opinion may have several extensions.	**GRID J** **RESPONSE TO TEXT** **16-20** Responds with well developed points of view which show insight, originality and imagination. **12-15** Expresses points of view which are consistently developed and respond to the requirements of the task. Shows some originality and/or imagination. **8-11** Expresses points of view which respond to the requirements of the task. Some of these may be developed and there may be some originality and/or imagination. **4-7** Manages the beginning of a response to the requirements of the task. May have difficulty in expressing and/or developing points of view. **0-3** Very short. May not go beyond points of view already expressed in the original text.

Task 7(a) +7(b) – Language (QoL) – Grids C.2 and F.2: [20 marks]

Question	Answer	Marks	Guidance
Task 7a+b	Assess for Quality of Language using Grids C2 and F2 Appendix 1	**[20]**	a. Read the whole response again and assess for Range (Grid F2) first – i.e. vocabulary and structures. Then assess for Accuracy (Grid C2). Key words have been highlighted in the grids below. Ignore final sentence of 3-4 band in Grid C2, because vocabulary and structures have already been assessed under Grid F2. If you wish, you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential. Enter your mark. b. Ignore language lifted from the text when assessing language (See **Task 7a** above). Lifted language is not credited for QoL – only content points and/or personal response.

APPENDIX 1

GRID C.2	QUALITY OF LANGUAGE - ACCURACY 10 marks AO3	GRID F.2	QUALITY OF LANGUAGE (RANGE) 10 marks AO3
0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.	0-2	Only simple sentence patterns. Very limited vocabulary. Very limited range of structures.
3-4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. (Vocabulary and structures may be quite strongly influenced by the candidate's first language).	3-4	Use of a restricted range of vocabulary and structures. Frequent repetition of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures.
5-6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.	5-6	Attempts to extend the range of vocabulary, though still rather repetitive. Attempts to use more complex language with some success in producing a range of syntax and sentence structures appropriate to the task.
7-8	Language generally accurate. Shows a sound grasp of AS (and/or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.	7-8	Effective use of a range of vocabulary and structures appropriate to the task, with little repetition. A positive attempt to introduce variety and to use a range of complex sentence structures (though not always able to maintain correct usage).
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.	9-10	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures.

APPENDIX 2

Transcripts of Listening Texts

Note for Document production team: This section of the mark scheme must stay in Portrait format until after the standardisation meeting.

Task 1

Las rebajas de invierno

Este sábado comienzan las rebajas de invierno en todas partes excepto en Madrid, donde las tiendas abrieron sus puertas el pasado lunes.

El Instituto Nacional de Consumo recomienda a los ciudadanos antes que nada hacer una lista de lo que necesitan para evitar compras compulsivas. Aconseja asegurarse de que las etiquetas de los artículos indiquen tanto el precio anterior como el precio rebajado, preguntar si es posible realizar cambios antes de pagar, y conservar todos los recibos y garantías. El Instituto también recuerda a quienes compren por Internet que deben tomar precauciones y comprar solo en sitios seguros.

En lo que respecta a los establecimientos, advierte de que los productos que se pongan a la venta en rebajas deben ser los mismos que se vendían antes, y no pueden existir artículos que se saquen a la venta solo en este período.

Según las previsiones, cada español gastará una media de 90 euros durante el período de rebajas invernal. Esto significará el primer aumento en la compra de productos desde que se iniciara la crisis económica; se deberá a que muchos consumidores habrán decidido posponer sus compras para aprovechar los descuentos.

Task 2

La iniciativa de Violeta Nogueras

La actriz argentina, Violeta Nogueras, ha comenzado esta semana un viaje por diferentes pueblos de América Latina. Su intención es dar a conocer y proyectar, al aire libre, las películas de su país. Lleva con ella cincuenta obras recién estrenadas de directores argentinos, y piensa recorrer alrededor de 80.000 kilómetros del continente, en un trayecto que durará dos años. Al mismo tiempo dirigirá una película sobre sus aventuras.

Violeta busca dar a conocer el cine argentino y llevar películas a lugares donde la gente probablemente nunca ha disfrutado de la magia del audiovisual. La robusta camioneta en la que viaja ha sido adaptada para convertirse en un cine móvil en los pueblecitos por donde pase. Antes de partir, la actriz se preparó aprendiendo un poco de mecánica en caso de tener problemas técnicos.

Dice que aunque el proyecto está bien pensado, al mismo tiempo va a ser increíblemente improvisado. La ruta va a depender mucho de lo que encuentre en el camino, porque le interesan solo aquellas comunidades rurales de entre 200 a 300 habitantes.

Aunque aún no tiene un patrocinador oficial, el proyecto podrá realizarse con lo que han logrado juntar financieramente. Por suerte hay muchos individuos particulares que se han interesado en la iniciativa. Por ejemplo han donado una herramienta para la camioneta o han hecho un depósito en la cuenta bancaria.

Task 3

Programa con llamadas del público

m.
¡Hola! Soy Mauricio. Nunca he trabajado antes, pero me han ofrecido tres días de prueba haciendo hamburguesas en un restaurante. Quiero saber cómo actuar para dar una buena impresión. Ayúdeme por favor.

f.
Hola, Mauricio. Felicidades por el empleo. Primero que nada recomiendo que te vistas con esmero, que arregles bien tu cabello, y que intentes llegar unos cuantos minutos antes de la hora de entrada.

En el restaurante, muéstrate dispuesto a obedecer a tu jefe inmediato y sobre todo pregunta… siempre… si tienes dudas. Es peor que no preguntes y que te vean tímido. Además, de esta manera te enterarás de las normas de higiene.

Otro factor muy importante para que te contraten son tus compañeros de trabajo. Muchas veces el jefe les pregunta su opinión, ya que un equipo que se lleva bien trabaja mejor. Trata de mostrarte amable con ellos.

Ahora, con el cliente, brinda una sonrisa de manera amable y repite el pedido para que todo quede claro. Si ven que tratas bien al cliente, seguro que te contratarán.

Por último, sería bueno que no te fuera a ver ninguno de tus amigos en estos días para que tu atención se centre totalmente en el trabajo.

Bueno. ¡Suerte para mañana!

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OCR Customer Contact Centre

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