

Examiners' Report/ Principal Examiner Feedback January 2011

GCE

GCE Spanish (6SP01) Unit 1: Spoken Expression and Response in Spanish

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Unit 1: Spoken Expression and Response in Spanish (6SP01)

Examiner's Report for Centres

The assessment for this unit is divided into two sections - A and B and lasts between 8-10 minutes. In section A candidates are required to respond to four Edexcel-set questions on a stimulus related to their chosen general topic area. The first two questions will relate directly to the content of the stimulus card and the second two questions will invite the candidate to give opinions or react to the topic of the stimulus. In section B the teacher/examiner should engage the candidate in a discussion that, although relates to the same general topic area and its linked sub-topics, moves away from the main focus of the stimulus.

Assessment Principles

The test is assessed positively out of 50 using the grid printed in the specification (1.4, p. 24 and p. 25). Candidates are awarded marks in the following areas:

- Quality of language (Accuracy) {8 marks}
- Quality of language (Range) {8 marks}
- Response {20 marks}
- Understanding (stimulus specific) {4 marks}
- Understanding (General topic area) {10 marks}.

Candidates' Responses

Centres have continued to learn and improve upon their own performance since this unit was first introduced in January 2009. The role of the teacher examiner is critical to the outcomes of candidate performance at all levels in terms of advice for candidates in preparation for their performance, teacher examiners' use of questioning and the timing of the final test. It is pleasing to note how centres have responded positively and appropriately to advice and guidance given both in the oral training guide and the previous examiner reports.

All candidates had clearly prepared well and demonstrated a clear understanding of the content of the oral stimulus in their answers to the first two questions in Section A. All candidates were clearly briefed and able to answer these first two questions using the content of the text.

There were some good examples of good teacher examining. The majority of candidates demonstrated a good understanding of the requirements of the unit and had clearly been well prepared by their centres for the examination. The majority of centres conducted the examinations professionally making the job of the examiners much easier. In a small majority of centres the accompanying OR1 oral forms were sent correctly completed. However, there were quite a few centres that did not and examiners had to contact centres for these or complete them on the centres behalf. Centres should be reminded that the OR1 form is essential and a revised copy can be downloaded from the Edexcel web site (<http://www.edexcel.com/quals/gce/gce08/lang/spanish/Pages/default.aspx>) and the completed forms should be sent along with the cassette tapes/CDs. Attendance registers were received from most centres and the tapes were, on the whole, well labelled, and arrived undamaged despite little protection.

The quality of recording was, for most candidates, very clear and it is obvious that centres are now using external microphones, which help with this along with increasing use of digital recorders and CDs. There were very few examples of disturbances and back ground noises in this series. Teacher/Examiners are reminded to check the recordings after each candidate to ensure they have recorded and are sufficiently audible. Three CD cases arrived empty, one arrived cracked and one audio tape arrived with poor sound quality.

All candidates had clearly prepared the stimulus well and demonstrated a clear understanding of the content of the oral stimulus in their answers to the first two questions in Section A. Most candidates had prepared some good ideas as for questions 3 and 4 during their 15 minute preparation time and answered all four Edexcel-set questions with a fair degree of detail.

Success in this section is dependent on the candidate's understanding of the stimulus and his/her ability to manipulate the language rather than lift the words from the text and express the ideas in his/her own words. Candidates have continued to be well prepared for this part of the test and have recognized that questions 1 and 2 relate to the content of the text. In all cases the better candidates were able to manipulate the language of the texts and further develop their responses with detailed examples and explanations. The weaker candidates used partial or complete lifts and produced satisfactory responses to questions 1 and 2 (achieving a maximum of 2 marks overall for this criterion). Centres are reminded that no irrelevant pre-learnt material is required and will not help candidates achieve better marks.

Below is an example of a candidate who demonstrates the ability to understand questions 1 and 2 in section A, extract the relevant information from the stimulus but communicate it in her own words:

YC S1 - TE: Q1- "*¿Que dice el primer párrafo sobre el uso de? Las redes sociales? "Aunque las redes sociales son una actividad nueva su utilización subió un 35% en el 2009 y entre este ano y el próximo podría llegar a haber casi 110 millones usándolas"*

YC S1 - TE -: Q2 - "*Según el artículo ¿qué harán los portales? "El artículo dice que los portales populares reducirán los peligros que puede haber para los más pequeños. Del mismo modo tendrán un método para asegurar que solamente los amigos puedan acceder a las páginas donde los pequeños cuelgan sus detalles personales"*

Points are rewarded for the level of understanding and the detail given in answering the questions, therefore students should be encouraged to expand, develop and explain their points of view to obtain the top marks for Understanding (stimulus specific). In a minority of cases the teacher/examiner stopped the candidate when he/she felt the student had answered sufficiently instead of allowing and encouraging the candidate to continue.

In this series, as in previous series, the candidates at the higher end of the ability range were able to manipulate language from the stimulus and expand, explain and develop the content. The higher-scoring candidates gave 3-4 explanations per question offering relevant examples and expanding on the information written in the stimulus. However some candidates, including once again some native and near native speakers, continue to limit their responses, partially lifting the content without expanding their responses sufficiently. This resulted in a satisfactory response only and as a consequence, limited the outcome to a maximum of only 2 of the 4 marks available for this section of the test.

The best candidates had prepared some good ideas for questions 3 and 4 during their 15 minutes preparation time and answered all four Edexcel-set questions with a fair degree of detail. Most candidates dealt well with the unpredictable elements of this test. On the whole most teacher/examiners read verbatim (as is required) the four Edexcel-set questions for section A and repeated them (which is allowed) at the request of the candidates. However, in a minority of cases teacher/examiners failed to keep to the four prescribed questions in Section A either rephrasing the questions slightly or adding supplementary questions, such as "*¿algo más?*". Such practise both penalises candidates' performances and restricts their responses. The rewording of questions is not in the spirit

of the examination. In a minority of cases too much time was spent on section A. Such practice provides too few opportunities for candidates to demonstrate their understanding of the GTA and to access the higher marks available. Section A was felt to be a good discriminator. A good spread of the 4/50 marks available was noted and awarded to candidates based upon the performances heard.

Success in Section B is partly the responsibility of the teacher/examiner and his/her choice of follow-up questions. Section B is a good opportunity for the teacher/examiner to allow the candidates to show that they have prepared for this unit and to demonstrate their research and how they can express themselves both in terms of vocabulary and ideas and opinions on a wider set of sub-topics.

In Section B some excellent examining was heard from most centres. Teacher/examiners listened very carefully to the responses of the candidate, asking open rather than closed questions leading the conversation naturally through to other aspects of the GTA areas rather than rigidly using a set of pre-prepared questions, the same for each candidate.

However, once again, in a minority of centres, the use of the same questions for all candidates was clearly not suitable and resulted in an artificial question and answer session in which little attention was paid to the responses. There was no development of a natural conversation. It was pleasing to see that very few candidates were allowed by their teacher/examiner to recite pre-learnt passages and were interrupted in order to promote spontaneity. There were only very few candidates during this series who were penalised for this. They received a maximum of 8 marks in the response criteria for lack of spontaneity. Where this was the case, examiners clearly indicated it to relevant centres on the OR1 forms, which now has a tick box section "Section B must be a discussion", since such practice is not in the spirit of the examination and contravenes the instructions they have been given both in the specification and oral training guide, the exemplar materials and also ICE document. This occurrence was rare and it was pleasing, however, that in most cases the candidates' responses were spontaneous, not recited, although with varying degrees of development in line with candidate performance at different levels of success.

Most teacher/examiners stuck to the sub topics for their candidates' chosen general topic areas and had thought of some good questions for section B. The use of inappropriate questions in Section B is strongly discouraged as these fail to put the candidates at ease or allow them to demonstrate their best language skills. It is recommended, therefore, that examiners ask more general questions, regarding young people, for example, rather than personal ones on more sensitive topic areas e.g. *¿Por qué beben los jóvenes tanto hoy en día?*, rather than *¿por qué bebes?*

Questions should also open and be appropriate for AS level to enable the candidates to exchange views and opinions and to develop responses and show their depth of understanding. It is more appropriate therefore to ask "*¿qué importancia tiene el deporte para los jóvenes?*" or *¿crees que es fácil jugar al deporte fuera del colegio?* rather than "*¿juegas al fútbol? Or ¿vas a jugar al deporte esta tarde?*".

Some centres prepare well for section B and think of excellent follow-on questions which are familiar to the candidate without being predictable either as topics covered in class or through their own personal research and are tailored to the interests and abilities of their candidates. However, examiners reported that many centres limit their questions in section B to the usual topics and some lack ambition and the possibility to stretch the more able candidate. In the General Topic Area of Lifestyle, Health and fitness for example, few centres dealt with the topic of Health Services in this series. Examiners are suggesting that centres/Teacher/examiners think of the many other more interesting

areas that could be explored in this part of the test: the popularity of organic food, the rise of or craze for fad diets, the dangers of cosmetic surgery, body image and the obsession to achieve the perfect body, food labelling, GM food, the role of supermarkets to promote healthy/unhealthy food. Centres are asked not to be limited to questions which have appeared on previous stimulus cards.

All stimulus cards proved accessible to candidates and most demonstrated a good understanding of their content. The two most popular topics were Youth Culture and Concerns and Lifestyle, Health and Fitness in this order. However all examiners noted that there were more candidates than in previous series who had chosen the other two General Topic Areas - The World around Us and Education and Employment. The latter still remains the least popular of all four.

Due to the size of the entries from centres this Winter 2011 (a majority with only 1-2 candidates) and the sequencing of the stimuli, there were many candidates who were give Youth Culture, stimulus 2 (los jóvenes y las drogas) and Lifestyle, Health and Fitness, stimulus 1 (la dieta mediterranea).

Examiners have noted examples of good practice in all of the stimulus cards this series and some of the common problem areas. A detailed analysis follows overleaf.

Youth Culture and Concerns, stimulus 1 (las redes sociales)

Candidates were very familiar with the topic and understood the card and questions, however some found it hard to manipulate the language and in particular the numbers into words (35%, 107.4, 2012). Some alternatives offered by the higher-scoring candidates were:

<i>Original Word from the stimulus card</i>	<i>Alternatives or synonyms offered by candidates</i>
fenómeno	suceso, cosa, aspecto, actividad, algo nuevo
uso	Utilización
aumento	Subió, creció, se incrementó, se multiplicó
Usuarios	Las personas que usan, utilizan
Portales	Las páginas más populares
Limitar	Reducir, disminuir
Los menores	Los mas pequeños
Garantizarán	Asegurarán
Accesible	Acceder, entrar

A good example of how a candidate can manipulate the language from this stimulus card in response to questions 1 and 2 is shown below:

1. " Aunque las redes sociales son una actividad nueva su utilización subió un 35% en el 2009 y entre este año y el próximo podría llegar a haber casi 110 millones usándolas"
2. "Los portales más populares reducirán los peligros que puede haber para los mas pequeños. Del mismo modo tendrán un método para asegurar que solamente los amigos puedan acceder a las paginas donde los pequeños cuelgan sus detalles personales".

These responses are full and detailed and expressed in the candidate's own words in order to show an excellent understanding of the stimulus material.

Youth Culture and Concerns, stimulus 2 (los jovenes y las drogas)

Whilst questions 1 and 2 were generally answered well, some candidates failed to justify their answer to question 3 (*¿por qué*). and others talked about how bad drug taking was and what the government or parents should do, offering responses that were irrelevant and could not be credited. In question 4, which tends to broaden the discussion into other areas, many continued to discuss the drug problems.

<i>Original Word from the stimulus card</i>	<i>Alternatives or synonyms offered by candidates</i>
Solucionar	No hay solución, no ayuda
Desaparecen	Terminan, se pasan, se van, se quitan
Arruinar	Destruir, destrozar, estropear
Parte de un grupo	Sentirse parte, formar parte, pertenecer, encajar
Creen	Piensan
Autoestima	Autovaloración, aprecio personal, mas merito personal, se consideran mejor,
Escapar	Huir, evitar, olvidar, alejarse

A good example of how a candidate can manipulate the language from this stimulus card in response to questions 1 and 2 is shown below:

1. "se sabe que las drogas no sirven para ayudar a resolver problemas. Cuando se va el efecto todo se pone peor, incluso puede destrozar a una persona totalmente en muchas facetas de su vida.
2. Los adolescentes son curiosos por naturaleza y quieren experimentar. Algunos creen que así van a sentirse más unidos a sus amigos. Eso les da confianza y seguridad. También es una forma de huir y de olvidar sus problemas.

Lifestyle, Health and Fitness, stimulus 1 (la dieta mediterranea)

Whilst candidates were very familiar with the material and vocabulary examiners noted less manipulation of language here and more lifting of words from the stimulus card. Candidates also continued to talk about food in response to question 4 which started "Aparte de la comida...". There were some difficulty in understanding the idea of vulnerability in the second paragraph and very few candidates mentioned it.

<i>Original Word from the stimulus card</i>	<i>Alternatives or synonyms offered by candidates</i>
Encuesta	Sondeo, cuestionario
Adolescentes	Jóvenes, chicos y chicas
Desconocen	No saben, no conocen, tienen falta de conocimiento
No comen juntas	No comen en familia, comen solos, no se sientan en la mesa con sus padres
No participan	No ayudan, no se involucran,
Vulnerables	No se dan cuenta de los riesgos, no piensan que van a sufrir

A good example of how a candidate can manipulate the language from this stimulus card in response to questions 1 and 2 is shown below:

1. Según un sondeo hecho en Madrid a jóvenes entre 12 y 15 años, solo un 3% de ellos sabe que es y que contiene una dieta de la zona mediterránea. Además hay una tendencia a no comer con su familia.
2. No saben qué es comer bien porque tienen falta de información y no están en la cocina cuando sus padres preparan la comida. Como resultado no se dan cuenta de los riesgos ni de las consecuencias de su mala dieta.

Lifestyle, Health and Fitness, stimulus 1 (Los jóvenes y el cancer de piel)

There was mixed success in answering the four questions with this stimulus card. The words "prevalencia" and "creciente" were not well known. In response to question 2 candidates referred to the first paragraph (camas solares) more than to the second where most of the answer was contained.

<i>Original Word from the stimulus card</i>	<i>Alternatives or synonyms offered by candidates</i>
más común	más corriente, aparece más, afecta más, hay mayor tendencia
Incremento	Aumento
Protector	Crema de protección, crema solar
Limitar la exposición	Pasar menos tiempo, menos horas al sol, resguardarse del sol, o exponerse al sol

A good example of how a candidate can manipulate the language from this stimulus card in response to questions 1 and 2 is shown below:

1. "En la actualidad el cáncer de piel es el más corriente y aparece sobre todo en los jóvenes más que en otros grupos
2. En primer lugar es necesario empezar a protegerse de los rayos del sol desde muy pequeños. Podemos prevenir el cáncer mejor, si pasamos menos tiempo tomando el sol y nos ponemos crema de alto nivel de protección.

The World Around Us - stimulus 1 (la penalización del coche privado)

This topic was chosen principally by the more able candidates, however, some were not able to manipulate the language of the stimulus card. Some also failed to address the different points and their answers to questions 1 and 2 lacked detail.

<i>Original Word from the stimulus card</i>	<i>Alternatives or synonyms offered by candidates</i>
Penalización financiera	Un pago de dinero, un peaje, una tasa de congestión,
Medidas	Maneras, formas, medios
Luchar	En la lucha contra, combatir, atacar

A good example of how a candidate can manipulate the language from this stimulus card in response to questions 1 and 2 is shown below:

1. "Como han hecho en otras partes de Europa, el gobierno de España va a pedir a los conductores que paguen dinero si quieren conducir el coche en las ciudades. Esta iniciativa es para combatir el efecto de la contaminación atmosférica."
2. "Piensa que no es la solución más eficaz y que el gobierno tendrá que introducir otras formas de estimular la utilización del transporte público y así no depender del coche".

The World Around Us - stimulus 2 (La Union Europea y el cambio climático)

There were some excellent examples of good answers to this stimulus card with some good manipulation of language and clear detailed answers. Once again there were a few problems with the number 2020.

<i>Original Word from the stimulus card</i>	<i>Alternatives or synonyms offered by candidates</i>
Reducir	Bajar, limitar
De aquí a 2020	, en los años próximos, en la década que viene
Alta eficiencia energética	Energéticamente eficiente, una economía eficiente desde el punto de vista de la energía
Restricciones	Limitaciones
Oportunidades	Posibilidades, alternativas
Dependencia de	Menos dependiente de
Crear modos	Desarrollar maneras
Productos ecológicos	más verdes, buenos para el medio ambiente, menos dañinos
Contaminación atmosférica	De la atmósfera, ambiental

A good example of how a candidate can manipulate the language from this stimulus card in response to questions 1 and 2 is shown below:

1. La UE quiere hacer a Europa más eficiente con respecto a su consumo de energía y su meta es emitir un 30% menos de gases contaminantes durante los próximos 10 años.
2. Puede beneficiarlos porque existe la posibilidad de depender menos de la combustión de fósiles para crear energía, de hacer el aire más limpio en las ciudades, de tener un transporte menos sucio y de introducir productos más respetuosos con el medio ambiente.

Education and Employment - stimulus 1 (la oferta laboral para los estudiantes universitarios)

Those who chose this topic appeared to be very interested and concerned about the different issues. Their responses were generally good despite some repetition of words in answer to question 1.

<i>Original Word from the stimulus card</i>	<i>Alternatives or synonyms offered by candidates</i>
Recientemente	Últimamente, en los últimos tiempos,
Se ha visto	Ha habido, hemos podido apreciar
Reduccion	Bajada
Oferta laboral	Puestos de trabajo, mercado laboral
Han disminuido	Han bajado, ha habido una disminución
Salarios	Sueldos, las remuneraciones, el dinero que reciben
Sobre todo	Principalmente, especialmente
Más requeridos	Más buscados, más solicitados
Empresas	Compañías, negocios
Idiomas	Lenguas extranjeras
Trabajar en equipo	Trabajar con otros, colaborar en grupos

A good example of how a candidate can manipulate the language from this stimulus card in response to questions 1 and 2 is shown below:

1. Los licenciados universitarios tienen ahora un 40% menos de posibilidades de encontrar trabajo. Además sus sueldos son mucho más bajos, especialmente si han hecho estudios de formación profesional.
2. Los que tienen más posibilidades de conseguir un empleo son los que saben hablar una lengua extranjera y si además pueden relacionarse, comunicarse y trabajar dentro de un equipo de compañeros de trabajo.

Education and Employment - stimulus 2 (violencia en aulas)

Only a few candidates selected this stimulus. Most responded extremely well and there were several examples of exceptional good responses.

<i>Original Word from the stimulus card</i>	<i>Alternatives or synonyms offered by candidates</i>
Genetico	Que va en los genes, que se hereda
Comportamiento agresivo	Conducta violenta
Se corrige	Se combate, se cambia
Intimidacion	acoso

The best example of how a candidate can manipulate the language from this stimulus card in response to questions 1 and 2 is shown below:

1. Parece ser que la agresividad se puede heredar porque va en los genes, pero con frecuencia puede aprenderse en el colegio, y si un chaval es agresivo en la adolescencia puede serlo también en su edad adulta.
2. Es imprescindible que tanto los educadores como los padres sean estrictos. Si los colegios tienen normas adecuadas para castigar la conducta abusiva, y sobre todo para premiar el buen comportamiento, tal vez sería posible erradicar la violencia o al menos luchar contra ella.

The examiner feedback on the possibilities for language manipulation aims to provide teachers with some good examples in order to encourage them and their candidates to go beyond small amounts of manipulation, and to develop and explain points, especially as they are not limited in the number of words they can use. Teachers should spend time with candidates working on language manipulations: changing adjectives into nouns and verbs; changing tenses; changing adverbs or prepositions.

There has been some general improvement in candidates' ability to communicate in Spanish. Nevertheless there were some candidates with only very basic communication skills closer to GCSE level rather than the language expected at AS Level.

The level of accuracy was variable and some candidates displayed a high incidence of basic errors. Errors of pronunciation and stress were widespread even with respect to specific words that should have learnt as part of the chosen General Topic Area. There were anglicised consonants, particularly "g", "j", and "r" and vowels as in "variedad" and "sociedad". The silent "h" was often pronounced.

Genders and agreements caused many problems, particularly in nouns that do not end in "o" or "a" such as "opinión", "presión", "razón", "ciudad" and "costumbre" and in nouns ending in "a" such as "tema", "clima", "programa" and even "familia". Anglicised pronunciation of "especialmente" and "basura" and "idea" and the mispronunciation of "s" as a "c" in key words such as "obesidad" and "presión" were noted in many candidates. There were expressions such as "efectas malos"; "las pequeñas detalles"; "las razones más importante" and "la factores social".

In the present tense verb endings were often wrong or unclear, first and third forms of the preterite were often confused (e.g. fui and fue). Many candidates used the infinitive form instead of the present tense or a double present tense: son juegan; quieren beben; pueden perjudican; los jóvenes beber; los amigos ayudar y escuchar; los padres a veces preocuparse.

As in previous series, "gustar" was poorly conjugated with constructions like: "yo me gusto bailar" and "mi mucho gustar". Many candidates continue to fail to distinguish between ser and estar: estar un problema; estar popular; es muy bien; es muy estresado; están sobrepesos; soy interesado. There were many inappropriate expressions which could impede communication such as: es puede; es necesita; es peligro; es vale; es beneficio; hay peligrosos. Lexical confusion occurred with mejor and mayor, poco and pequeño, peligroso and peligro, beneficio and beneficioso, and importancia and importante. There were also a few anglicised verbs: involucrar, interactar, accesar, avoider, and anglicised structures: un bebiendo cultura, un bebiendo problema, fumando es malo. Very few candidates knew how to use "pasarlo bien" and translated it from English into "tener un buen tiempo".

The subjunctive, passive and past participles appear to cause problems for the majority. There were many failed subjunctives, particularly the imperfect subjunctives where many had attempted to use it.

The majority of teachers conducted the exams professionally. Centres are advised to note the following points for development identified particularly in this series:

- Teacher/Examiners must always give their students a free choice of GTA. In large centres the use of the same GTA for all leads to the same set of questions for all candidates
- Teacher Examiners must use open questions which remain within the scope of the candidates' chosen General Topic Area but cover a minimum of one but preferable two (and no more) sub topics not covered in section A.
- Questions asked need to clearly demonstrate candidates' ability to respond beyond GCSE level and should be the candidates own opinions on general issues rather than personal ones wherever possible. Teacher/examiners should explore a variety of sub topics with their different candidates rather than sticking to the usual ones for all.
- Candidates are expected to show evidence of research and preparation into their chosen topic area but should not be encouraged to memorise and to recite pre-learnt material. When this happens they should be interrupted and helped to become more spontaneous.

General Advice and Guidance

- Teacher/Examiners should adhere strictly to the timings for the examinations. Please note that oral examinations that are too short will be penalised according to the mark scheme and examiners are asked to stop assessing candidates after 10 minutes 30 seconds. The use of a stopwatch is highly recommended.
- The cassette tapes and CDs must be properly labelled with the name and number of the centre and sent with attendance registers and OR1 forms for all candidates. At the start of each tape the name and number of the centre must be recorded and at the start of each candidate his/her name and candidate number along with their chosen general topic area and the number of their stimulus must also be recorded. It is also necessary to number the candidates or the tapes so that the sequencing of stimuli can be verified. Examiners should be able to play the CDs on any standard audio CD player. Recording should not be labelled "resits" as all candidates are marked using the same criteria.
- Although this was not a major issue this series care must always be taken with the recording of the tests. It is important that both the examiner and the candidate are audible and that interference from external noise is prevented. Examiners must ensure that the tape does not run out before the test is concluded. Tapes must be checked before being sent and if a candidate has not been recorded the examination must be conducted again with a different stimulus card.
- In Section A Teacher/Examiners should ask the four Edexcel-set questions exactly as they appear on the stimulus card and must not ask any supplementary questions or rephrase them in any way as this will result in the candidate being penalised for any responses they will then produce.
- It is best practice to make a clear and definite transition between section A and section B either by the use of a good "transition question" or by referring directly to it e.g. "hablemos ahora de otros temas" or "pasemos a la seccion B".

- Teacher/Examiners should avoid the rigid use of a set of questions in Section B and should try to conduct as natural a conversation as possible, listening to the candidate and moving naturally away from the main focus of the stimulus in Section A allowing the candidate to develop their responses. It is not essential to cover all the sub-topics in the candidate's chosen general topic area. Indeed it is preferable to explore only one or two in depth.
- Open questions should be used wherever possible to avoid answers that require only brief answers or in some cases simply "sí" or "no".
- The teacher/examiner must not correct the candidate at any time during the test.
- Although it is more important that candidates are prepared to offer opinions and express their reactions to situations it is important that they are aware that they will be assessed also on the accuracy of their Spanish (8/50) and the range of their language (8/50) which means that points are awarded positively for candidates who are able to include some complexity in their responses. Clearly their ability to use complex language will depend to a large extent on the Teacher/Examiner providing them with the opportunity to do so.
- A large number of points (20/50) are awarded for the candidate's ability to respond to the examiner's questions and candidates should be encouraged to answer spontaneously, not learn a set of pre-learnt responses, and to develop their responses and sustain the conversation as much as they are able.

Advice and Guidance for Centres using Visiting Examiners

Centres that opt for Edexcel visiting examiners in Summer 2011 are reminded that it is the responsibility of the centres to:

- Provide appropriate rooms that can accommodate three people comfortably; the examiner, the candidate and the chaperone.
- Provide a chaperone who must sit in the room with the examiner and candidate but must not distract either or interrupt the test.
- Distribute the stimulus cards according to the sequencing stipulated in the Teacher/Examiner booklet.

Grade Boundaries

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