

Examiners' Report/
Principal Examiner Feedback

Summer 2014

Pearson Edexcel GCE
in Spanish (6SP01) Paper 1

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General Introduction

The assessment for Unit 1 is divided into two sections – A and B, and lasts between 8-10 minutes.

In section A students 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 student to give opinions or react to the general topic of the stimulus.

In section B the teacher/examiner is required to engage the students in a discussion which, although relating 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 marks using the grid printed in the specification (1.4, p. 24 and p. 25). Marks are awarded across five assessment criteria; 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

Examiners reported that there were some good examples of excellent teacher examining. In general teacher/examiners have clearly read and interpreted the requirements outlined in the oral training guide responding well to advice and guidance given in previous published reports to centres. The majority of students 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 more able students had clearly carried out relevant research and referred to this in their discussions. They spoke with confidence and demonstrated a clear understanding of their chosen topic area. The standard of performance by teachers and students was generally very high.

In order to succeed in this unit, students must prepare well for the test as well as demonstrate a sound knowledge of language appropriate to AS level. However, teacher/examiners should be aware that success in this test is also determined in part by outcome. The teacher/examiners' approach to questioning during the test is crucial.

Teacher/examiners are reminded again this series of the need to ask students an appropriate level and range of questions that will enable them to respond by showing their full linguistic potential. A significant improvement has been noted this series.

Section A

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

In their analysis of candidates' performance this summer, Examiners frequently referred to instances where candidates did not provide all the relevant information required for questions 1 and 2, as included in the stimulus texts. In such instances, although in the minority, candidates were not able to achieve the full 4 marks available for this section of the task which requires "*full and detailed answers*" to questions.

In a couple of instances this series Examiners noted that Teacher/Examiners had missed out one question, and several noted that candidates provided personal opinions and examples in response to questions 1 and 2, which were irrelevant to the expectation of the assessment and could not be rewarded within the marking criteria. As a general rule candidates should be asked to look for three clear points in paragraph one in response to question 1, and three further points from the article in response to question 2.

The majority of candidates made an attempt to change the language of the stimulus and select information appropriate to the question being asked. However some candidates, and not always the less able, simply read the whole paragraph. Whilst direct lifts from the stimulus card in candidates' responses are acceptable it is important for centres to note these must answer the questions set. It is not sufficient for candidates to simply read out long sections from the stimulus material. Candidates do need to ensure that they have demonstrated their understanding of the precise questions set. Candidates will achieve success by expanding, explaining and developing the content of their responses beyond the given text. However, it was noted this series that a high number of candidates manipulated just one or two words from the paragraphs and lifted whole sentences, reading from the stimulus.

Most teacher examiners read all four questions including the, "*¿Por qué (no)?*", as is required. Unfortunately, there were a few instances of questions being forgotten and repeated unnecessarily in Section A which will have confused the candidates. Some Examiners also noted the addition of extra questions in Section A, including prompts. Teacher/Examiners should be made aware that these responses will be ignored by Examiners.

Overall candidate performance was very pleasing. The very best candidates were able to manipulate language from the stimulus and expand, explain and develop the content of their responses, without including irrelevant, pre-learnt personal information. Less able candidates were generally well supported by their Teacher/Examiner.

Suitability of stimulus cards

All stimulus cards proved accessible to all candidates and most demonstrated a good understanding of their content. As anticipated, the two most popular topics continue to be Youth Culture and Concerns and Lifestyle, Health and Fitness but, in this series, they are more equally divided than previously. However, both the General Topic Area of Education and Employment and the World Around Us have increased in popularity this series and Examiners were pleased to be able to listen to a wider variety of examples.

Centres are reminded that the candidates should, wherever possible, be given a free choice of General Topic Area to suit their learning, strengths and interests. Education and Employment provides excellent opportunities for comparisons between different types of schools, education systems and countries especially for the more able and international students. The World Around Us also provides a greater opportunity for demonstrating new vocabulary and issues which can lead to more interesting and varied conversations for the candidate and Teacher/Examiner. Candidates who chose either The World Around Us or Education and Employment were reported to have generally carried out extra research and learnt specific vocabulary and facts, although not in all cases. Furthermore these General Topic Areas do lend themselves to more analytical responses and therefore could gain higher marks from the marking criteria: General Topic Area – understanding, as they are more often more substantial discussions.

Overall candidates had clearly been well prepared for this part of the test and had recognised that questions 1 and 2 related to the content of the text. In all cases the more able candidates were able to manipulate the language of the texts and further develop their responses with detailed examples and explanations.

Examiners' specific comments related to each of the stimuli:

Centres may like to note that Examiners try hard to ensure there is an even number of possible points (usually 6) within the texts for answers 1 and 2.

1. Youth Culture and Concerns

Stimulus cards 1A and 1B "**Las bandas juveniles**"

This was a popular stimulus card due to the sequencing and candidates performed well extracting many of the accessible points in their responses. Some candidates listened carefully to the Teacher/Examiner and manipulated the start of their responses to questions 1 and 2 with phrases like "*según el primer párrafo*" and "*el texto dice/menciona que*" or "*se ha mencionado que*". Questions 1 and 2 presented no difficulties to most candidates. Some candidates struggled with the numbers 13 and 25. Other words that were frequently mispronounced were: *desestructurada*, *identidad*, *amenazar*, *comportamiento*, *alcohol*, *cometer*, *afecto*, *violencia*.

Card 1A (Q3), some candidates referred back to "*violencia de las bandas*" and repeated ideas from the stimulus rather than talking about violence in society generally or providing other examples. Some candidates mentioned the sad and recent example of the Spanish teacher murdered by her pupil.

Card 1A (Q4), some candidates were unsure about what "*problemas sociales*" were and referred to stress, exams and alcohol. Some more successful answers considered how society viewed young people's behaviour in a negative way and also the effect of the economic crisis and parents' unemployment that forced young people to find a job, having to live with their parents, drinking and causing damage in the streets and noise from the "*botellones*".

Card 1B, not all candidates understood what "*familia desestructurada*" meant despite a translation being provided.

Some good examples of manipulation included:

Fenómeno emergente → *está apareciendo*

Fracaso escolar → *malas notas, suspensos en el colegio*

Les aporta → *les da/les ofrece*

Seguridad → *se sienten seguros*

Colectivo → *grupo*

Afecto que no tienen en casa → *cariño que no reciben en sus hogares*

Comportamiento → *conducta*

2. Youth Culture and Concerns

Stimulus cards 2A and 2B: **Los nuevos hábitos de lectura**

Responses to questions 1 and 2 were often incomplete or not clearly expressed. A small minority of candidates assumed that the stimulus was about the use of new technology in learning/study, ("*lectura*" had been misunderstood) instead of reading. The word "*pantalla*" was often mispronounced as was "*tabletas*".

Card 1A, some candidates repeated ideas from the text and for question 4 some missed the idea that it was about "*otras actividades*" and referred back to new technologies, ie, what they did with social networks and mobile phones.

Card 1B (Q3), there were some interesting reflections on whether young people read more or less than previously, although some found this question more challenging.

Some good examples of manipulation included:

Hábitos → *costumbres, formas, maneras*

Nos permitirá → *podemos*

Nuestra preferencia → *nuestros gustos*

En vez de → *en lugar de*

Los más vendidos → *los que se venden más*

3. Lifestyle, Health and Fitness

Stimulus cards 1A and 1B: **la popularidad creciente de los deportes extremos**

Examiners reported that few candidates gave full responses to questions 1 and 2, often missing out the idea of changing attitudes or extracting information from the second paragraph in response to question 1 which starts: "*según el primer párrafo...*". Some less able candidates did not understand question 1 and focussed their answers on the first sentence explaining the types of extreme sports available.

In response to question 3 (1B), once candidates realised that they were being asked about "*deportes convencionales*" they gave interesting and perceptive responses talking about the success of football, cricket and tennis. However, many candidates referred back to the extreme sports and gave irrelevant answers.

In response to question 4 (1B), many candidates mentioned the lack of opportunities for young people because they sit in front of a computer all day and lead very sedentary lives without perhaps considering whether they are provided with opportunities to practice sports. Some candidates found the following words more difficult to pronounce: *hábitos, competir, ventajas, beneficios*.

Lifestyle, Health and Fitness – 1A

1. Most mentioned that people were tired of team sports. Fewer said that attitudes were changing.
2. Most included these elements to this question - personal satisfaction and adrenalin. Not so many mentioned not having to rely on team mates and improving performance.
3. Mutual support and the positive effect of working as a team were popular answers.
4. The majority mentioned sport as an effective way to control weight. Some also stated how it improved clarity of thought.

Lifestyle, Health and Fitness – 1B

3. Many agreed that conventional sports have been superseded by more adventurous activities.
4. Most thought that young people do have many opportunities to enjoy sport today, chiefly through school. Many mentioned the positive effect of the Olympic games.

There were some good attempts to offer equivalents:

- "deportes extremos": → "intensos, peligrosos
- En grupo → *en equipo*
- *Mentalidad cambiante* → *ideología, las ideas están cambiando*

4.Lifestyle, Health and Fitness

Stimulus cards 2A and 2B: **Julia Roberts y la vida sana**

This stimulus card was used a lot due to the random sequencing of the cards and was well attempted by most candidates. Examiners noticed that some candidates confused the content and gave answers from paragraph 2 in response to question 1. Words that were frequently mispronounced were: *alimenticios, ecológica, transgénicos, lechugas, asegura, hábitos, cuida*. This was where the use of *gustar* was noted as particularly inconsistent. It would be good to explain the difference between "crecer" and "cultivar".

For stimulus 2A, some candidates were not aware of what "*comida ecológica*" meant and in response to question 4, "*¿cómo podríamos mejorar la dieta de los jóvenes?*", many spoke about the negative impact of fast food and what young people like to eat rather than concentrating on how we can improve their diet.

In card 2B, the idea of grandparents in question 4 was not well developed and some candidates missed the concept of past and present tenses and changing dietary habits. Some candidates were unable to handle the use of the past tense here.

Lifestyle, Health and Fitness – 2A

1. Most candidates said that Julia worries about what her children eat and that she wants to avoid bad eating habits. Not so many gave a healthy environment as an answer. Some students included elements of the correct answer to question 2, such as eating organic food and growing her own vegetables.
2. Most said growing organic food was a key element of her healthy lifestyle as well as preventing her children from eating GM foods. Some gave elements of the correct answer to question 1 (avoiding unhealthy food and living in a healthier environment)
3. Many students from more urban areas thought that organic food was popular but expensive and that fast food was more popular. Those from more rural areas thought that many people grew their own food/vegetables and therefore more popular.
4. Schools and educational programmes were often mentioned here.

Lifestyle, Health and Fitness – 2B

3. Affordability and availability were the main reasons given for the popularity of junk food.
4. Some candidates were slightly confused by this question in as much as they thought they were being asked about their grandparents' current lifestyle. (This may have been due to lack of knowledge of past tenses in some cases).

Good examples of manipulation included:

- Lo que comen sus hijos → *la nutrición de sus hijos, régimen de comidas*
- Continuo contacto → *vínculo estrecho*
- *saludable* → *sano*
- *productos transgénicos* → *modificados genéticamente*

5. World Around Us

Stimulus card 1A and 1B: **"El Camino de Santiago, ¿por qué lo harías?"**

There were unfortunately only a few reported uses of this stimulus card and Examiners noted how pleasing it was that these candidates demonstrated a clear awareness of what the "*Camino*" was.

In response to question 4 (1A), candidates gave good factors for choosing holidays, including for fun, relaxation, seeing new places, meeting people, learning about the history, culture and traditions, trying the food and learning the language.

Question 4 (1B) also provided an opportunity for the well-prepared candidates to demonstrate their understanding and they spoke about many different disadvantages of travelling, such as the effect on the environment, how local shops have been replaced by fast food restaurants, changing local traditions, the changing landscape with more roads, the building of hotels and airports.

World Around Us - 1A

1. The majority of candidates said that the route was travelled by Spanish pilgrims and that in 2012 more than half were Spanish. Fewer stated that the number has increased dramatically.
2. The main points covered were for fun and to get to know people of other nationalities.
3. Many said that they would enjoy the challenge and meeting people from other cultures.
4. Price and budget were popular reasons as well as good weather.

World Around Us – 1B

3. The majority of candidates thought that tourists are interested in the culture of the country they visit though this is not their primary concern.
4. The main disadvantages cited were ecological ones such as pollution created by transport.

Some good examples of manipulation included:

Personas de Mexico/Australia → *mexicanos, australianos*

recorren → *van por*

lugares → *sitios*

participaron → *tomaron parte*

2012 → *hace dos años*

Ha aumentado → *se ha incrementado*

6. World Around Us

Stimulus cards 2A and 2B: **“los vuelos baratos ¿amigos o enemigos de la tierra?”**

Examiners reported once again receiving few examples of this stimulus card. Candidates occasionally struggled with the pronunciation of words: *perjudiciales* and *dañino*.

Card 2A (Q4), Examiners reported that candidates often omitted to include strategies for encouraging young people to use greener forms of transport and spoke about how they could use bikes and buses etc.

Card 2B (Q4), some good responses were noted where candidates spoke about companies and factories burning fuel, dumping waste in rivers, polluting the water and destroying the livelihood of local people.

World around us stimulus 2A

World Around Us – 2A

1. The majority said that cheap flights enabled people to live and work in more than one country and that it is now possible to travel to more unusual places. Not many mentioned that it had become the norm for many Europeans.
2. Most mentioned the increase in the number of flights and their impact on the environment. Only some touched on the fact that in the past flying was a luxury.
3. Most said harmful gases possibly contribute to global warming.
4. Government campaigns, including the environment in the school curriculum, were popular answers.

World Around Us – 2B

3. Many candidates said that they would enjoy living and working in two different countries.
4. The burning of fossil fuels was the main reason given.

Some good examples of manipulation included:

- era un lujo para una minoría → *no era para todos, era para unos cuantos adinerados*
- década → *los últimos 10 años*

7. Education and Employment

Stimulus cards 1A and 1B: **El teletrabajo en España**

Although there were few examples of this stimulus, most candidates were well-prepared. However, some candidates were not able to think of ideas for improving their chances of getting a good job other than going to university, (Q4/1A). Some did mention the need to learn a foreign language or have a record of voluntary or paid work from the age of 16 years. Although fairly accessible, many candidates did not give full answers in response to questions 1 and 2.

Some good examples of language manipulation:

- encuesta → *sondeo*
- empresas → *compañías, negocios*
- 28% de los españoles → *el otro 72% en la Península Ibérica*
- Inversiones de dinero → *invertir dinero*
- Mejora productividad → *incrementa la producción*
- Equipos informáticos → *tecnología, aparatos de informática*

Stimulus cards 2A and 2B – **Un buen profesor, ¿cómo es?**

Examiners received more examples of this stimulus and they reported the discussions to be interesting and it offered good opportunities for the candidates interested in this topic area. Examiners noted how candidates focused on the ability of the teacher but did not reflect on the contribution, motivation and dedication from the students in order to succeed.

Card 2A (Q3), some good reasons why students achieve poor results were given, such as lack of motivation and awareness for the importance of studying, lack of effort, no cooperation in class, lack of concentration, they don't know what they want in life, little or no time spent studying at home.

Card 2A (Q4), some candidates gave interesting ways that the education system could be improved by some making comparisons with other

countries. Some candidates mentioned some compulsory new subjects like “asignaturas para pensar”, a focus on more practical rather than theoretical subjects. Also, a few mentioned the Education Secretary – Michael Gove showing a real awareness of current government strategies.

Some good examples of manipulation included:

- importante → *crucial, clave*
- calidad → *habilidad*
- profesor → *enseñante*
- complicado → *difícil, exigente*
- encontrar buenos profesores → *contratar profesores capaces*
- asignatura → *materia*
- inspirar → *motivar, no desmotivar, inculcar interés*
- técnica de disciplina → *formas de imponer/ejercer disciplina, controlar*

Section B

Most Teacher/Examiners asked interesting and relevant questions based on candidates’ chosen general topic area and listened to given responses in order to develop a natural discussion. So too did Teacher/Examiners give their candidates ample opportunity to show their knowledge. They were sympathetic to the differing needs and abilities of all.

It is acceptable to ask one transitional question to smoothly and quickly move away from the sub-topic of the stimulus card. However, some Teacher/Examiners are taking too long to move into other areas. Several Examiners noted that some section B questions did not relate at all to the chosen general topic area of the candidate, and the candidates’ marks would be restricted for marking criteria, “General Topic Area – understanding” as a consequence.

Although there is clearly an overlap between some sub-topics in Youth Culture and Lifestyle they should be dealt with differently. For example, in Lifestyle Health and Fitness it is appropriate to ask about the health benefits of sport but not in Youth Culture. Equally smoking/drinking as a health concern can be discussed in Lifestyle whereas in Youth culture it is more appropriate to talk about peer pressure and the social impact of these sub topics.

Furthermore, in a minority of cases Teacher/Examiners still appear to be asking a set of pre-ordained questions from a list that they had prepared beforehand and selected at random. When Teacher/Examiners ask the same set of questions to all candidates, (even if the order is different) the spontaneous and unpredictable element is missing and this would be reflected in a lower mark for response.

It is important to listen to the candidate and **react** to what he/she is saying. There must also be a link between the questions asked in order for the test

to be a conversation. The mark scheme mentions "discourse" (i.e. discussion) and this entails a dialogue between two people who should react to one another. Furthermore the temptation to ask lots of questions should be avoided since this does not constitute a dialogue or discussion. There must be an element of "thinking on one's feet" so that the test does not become either a candidate's monologue or a series of questions fired in the candidate's direction. Also, when teachers introduce too many topics, candidates have little opportunity to develop their ideas and opinions and they would not score high marks in the marking criteria for "General Topic Area – Understanding".

Personal questions about hobbies, activities, holidays and future plans are not suitable for AS examination and lend themselves more to the GCSE examination.

Questions must be more challenging and focussed on the candidate's chosen general topic area. The questions and responses in this test must show progression from GCSE. In some cases this series Examiners felt that this had not happened and candidates performance was restricted due to the type of questions they had been asked. A GCSE approach gives the candidate no benefit because they cannot score high marks in the marking criteria for "Response" and "General Topic Area – Understanding".

Similar to previous series, some Teacher/Examiners were adversely affecting their candidates' performance at times by asking closed questions, which the candidate repeats, e.g. "*¿Tu fumas?*" or "*¿Te gusta beber?*"

It is more advantageous to the candidate to ask open-ended questions which allow the candidate to develop and include information they have researched. There should also be a balance between the amount the candidate speaks and the Teacher/Examiner inputs. The candidate must not be allowed to recite large amounts of pre-learnt monologues and the Teacher/Examiner must not interrupt the candidate or dominate the exchange either but rather facilitate a natural discussion.

This test is an introduction to the expression of opinion and justification and is a reasonable grounding for A2, if carried out in accordance with the spirit of the test. Therefore Teacher/Examiners should conduct the test in a way that is much more than a glorified GCSE test. Such an approach can only lead to a candidate being marked as only having '*limited*' understanding.

It is better to deal in depth (ie; discuss one or two topics) than in breadth (lots of different topics). The introduction of too many sub-topics will inevitably lead to a question and answer session and will not show the depth of knowledge required for a high mark in "Understanding (GTA)" or sufficient development of points, ideas and opinions required for a high mark for "Response".

It was pleasing to note that in most cases candidates' responses were spontaneous and not pre-rehearsed or recited. Spontaneity is very important and candidates are positively rewarded for this in the mark for

response. However in a few cases the tests/conversations did not sound natural and it was clear that candidates had learnt the tests by heart.

Experienced examiners can identify pre-learnt tests through the "written" language and flat intonation, and the recapping of complete sentences and marks will be restricted in these cases. In a few cases the language used was more appropriate for an essay-like response and not naturally developed and the length of uninterrupted response was another clear indication of pre-learnt responses. This is clearly not in the spirit of the examination and will affect the marks awarded for 'Response'. In all cases Examiners have made comments on the OR1 forms for the candidates concerned.

In a minority of Centres it is clear that the Teacher/Examiners are not aware that Section B must relate to the candidate's chosen general topic area and questions relating to other general topic areas will score no marks towards 'Understanding (GTA)'.

In these circumstances, it is recommended that Teacher/Examiners who are inexperienced or unfamiliar with the Pearson/Edexcel qualification should attend one of the online training events for Unit 1 and Unit 3 (orals), which are conducted throughout the year and can be accessed via the Pearson/Edexcel website:

<http://www.edexcel.com/resources/Training/Pages/default.aspx?cgrp=Teaching%20support>

Centre Performance and Administration

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, and were sent to the correct examiner. Most items were well-packaged, although not all. 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.

Most centres sent the correct paperwork but a very small number of packs were missing **OR1 forms** and registers. Centres are reminded that there is a new version of the OR1 form which can be downloaded from the Pearson/Edexcel website.

<http://www.edexcel.com/quals/gce/gce08/lang/spanish/Pages/default.aspx>

Examiners have requested that Centres place in order the OR1 forms in accordance with the recordings to ease marking.

Examiners noted on the whole a high quality of sound recordings for the orals this series. Most centres recorded their orals onto CDs, some still using **audio cassettes*** and an even greater proportion are now sending USB sticks. Examiners reported a minority of cases where CDs and USB contained both the AS and A2 scripts which is not permissible.

Sound checks should be carried out before posting materials to Examiners and Examiners have requested that hard covers rather than sleeves be used to protect CDs and even USBs rather than bubble wrap.

NB: Please note that further to the notification on the Pearson/Edexcel website, and via the updates from the Subject Advisor, Mr Alistair Drewery, **we will no longer be accepting audio cassettes for assessment from September 2014 onwards.*

The timing of orals was generally very much better than previously with only a minority of examinations being identified as shorter than the required minimum 8 minutes, for which the candidates will have had marks withheld. This series Examiners noted several long tests, with some reported AS tests lasting 12 minutes. This does not benefit candidates and Examiners are required to stop listening after 10 minutes.

Examiners have asked that Centres be reminded to label the CD with Centre number and candidates, and also to attach a tag to the USB sticks wherever possible. The Edexcel documents on '**Guidance for Conducting Oral Exams**' and the '**Administrative Support Guide**' make this clear and should be referred to.

<http://www.edexcel.com/quals/gce/gce08/lang/spanish/Pages/default.aspx>

In order to verify the sequencing of the stimulus cards, the OR1 forms must be dated, (as part of the new OR1 form) and Centres are asked to number the candidates either using the OR1 forms or the CDs.

Careful reading of the Teacher/Examiner oral handbook is advised before conducting the orals.

Examiners noted that on the whole most OR1 forms arrived with recordings and were generally completed correctly. Centres are advised NOT to enter their own marks on the OR1 forms as these must be left blank for the Examiners. This is not a moderated assessment.

Teacher/Examiners are reminded to record the name and number of the candidate as well as the general topic area and stimulus card at the start of each test.

Centres are asked to read the comments and feedback written by Examiners on their OR1 forms when they are returned in the autumn as it is hoped that they will provide constructive feedback on the conduct of the tests.

Quality of language

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. Examiners all noted a

definite improvement in the use of a wide range of lexis and a variety of tenses this series.

Range

There were a number of examples of interesting idiomatic expressions, impressive vocabulary and linguistic structures.

The majority of students endeavour to use the present and imperfect subjunctive and memorise expressions using "*es importante que*" and "*si fuera el primer ministro*", but in these cases they often fail to use it well further into the discussion.

The most able candidates were able to use direct and indirect object pronouns competently, as well as preterite/imperfect, perfect and present subjunctive. There were some examples of imperfect and perfect subjunctive as well, "*espero que no se me haya olvidado*"; and examples of irregular verbs in tenses other than the present tense, such as "*establezca*", "*dicho*", "*tuviéramos*".

Accuracy

Whilst there appears to be some improvement in some areas amongst less able candidates, there were examples of candidates with basic communication skills displaying a high incidence of basic error. Errors of pronunciation and stress were widespread with anglicised consonants (g,j,r) and vowels as in "*variedad*", "*sociedad*". "*especialmente*".

There were some recurrent mistakes such as the confusion between the use of **ser/estar**, (*está un problema*, *está popular*), incorrect use of **gustar**, (although some improvement has been seen here), incorrect article-noun or noun-adjective agreement with irregular masculine nouns, like "*tema*", "*problema*" or "*día*" and irregular feminines like "*presión*". Less able candidates also made agreement mistakes with regular nouns, such as "*los escuelas*".

In addition, confusion between, *bien/bueno*, *mal/malo*, *peligro/peligroso*, *cualidades/calidades*, *cualificaciones/calificaciones*, *dejar/quitar*, *por/para*, incorrect subject-verb agreement, mispronunciation of the word "*sociedad*" ("i" pronounced like "ai"), or "*statísticas*" instead of "*estadísticas*", "*mayoridad*" instead of "*mayoría*", and using the word "*libre*" meaning "free of charge",

In the present tense the first person or the infinitive was used instead of the third person: "*los jóvenes beber*" "*los jóvenes tenre muchas presiones*", "*los famosos dar una imagen mala*".

Examiners reported some inappropriate expressions being used fairly frequently: "*es vale*" "*es necesita*", "*es depende*", "*es intereso*", "*mi interesa*". And the use of English words with a Spanish ending: "*accesar*", "*avoidar*", "*reportar*", "*interestar*", "*solvar*".

Unit 1: Spoken Expression and Response

Marking guidance for oral examiners

Tests that are too short

A test is too short if it is less than 7 minutes 30 seconds (this includes a 30 second tolerance). Drop down one mark band to the corresponding mark across the following assessment grids:

- Quality of Language - Accuracy
- Quality of Language - Range of lexis
- Response

e.g.

4-5	Accuracy variable but errors rarely impede communication; pronunciation and intonation inconsistent but comprehensible.
6-7	Generally accurate but some errors in more complex language; pronunciation and intonation generally good.
8	Highly accurate with perhaps some very minor errors; pronunciation and intonation authentic.

If a candidate would have scored 7 for Accuracy, they should be given 5, if they would have scored 6, they should be given 4. A similar adjustment should be made for Range and for Response. This will not affect the other assessment criteria 'Understanding - Stimulus specific' or 'Understanding - General Topic Area'.

Test that are too long

Once the 10 minute mark has passed, the examiner stops listening at the end of the next sentence/sense group.

Tests that do not move away from initial stimulus sub topic

Candidates are limited in the amount of marks they can score.

- 'Quality of Language - Range of lexis' - limited to a maximum of 3 marks
- 'Response' - limited to a maximum of 8 marks
- 'Understanding - General topic area' - cannot score more than 0.

Spontaneity/Response

If a test appears to lack spontaneity in large part to the extent that significant sections *appear to have been pre-learnt*, the mark for **Response** will be limited to a maximum of 8 marks. It may be that intonation is also impaired; however, poor intonation would not, on its own, suggest pre-learning.

Please note:

Understanding – Stimulus specific should only be used to mark **Section A** of the oral test.

Understanding – General topic area should only be used to mark **Section B** of the oral test.

When marking the oral exam, examiners are advised to immediately allocate a mark for Section A, prior to allocating marks for the rest of the test (Section B).

It is important that the PE and team leaders can see clearly the justification for marks awarded and examiners should note briefly on the OR1 form the reason for any caps which are applied in marking an oral test.

If a score of '0' is awarded for any of the assessment grids, the oral recording should be referred to your Team Leader.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

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