

Examiners' Report/  
Principal Examiner Feedback

January 2012

GCE Spanish (6SP01) Paper 1A

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## **General Comments**

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 a student's 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.

Candidates should not have sight of the questions before the beginning of the test.

The most popular General Topic Areas were Youth Culture and Concerns and Lifestyle, Health and Fitness.

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 specific assessment grids:

- 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.

*(Specification September 2007- Section 1.4, pgs 24 - 25).*

## **Candidates' Responses**

There were some good examples of excellent teacher examining. In general teacher/examiners had clearly read and interpreted requirements outlined in the oral training guide and the previous reports to centres. The majority

of candidates responded well to the demands of the examination and had a good understanding of the requirements. Most performed very well and some discussions were excellent. The better candidates had clearly carried out research and referred to this in their discussions. The better candidates spoke with confidence and demonstrated a clear understanding of their chosen topic area. The standard of performance by teachers and candidates was generally very high.

A pre-requisite of the examination at AS level is that candidates must be adequately prepared for the test and then demonstrate a sound knowledge of the language appropriate to AS Level. However centres need to be aware that success in this test can be affected in part by the teacher/examiner's approach to questioning during the test.

Overall teacher/examiners conducted their tests well and as a consequence Edexcel examiners reported far fewer problems than noted in previous series where some teacher/examiner conduct adversely affected student outcomes, such as rephrasing of and the addition of supplementary questions in Section A, short tests, not moving away from stimulus sub-topic in Section B and not asking all questions in Section A.

## **Section A**

Candidates had clearly prepared their stimulus well. They generally anticipated well the four Edexcel set questions and demonstrated an understanding of the content of the oral stimulus in their answers to the first two questions in Section A.

However, Centres still need to be reminded to advise candidates that Section A:

- does not need to last the full 4 minutes allocated
- should not last more than 4 minutes
- the first two questions need to be full but can be concise and should be limited to (all) the information from the stimulus
- more detail should be found in answers to questions 3 and 4.

A few teacher/examiners in this series continued to ask specific questions to which candidates had given their maximum response. The consequence was long and unnecessary pauses in delivery which most frequently failed to elicit any further relevant details. In addition, Edexcel examiners noted that some candidates did not give all the relevant information required from the stimulus texts and were, therefore, not able to achieve the full 4 marks for this section.

Although lifts from the stimulus card can be accepted it is important for centres to note that any information given must clearly answer the question set. Simply re-reading sections of the written stimulus does not necessarily answer the precise question set. Direct lifts which are not targeted to answering the question will most likely not be successful. In order to demonstrate a good or excellent understanding of the stimulus material candidates will need to expand, explain and develop the content in some way.

In this series, Edexcel examiners noted that a few candidates attempted to introduce irrelevant and pre-prepared personal opinions in response to questions 1 and 2. These were not rewarded positively since they strayed from the task set. Some teacher/examiners failed to ask the required, '*¿por qué (no)?*' part of each question unless the candidate failed to justify his/her opinion. Teachers are reminded that questions in Section A must be asked as set, but can be repeated at the request of the candidate.

The very best candidates were able to manipulate language from the stimulus and expand, explain and develop the content, without including irrelevant pre-learnt personal information. Some very good examples noted by examiners are illustrated below.

**Transcripts**

Please note that the transcripts below are original candidate work and may contain grammatical errors and spelling mistakes.

## **Topic Area: Youth Culture and Concerns**

### **Stimulus card 1: No hay nada malo en vivir con los padres**

*Q1                    “Según el primer párrafo, ¿qué fenómeno está apareciendo en muchas familias por el mundo?”*

*Candidate: “Como hay una falta de trabajo muy grande y el empleo es poco seguro, los jóvenes no pueden independizarse y marcharse del domicilio familiar tan pronto como se solía hacer antes”.*

*Q2                    ¿Cuál es la opinión del informe sobre este fenómeno?”*

*Candidate: “No hay ningún problema en que los jóvenes se queden viviendo con sus padres siempre y cuando puedan compartir gastos. Esto es bueno cuando están solteros y tienen un trabajo”*

### **Stimulus card 2: La controversia de los videojuegos**

*Q1.                    “ Según el primer párrafo, ¿qué beneficio tienen los videojuegos de acción?”.*

*Candidate: “A pesar de la violencia que puede haber en un videojuego, tiene también efectos positivos porque se necesita agilidad mental y manual, es decir con las manos”.*

*Q2.                    “Según el artículo, ¿Por qué se critican los videojuegos?”*

*Candidate: “La mecánica de los juegos es muy repetitiva y no se puede ser creativo. Olvidan a sus amigos y no saben socializar. Además arruina su capacidad para estar con la gente y trabajar con otras personas.”*

## **Topic Area: Lifestyle, Health and Fitness**

### **Stimulus card 1: El Campeonato Mundial de Fútbol Social cambia vidas**

Q1. *“Según el primer párrafo ¿qué tipo de campeonato se celebra en Argentina cada año?”*

*Candidate: “Cientos de jóvenes marginados socialmente, de más de 50 países, se reúnen anualmente. El objetivo es buscar una vida mejor a través de un interés común”*

Q2. *“Según el artículo, ¿Cuáles son las intenciones de este evento?”*

*Candidate: “Hacer a la gente más consciente de que hay jóvenes pobres en todo el mundo. El futbol puede ayudar a ofrecerles una nueva vida estudiando o entrenando. También les ofrece la posibilidad de dejar atrás las drogas o el alcohol ”.*

## **Topic Area: World Around Us**

### **Stimulus card 1: Las religiones se vuelven más verdes**

Q1. *“Según el primer párrafo, ¿Por qué es tan importante esta reunión ecológica?”*

*Candidate: “La reunión fue importante debido a que estas instituciones religiosas poseen grandes extensiones de tierra y controlan el 7 % del dinero. Además, su influencia es grande en la mitad de los colegios”.*

## **Stimulus card 2: El reciclaje está en crisis**

Q1. *"Según el primer párrafo, ¿por qué se recicla menos papel hoy en día?"*

Candidate: *"El reciclado del papel está en peligro porque la presente crisis de la economía ha reducido el precio del papel tanto que es menos rentable reciclarlo".*

Q2. *"Según el artículo, ¿qué opinan los ecologistas?"*

Some good alternative lexis used were:

- *ahorrar → economizar*
- *incrementar → aumentar*
- *porcentaje → nivel*
- *a nivel local → la localidad*
- *mundiales → del mundo*

## **Topic Area: Education and Employment**

### **Stimulus card 1: España, ¿dividida por una asignatura?**

There were very few examples of this stimulus card being used. The role of the government and the objection of the parents was almost entirely missed out. It is pleasing to note that in response to question 4 - *¿cuáles son las asignaturas más importantes?* - modern foreign languages were often mentioned.

### **Stimulus card 2: Una voz para los alumnos discapacitados**

Although attempted by very few candidates, this was a very accessible stimulus and some excellent responses were noted.

Q1. *"Según el primer párrafo, ¿Quiénes se van a beneficiar de este nuevo invento?"*

Candidate: *"Se beneficiarán los estudiantes con alguna minusvalía que afecta la comunicación verbal. Con este portátil (tamaño mochila) podrán expresarse con más libertad y facilidad".*

Q2. *"Según el artículo, ¿qué opinan los profesores de este aparato?"*

Candidate: *"No es difícil usarlo y ayudará a la hora de participar en la clase y aunque el precio es alto es posible que den facilidades a la hora de pagar."*

## Section B

Most teacher/examiners asked interesting and relevant questions based on the candidates' chosen general topic area and listened to the candidates in order to develop a natural discussion. Many teachers gave their candidates ample opportunity to show their knowledge and were sympathetic to the different needs and abilities of their candidates.

However Edexcel examiners noted that, in a minority of cases, teacher/examiners did not move the discussion away from the sub-topic of the stimulus card, which is a requirement, and the candidate would have scored a low mark in Understanding (General Topic Area). There were a minority of others who rotated the same set of questions or were too general and sometimes even trivial. Others who thought that candidates needed to be asked questions from all General Topic Areas or who asked some questions from other General Topic Areas. Centres are reminded that candidates should choose their General Topic Area and that for a whole centre to be doing the same will not produce the best results for some. Teachers are also reminded to ensure that they are aware of the sub topics which relate to each and try to stick to these in section B discussions.

It is clear that there is some inevitable overlap between General Topic Areas and the sub-topics. Where a natural discussion leads into a sub-topic that sits in another General Topic Area the teacher/examiner needs to ask questions which links the topic back to the chosen General Topic Area. For example, technologies can be discussed in the topic area Lifestyle, Health and Fitness as long as they relate to the issues surrounding health or more unhealthy lifestyles.

Most teacher/examiners asked suitably challenging questions but in a small minority of cases candidates were limited in their responses by being restricted to superficial and more GCSE-style questions. For example, *¿cuál es tu comida favorita? ¿Te gusta la comida basura?, ¿qué vas a comer hoy?, ¿qué haces con tus amigos?*. Such questions clearly limit candidates' ability to respond with sufficient complexity and development.

In particular, in Section B, these type of questions do not inspire the level of discussion anticipated at AS level.

More challenging AS-level questions would be:

*¿qué papel juegan los padres en la obesidad de sus hijos?*

*¿qué efecto han tenido las campañas del cocinero Jaime Oliver?*

It is important to remind centres to follow the clear guidance they have been given regarding the conduct of the examination in the comment section of the OR1 form, and to refer to the oral training guide and oral examiner handbook.

### **General Guidance for Teacher/Examiners**

- Teacher/examiners should develop Section B as a natural discussion and not use the same questions for all candidate.
- Teacher/examiners could try to be more innovative in their questioning.
- Teacher/examiners should interrupt candidates when they attempt to recite pre-learnt material. Good preparation is rewarded as long as it does not affect spontaneity
- Teacher/Examiners are reminded that a minimum of one, but ideally two sub-topics should be discussed in Section B. and that more sub-topics covered will not benefit candidates
- Questions should be asked at a different and more challenging level than GCSE and should attempt to demonstrate the full linguistic potential of individuals
- It is best to avoid being too helpful to the candidates. Teacher/examiners must not rephrase questions unnecessarily or complete candidates' sentences for them, neither should they provide them with key words and ideas.
- Whilst it is recommended that teacher/examiners keep their input to a minimum it is a requirement of the oral test that Section B is a discussion – a natural conversation which flows through (preferably two of) the sub- topics of the candidates' chosen topic area.

Extended monologues, regurgitated material, flat intonation, over prepared material are all clear indicators of a test which has been pre-learnt/over prepared and which will receive a low mark for Response. Examiners should indicate this on the OR1 form for each candidate.

## **Suitability of stimulus cards chosen by candidates**

The two most popular General Topic Areas were Youth Culture and Concerns and Lifestyle, Health and Fitness. However, it was very pleasing to see that candidates had chosen from the full range of the four General Topic Areas more so than in previous series. Education and Employment still appears to be the least popular but more examples were listened to than previously.

Stimulus cards proved accessible to candidates and most demonstrated a good understanding of their content. There were no issues raised with regard to the context of the questions.

### **Youth Culture and Concerns**

Stimulus 1: A few candidates did not have many ideas for Question 4.

Stimulus2: Some candidates found it difficult to pronounce '*repetitiva*'.

### **Lifestyle, Health and Fitness**

Stimulus 1: Many able candidates gave incorrect answers to the first question, eg "*..y ocurre cada año en 50 países*".

Stimulus 2: In answer to Question 4, many candidates tended to keep the focus on food-related health problems, rather than widening their perspective to consider drugs, stress, smoking, which was perfectly acceptable.

### **World Around Us**

Stimulus 1: Questions 1 and 2 were usually answered by reading the appropriate sections of the stimulus text with very little, if any, manipulation.

Stimulus 2: In Questions 3, some candidates tended to introduce irrelevant material about individual or government responsibilities, failing to answer the question that had been asked.

### **Education and Employment**

Stimulus 1: Very few tests – reasonable standard of responses.

Stimulus 2: Very few tests – reasonable standard of responses

**Centre performance including administration (submission of oral forms, quality of recording, timings etc).**

In general the administration of the tests was carried out exceptionally well this series. Most scripts arrived shortly after the end of the oral window, to the correct examiner and most were well packaged. Not all candidates names and numbers were recorded at the start of the oral and, in a minority of cases, the candidate number was recorded incorrectly. A larger than normal number of centres did not include the correct paperwork and many had to be contacted to forward the missing OR1 forms.

Centres are reminded that the most up-to-date version of oral forms (OR1) can be downloaded from the Edexcel website and that the completed oral forms (which are used for marking and feedback by examiners) together with two copies of the attendance registers should be sent to the Edexcel examiner along with the recordings.

The Edexcel examiners noted, on the whole, a better quality of recording for the oral assessments this series. However, there were examples of the teacher/examiner being clearer than the candidate. Teacher/examiners are reminded to make sure that the candidates' voices can be heard clearly.

Most centres recorded the assessments onto CDs and more centres sent the work in on USB sticks. Some centres still prefer using audio cassettes and only one blank CD was reported this series.

The timing of orals was generally better than previous series. However, a few centres had stopped the examinations short of the required minimum 8 minutes, for which marks will have been withheld.

Centres are reminded that careful reading of the Teacher/Examiner Handbook is advised before conducting the orals:

- It is helpful to record the name, candidate number, the chosen topic area and the stimulus card, eg 1A at the start of each oral test. OR forms or labels should indicate the candidates' sequence for the tests.

- The most up-to-date version of the OR1 form should be downloaded from the Edexcel website or can be copied from the Teacher/Examiner handbook.
- Where cassette tapes are still used they need to be checked before the start of the oral test. In a few cases, teacher/examiners did not leave enough room on the tape and had to turn the cassette over to record the end of the test. Digital recordings generally have better sound quality and are easier to copy and less bulky. Batteries for all equipment used needs to be checked throughout the oral examination period and at least each day of examining.
- Teacher/examiners should check the recordings of their candidates/recording equipment at the start and end of each test.
- Cassettes/CDs should be well packaged when they are sent to examiners as some are arriving damaged, although this has not affected examiners' ability to mark this series.
- Teacher/examiners are reminded to ask the entire question in section A as some missed the "*¿por qué?*" and candidates failed to justify their answers. Teacher/examiners must also repeat questions in section A or B if asked to do so. However, if this is done frequently, the candidate's mark for Understanding and Response may be affected

**Quality of language - Accuracy** - There were some excellent performances by candidates. A good proportion of candidates used a wide range of appropriate vocabulary and structures enabling them to speak fluently and accurately. However, for others the level of language accuracy was variable and some candidates are still making many basic errors.

The same common errors occur in the language of less able candidates:

- Misuse of *gustar*,
- Gender and agreement of nouns and adjectives
- Confusion of the verbs: *ser/estar/haber*, and *por/para*

- anglicised pronunciation “espeshalmente”, “basyura”, “var-eye-edad”, “corZan” (*causan*), “relidgion”.
- The tendencies to pronounce the ‘h’,
- Lack of subject/verb agreements,
- Frequent use of infinitives as main verbs,
- Pronunciation of ‘*presión*’ as “preCión” was often noted.
- The word ‘*techo*’ was pronounced as “teco”.
- A number of candidates used *adicto* and *adictivo* as if they were interchangeable.
- a few examples of *porque de*
- *peligro/peligroso* continue to be confused.

In some cases the topic specific vocabulary had not been practised sufficiently and key words were mispronounced such as: *el alcohol, carbohidratos, diabetis, idea, sociedad, especialmente*

In addition, Edexcel examiners noted that some centres had worked hard to encourage students to use and incorporate complex structures, sentences with subjunctives and conditional sentences with “*si*”. However, it is recommended to be undertaken not at the expense of developing a natural discussion.

### **Profile of an E grade borderline candidate**

There are different profiles for candidates achieving an E grade in this AS unit. A typical E grade candidate should demonstrate a combination of the following (with reference to the relevant grade descriptors):

**Understanding – Stimulus specific:** The candidate would demonstrate some basic understanding of the stimulus and would be able to convey some basic information even if he/she would lift parts from the text. They would demonstrate only a limited ability to manipulate the language from the text. They would typically achieve 1-2 marks.

## Example - Lifestyle, Health and Fitness

### Stimulus 1 (sections underlined are lifts)

T/E: Q1 "Según el primer párrafo, ¿qué tipo de campeonato se celebra en Argentina cada año?" (repeated)

Candidate: "En Buenos Aires los jóvenes en riesgo de exclusión social para buscar un futuro mejor a través de un lenguaje universal: el fútbol".

T/E: Q2 "Según el artículo, ¿cuáles son las intenciones de este evento?"

Candidate: "Es para cambiar vidas y transformando las vidas de jóvenes con poco ventajas. El campeonato mundial de fútbol ofrece una oportunidad para cambiar vidas y jóvenes son deja las drogas y alcohol y participar en programas educativos y ayudan a otros jóvenes".

### Some full and detailed answers to questions 3 and 4

T/E: Q3 "En tu opinión, ¿cuáles son los problemas asociados con el fútbol?" (repeated)

Candidate: "El problemas con ... repetir por favor..., en mi opinión los problemas relacionados con futbol es los sueldos que reciben los futbolistas es estratégico y promota el competitivo en los jóvenes".

T/E: Q4 ¿Crees que los Juegos Olímpicos animan a los jóvenes a participar más en el deporte? ¿Por qué (no)?

Candidate: "Los Juegos Olímpicas promota muchas oportunidades para los jóvenes. Piensen que es buena idea".

### **Understanding – General Topic Area (Section B):**

Candidates would demonstrate some understanding of the main points only of the teacher/examiner's questions and would be able to convey few or some relevant ideas and opinions. Candidates would normally achieve 3-5 marks.

### **Language – accuracy**

There would be frequent errors in basic tenses and agreements. The language would not be comprehensible at times. Intonation and pronunciation would also be erratic and sometimes affect comprehension, often being influenced by the candidate's own language. Candidates would achieve a minimum of 3 marks

### **Language – range**

Candidates would converse almost entirely in simple sentences. They would demonstrate vocabulary relevant to the chosen topic area but it would be limited. Candidates would be expected to achieve a minimum of 3 marks.

### **Response**

This is the most important section for candidates with 40% of the marks for this unit. Candidates would often be hesitant in their response and would rely heavily on the ideas and language of the teacher/examiner. They would need a lot of prompting and although they would be able to convey some basic information they would struggle to develop their responses.

### **Example**

Teacher/Examiner: *"¿Cómo va a cambiar la tecnología en el futuro?"*

Candidate: *"Yo creo que la tecnología en el futuro es muy diferente de hoy posiblemente con nuevo ipods que camareras. También Los móviles en el futuro son muy muy pequeño, hoy 100 gramos y en el futuro cincuenta"*

Teacher/Examiner: *"¿Cuál es tu opinión de los sitios en la Web como Facebook?"*

Candidate: *“Personalmente yo utilizo facebook especialmente en las vacaciones porque es... me gusta comunicar con mis amigos, porque tengo amigos que vivió, que vive, en Dubai, Méjico, España, todo el mundo”.*

Teacher/Examiner: *“Es una manera de conectarte...”*

Candidate: *“Si, es una manera de conectarme”.*

In addition, candidates may have difficulty with one or two questions and fail to respond appropriately to them. There would be little spontaneity and a limited ability to respond to unpredictable questions. Any fluency would usually come from pre-learnt material. The candidate would typically achieve 5-8 marks.

A typical profile for a candidate who just achieves an E grade would therefore likely to receive the following assessment:

- 3 marks (language – accuracy)
- 3 marks (language – range)
- 6 marks (response)
- 2 marks (understanding – stimulus specific)
- 4 marks (understanding – General Topic Area)

**Total 18 marks**

## **Profile of an A grade borderline candidate**

There are different profiles for candidates achieving an A grade in the AS speaking unit. A typical A grade candidate should demonstrate a combination of most of the following (with reference to the relevant grade descriptors):

### **Understanding – Stimulus specific**

A clear understanding of the stimulus achieving 3-4 marks, manipulating the language or targeting the lifts well in response to questions 1 and 2

### **Example**

T/E: Q1      *"Según el primer párrafo, ¿qué tipo de campeonato se celebra en Argentina cada año?"*

*Candidate: "El tipo de torneo que realizan en Argentina todos los años es un torneo de fútbol que...y su objetivo es de concienciar las personas, um.. de la existencia de la pobreza en el mundo, es un campeonato disputado en Buenos Aires y se realiza entre más de cincuenta países"*

T/E: Q2      *"Según el artículo, ¿cuáles son las intenciones de este evento?"*

*Candidate: "La intención del evento es de concienciar las personas de la existencia de la pobreza en el mundo y de cambiar las vidas de los jugadores que juegan este campeonato. La grande parte de las personas que disputan este torneo cambian sus vidas y dejan las drogas y el alcohol para ser, dar el ejemplo a los más jóvenes con los mismos casos de pobreza y que viven en las calles".*

### **Some full and detailed answers to questions 3 and 4**

T/E Q3      *"En tu opinión, ¿cuáles son los problemas asociados con el fútbol?"*

*Candidate: "El fútbol se asocia con algunos problemas como el alcohol como en Inglaterra cuando las personas se van a los pubs y se aborranchan y también porque los jugadores del fútbol dan*

*malos ejemplos a los jóvenes y esto después se van a hacer más cosas que los más viejos. También el caso de los jugadores que reciben demasiado dinero por el fútbol, es algo perjudicial”.*

T/E Q4 - *¿Crees que los Juegos Olímpicos animan a los jóvenes a participar más en deporte? ¿Por qué (no)?”*

*Candidate: “No yo no pienso que los Juegos Olímpicos son la misma cosa que eran antes. Yo tomo el ejemplo de Portugal que Portugal de antes las familias se reunían para ver los Juegos y los campeones de..en los Juegos olímpicos portugueses eran muy queridos por las personas en Portugal. Ahora pienso que no es un evento tan importante como antes porque no hay esa afición con los Juegos Olímpicos.” (4 marks)*

### **Understanding – General Topic Area (Section B)**

Candidates would demonstrate a good understanding of the main points and subtle details of the teacher/examiner’s questions and respond appropriately with good ideas and opinions to back up their responses. They would not generally ask the teacher to repeat questions more than once. They would be able to discuss a range of sub-topics or offer opinions on a few sub-topics explored in depth. Candidates would normally achieve a minimum of 7 marks.

### **Language – accuracy**

Generally accurate pronunciation and intonation – not interfering with comprehension at any point. No basic grammar errors of agreement in adjectives or verbs. Only minor errors of gender. At least one successful attempt at incorporating complex language even though not all correct. Candidates would normally achieve a minimum 6 marks.

### **Language – range**

Vocabulary and structures would show evidence of research of their chosen topic area. For example, a variety of words to describe ‘*los jóvenes*’ or problems associated with unhealthy living for topic area Lifestyle, Health

and Fitness, eg, *la obesidad, la anorexia*. There would be a range of structures, (not just tenses) and expressions to express opinions. Candidates would be expected to achieve a minimum of 6 marks.

### **Response**

This is the most important section for candidates with 40% of the marks for this unit. Candidates would require little to no prompting from the teacher/examiner and would respond readily and fluently to almost all of the questions, including Section A. They would take the initiative at times and justify some of the points of view they present, if not all. They would develop most of their points. They would deal adequately with all questions and they would not hesitate to offer their response, other than to think of their answer. Candidates would achieve a minimum of 15 marks.

### **Example** (part of section B only)

T/E: *“¿Por qué crees que los jóvenes hoy en día son tan agresivos?”*

Candidate: *“A mi modo de ver no es que los jóvenes son más violentos es solamente que hoy en día hay más publicidad alrededor de los jóvenes. En mi opinión hay el mismo número de jóvenes violentos que antes pero a causa de la publicidad la gente sabe de esta violencia. Así que los jóvenes parecen más violentas. Puede ser que el consumo de alcohol y drogas aumenta la violencia pero en mi opinión esta situación no ha cambiado y había este problema en el pasado también”.*

T/E: *“Bueno, hablando del alcohol, ¿por qué beben, fuman y toman drogas los jóvenes hoy en día?”*

Candidate: *“En mi opinión es que los jóvenes quieren ser mas adultos y ven a los adultos que beben y fuma así que piensan que es chulo hacerlo y hay mucha presión social hoy en día y quieren mostrar a sus amigos que pueden hacer algo que para ellos no es legal. También puede llegar a una adicción y van a depender del alcohol o el tabaco”.*

T/E: *“Entonces ¿crees que se debería prohibir el alcohol o el tabaco?”*

Candidate: *“No porque el alcohol y el tabaco son cosas muy buenas para la economía de todos los países y También pienso que sería muy difícil de prohibirlos porque hoy en día son drogas sociales y aceptadas en nuestra sociedad. Sin embargo pienso que el gobierno debería castigar a los menores de una manera más estricta y los negocios donde venden el alcohol y el tabaco deberían ser más estrictos porque los venden a jóvenes que tienen 12 años y así que es muy fácil de obtener estas cosas”.*

T/E: *“Se debería legalizar entonces algunas drogas? ¿Que te parece?”*

Candidate: *“A mi modo de ver sería un error de legalizar las drogas porque son peligrosos y dañinos y si el gobierno legalizara las drogas, los jóvenes quizás empezarían a pensar que no son tan dañinos. Así que pienso que los jóvenes tomarían las drogas más si las legalizaran.*

A typical profile for a candidate who just achieves an A grade would therefore likely to receive the following assessment:

- 6 marks (language – accuracy)
- 7 marks (language – range)
- 15 marks (response)
- 4 marks (understanding – stimulus specific)
- 8 marks (understanding – General Topic Area)

**Total 40 marks**

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