



Pearson
Edexcel

A Level Spanish

Paper 3: Speaking (9SP03).
Examiner Commentaries.





Introduction

- The purpose of this pack is to provide teachers and students with commentaries to responses to A Level Spanish Paper 3: Speaking (9SP03).
- In this pack, you will find examiner commentaries and marks. The mark schemes, audio recordings and other materials can be found on the Pearson website.
- If you have any enquiries regarding these materials or have any other questions about the course, please contact our subject advisor team on teachinglanguages@pearson.com



Examiner Marks and Commentary (9SP03)

Candidate and task	Mark and Commentary
Candidate 1 – Task 1	<p>Stimulus Card 2</p> <p>Critical and analytical response (AO4)</p> <p>The responses the student gives are all relevant to the question he is asked and the information, ideas and opinions he shares are consistently focused on Spain. The arguments are consistently supported by pertinent details. Examiners felt that his responses to the stimulus card questions show particularly perceptive and relevant knowledge and understanding of Spanish culture and society. This level of relevance is maintained throughout. He develops his responses well, justifies his arguments, and draws some convincing conclusions. His ideas are generally perceptive, and he shows a good level of analysis, for example when asked about the birth rate in Spain. He draws on relevant, detailed information to support his argument that in Spain, women are having babies at an older age. He does repeat his idea about long working days when asked about the role of grandparents and his response to the question about obstacles for women in the job market was considered by examiners to be less well argued. Therefore, he was awarded 10 out of a possible 12 marks.</p> <p>10 marks</p> <p>Accuracy and range of language (AO3)</p> <p>There was consistent variation of grammatical structures including a few examples of complex structures and asking questions:</p> <p><i>Aprobó, si tuviera (que), diría que/sería..., ha caído</i></p> <p><i>¿Me entiendes?, ¿Qué opinas? ¿Qué piensa usted de...?</i></p> <p>There was consistent variation in the use of vocabulary in particular his variety of expressions to offer his opinion:</p> <p><i>El hogar, el machismo. Cuidar, igualdad de género, el mundo laboral, la ley Orgánica, desafortunadamente, jornada completa, la crisis económica, fuga de cerebros, oportunidades de trabajo. Carreras, cualificaciones, Alemania, Reino Unido, Francia, madres solteras, parejas homosexuales, edad promedia</i></p> <p><i>En mi opinión, creo que , a mi me parece que.</i></p> <p>He uses mostly accurate language throughout. However, he does make mistakes and occasionally doesn't correct himself. The</p>



	<p>mistakes he makes are usually related to the article e.g.: “<i>los padres y los madres</i>” and “<i>viven más cercanos</i>”</p> <p>At no time do the errors hinder the clarity of the communication. His speech is coherent and immediately understandable. His pronunciation is accurate and intelligible.</p> <p>10 marks</p> <p>Interaction (AO1)</p> <p>The discourse was clearly spontaneous throughout. The student responded with assurance to all the teacher examiner questions. The student was able to sustain the discourse and did not at any time need prompting by the Teacher Examiner. There was no hesitation other than natural hesitation in his use of communication strategies as he starts his sentence and then decides to follow a different path. There is use of repair strategies as he corrects himself eg “<i>las mujeres necesitar...las mujeres necesitan</i>”. This student does take the lead and does develop the conversation. Throughout task 1 he asks the TE examiner questions at appropriate points and it is clear they are listening to each other and interacting naturally and spontaneously. The student was awarded the full 6 marks for this task.</p> <p>6 marks</p> <p>TOTAL = 26/30</p>
Candidate 2 – Task 2	<p>Title: ¿Se han mejorado los derechos de la mujer en España?</p> <p>Part 1: Independent Research Presentation:</p> <p>Responding to Written Language in Speech (AO2)</p> <p>The presentation lasted just under the 2-minute maximum. The student clearly identified her two written sources at the start of the presentation, and these were both in Spanish originally as is required.</p> <p>Sensibly she launches straight in to talk about the sources and does not waste time on an introduction to the IRP which is not necessary here. The title is on the RP3 form for the examiner to read.</p> <p>She defines and names her first article and then summarises the content of the article. She then moves on to the second article and outlines the 4 reasons why women demonstrated in Spain.</p> <p>She then gives what appears to be a conclusion to the project having read these two articles and a recommendation of what Spain could do to achieve better equality.</p>



The task remains focussed on the sources for the majority of the presentation but lacks a personal response to the sources themselves.

Students should be aware that this is not an introduction to the project nor is a conclusion required.

The student is awarded 10 out of a possible 12 marks

10 marks

Part 2: Discussion on Independent Research

Knowledge and understanding (AO4)

The student's ideas and information were all relevant to Spain and the chosen IRP. She discussed: Current ideologies contrasted with those at the time of Franco, the sexist grammatical structure of the language, the disparity in the salaries of men and women and its possible causes, the lack of equality for maternity/paternity leave and positive discrimination in the world of work. There were some perceptive ideas and the student was able to develop and justify her ideas with pertinent details. She showed engagement with the subject and several times offered her personal response to the topic basing her arguments on the research evidence and drawing convincing conclusions. She was awarded 12 marks

12 marks

Accuracy and range of language (AO3)

There was consistent variation in the range of grammatical structures and vocabulary including different types of complex and idiomatic language:

E.g.: Es sorprendente que haya cambiado, para que pueda, espero que sea, se ve muy cercano, si me ofrecieran...no me haría ninguna gracia, si no fuera por...las mujeres no habrían tenido...

There is accurate language throughout. There are errors but at no point do they hinder clarity of communication. The language is immediately understandable, and the speech is coherent.

The pronunciation and intonation is authentic sounding, intelligible and accurate. The candidate was awarded 12 out of a possible 12 marks

12 marks

Interaction (AO1)

The student interacts spontaneously throughout the oral. She responds to questions and statements the teacher examiner puts



	<p>to her without hesitation and with assurance. She is able to sustain the discourse throughout. She consistently takes the lead to develop the conversation and elicits the teacher examiner's point of view appropriately three times during the task.</p> <p>The student is awarded 6 out of 6 marks for this AO.</p> <p>6 marks</p> <p>TOTAL = 40/42</p>
Candidate 3: Task 1	<p>Stimulus Card 9B</p> <p>Knowledge and Understanding (AO4)</p> <p>The student's ideas and information are all relevant to Spain and to the questions she is being asked. The focus is predominantly maintained on the culture and social context of immigration in Spain. Whereas some of the ideas are straightforward and give the standard predictable response: e.g. "<i>Trabajan en puestos que no quieren trabajar los espanoles</i>", some of the responses are perceptive and go beyond the standard predictable response such as: "<i>hay la Ley Orgánica de Extranjería y es legislatura muy liberal con respecto a los extranjeros comparados con el resto de Europa. Permite a los extranjeros la circulación de España, permite el derecho a manifestarse y acceso al sistema sanitario</i>".</p> <p>And "<i>y También hay mucha publicidad en España promoviendo la integración de los extranjeros y los españoles. ¿Has oído la frase "todos diferentes, todos necesarios?" ...pienso que es una mentalidad muy buena.</i></p> <p>Her arguments are frequently developed and justified with pertinent examples but not consistently so. Analysis is demonstrated and there are some convincing conclusions.</p> <p>She is awarded 8 marks out of a possible 12.</p> <p>8 marks</p> <p>Accuracy and range of language (AO3)</p> <p>There is certainly frequent variation in vocabulary: <i>Docenas de personas, la crisis económica, de hecho, cada modelo económico, puestos, la construcción, la pesca, bajo sueldo, cambiar las leyes. Mucha presión, publicidad, una mentalidad, humanos, iguales, mezcla de culturas, lenguas diferentes,</i></p> <p>and some variation in the grammatical structures: <i>ha incrementado, ha habido, mató a. animaría la integración.</i></p> <p>There are some examples of complex language and idiomatic language: <i>echa la culpa a, aunque tengamos,</i></p> <p>The communication is articulate, fluent, effective and coherent. She is able to express with some ease what she wants to say.</p>



	<p>There is mostly accurate language throughout and errors rarely hinder clarity of communication.</p> <p>Pronunciation and intonation are mostly accurate and intelligible, She is awarded 7 marks as there are some elements of the mark band below.</p> <p>7 marks</p> <p>Interaction (AO1)</p> <p>The interaction between the teacher examiner and the student is completely spontaneous throughout. It is clear that each are responding to each other's comments, questions and statements. This is a good example of spontaneous interaction in task 1 and the teacher examiner is probing the student to show more knowledge and understanding of the theme. The student responds with assurance to all the questions and is able to develop and sustain the conversation. She uses communication strategies well including self-correction "<i>el Sistema sanitaria...sanitaria...</i>", asking for repetition "<i>Cómo?</i>" when she wants to check her understanding of a question. In addition she elicits the teacher examiner's points of view "<i>Has oído la frase todos diferentes todos necesarios?</i>" and checks for understanding at an appropriate point: <i>Qué piensas</i></p> <p>6 marks</p> <p>TOTAL = 21/30</p>
Candidate 3 – Task 2	<p>Title: ¿Se han mejorado los derechos de la mujer en España?</p> <p>Part 1: Independent Research Presentation:</p> <p>Responding to Written Language in Speech (AO2)</p> <p>The presentation lasts under the two minutes allowed. Whilst the language of the presentation is not directly assessed in this mark scheme, the language needs to be clear in order for its content to be assessed for marks for AO2. Here the intonation at times makes it difficult to follow clearly what the student is saying.</p> <p>The first 30 seconds of the presentation is more of an introduction to the project, the reasons for choosing the project and a general summary overview of the issue. This is not relevant to this part of the task and should be left for the discussion as it does not attract marks and therefore is a waste of valuable time.</p> <p>The student then appears to mention the first article. Although it is unclear if the blog was originally written in English; benefit of the doubt was given here. A clear summary of the blog is given as well as a generally clear outline of the author's main points. The student then mentions the second article from <i>the "centro de</i></p>



estudios de liderazgo” and gives a summary of the content and an outline of the main points.

The presentation ends with a conclusion of the candidate’s view on where women’s rights in Spain would be had Franco not died. This again is more suited to the second part of this task and not to the presentation.

The presentation is lacking a personal response to the sources by the student where she would support her opinions with clear justification from the source materials.

For this reason, the examiner decided that she was at the bottom end of the 7-9 mark band as there were some elements of the band below within the response.

Centres are reminded to read the guidance given in the specification on page 24 and the exemplar on page 199 of the sample assessment materials for the requirements of the content of the presentation and the written sources. It is not necessary to repeat the full titles of the sources if this information is provided on the RP3, but they must be clearly named and referred to in the presentation.

7 marks

Part 2: Discussion on Independent Research

Knowledge and understanding (AO4)

The student’s responses in the discussion were all relevant to the project. The ideas were occasionally perceptive and often supported by pertinent examples:

- *“las mujeres eran 50% de la población y si restringe el poder de la población no hay golpistas y el régimen puede continuar”*
- *Franco creía que biológicamente las mujeres eran destinadas a papeles domésticos por eso las chicas y los chicos eran educados separadamente.*
- *Si (la Iglesia) desempeñaba un papel grandísimo. La doctrina de Franco era de conformidad con la Iglesia Católica y por eso el divorcio, los abortos y la anticoncepción eran ilegales y muchas mujeres tenían que realizar los abortos clandestinos con una píldora peligrosa que se llamaba la 486.*

The focus was predominantly maintained on the Spanish culture and society. There was one question which produced a response which was considered slightly too general and lost some focus on Spain:



Teacher examiner: Empezaste diciendo que eres feminista. ¿Qué opinión tienes de que la mujer tenía que pedir permiso de su marido para poder trabajar?

Student: “creo que cada persona debe poder hacer lo que quiere ...”

Analysis was demonstrated and there were some convincing conclusions drawn. Development was, however, inconsistent and the teacher examiner is at times intervening to sustain the conversation.

For this reason, the student was awarded 9 out of 12 marks, at the top of the 7-9 level

9 marks

Accuracy and range of language (AO3)

There was frequent variation in the vocabulary: *Conformidad, libertades, realizar abortos clandestinos. Ama de casa, víctima de acoso doméstico, una dictadura, la población, la gente del pueblo, golpistas, el poder, el machismo, el sexismo, poder económico, el desarrollo de la mujer, empresas extranjeras, los años 60, aprovechar, las oportunidades laborales, las actitudes, papeles domésticos, analfabeta*

Some variation in the grammatical structures: *Desempeñaba, no tenía, a la mayoría. No les importaba, ha desarrollado, podían divorciarse, habían tenido, empezó, mostró, a Franco no le gustaban las mujeres*

Some attempts at complex structures which were not always successful: *Si hubiera ido a la policía...la hubiera golpeado, fuera como fuera, ¿si hubieras (sido) mujer...trabajarías?*

Mostly accurate language throughout although once or twice the errors did impede the clarity of the message: *“ya no eran la prioridad de su marido”*

There were other basic errors of verb conjugation and verb agreements: *Manteneran*, and some confusion between *ser* and *estar* with past participles.

The accuracy of pronunciation and intonation was inconsistent but generally intelligible. eg *crisis, industrias*

The student was awarded 8 marks as she meets all the elements of the 7-9 mark band.

8 marks

Interaction (AO1)



Again, in task 2 the teacher examiner and student are interacting spontaneously throughout and responding to each other's questions and statements and taking the lead from each other:

Student: "Para ellos el machismo era lo normal y no los afectaban así que la mayoría de los hombres, a la mayoría de los hombres no les importaban los derechos de las mujeres.

TE: Era un país machista

Student: Sí

TE: ¿Tú crees que España sigue siendo machista?

The Student responds with assurance to the questions and is able to sustain the conversation throughout. There is minimal hesitation.

The student uses communication strategies appropriately and as necessary: she asks for a question to be repeated – *cómo?*; she corrects herself – *"abortes, abortos"* and asks the teacher examiner questions at appropriate moments: *"qué piensas?"* and elicits her point of view, *"si hubieras (sido) mujer en esa época, trabajarías?"*

This candidate was awarded 6 marks out of a possible 6 for interaction.

6 marks

TOTAL = 30/42