

Examiners' Report/  
Principal Examiner Feedback

Summer 2016

Pearson Edexcel GCE  
in Spanish (6SP01)  
Paper 1A Spoken Expression and  
Response

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## **6SP01/01 GCE Spanish – Examiner’s report – June 2016**

### **GCE SPANISH - EXAMINER REPORT-SUMMER 2016 AS UNIT 1 (6SP01) SPOKEN EXPRESSION AND RESPONSE IN SPANISH**

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 candidate’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 general topic of the stimulus. In Section B the teacher/examiner is required to engage the candidates 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 a mark of 50 using the marking criteria given in the mark scheme and printed in the specification:

- 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**

In general Examiners reported that most examinations were carried out well and in accordance with the requirements outlined in the oral training guide responding well to advice and guidance given in previous published 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 best candidates 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 candidates was again generally very high and better than in previous series.

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

Examiners did report continuing problems this summer where teacher/examiners asked questions that would not have allowed some candidates to reach their full linguistic potential. A significant improvement has been noted, nevertheless a cautionary reminder to Centres is deemed appropriate and full details are contained in the sections below

## Section A

All candidates had clearly prepared their stimulus well. They generally anticipated the four Pearson-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 in 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 irrelevant personal opinions and examples in response to questions and 1 and 2, where this would not be rewarded.

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 weaker ones, simply read the whole paragraph or the first sentence.

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. It is most unlikely that candidates will achieve success without expanding, explaining and developing the content of their responses beyond the given text. 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. Although 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 and prompts. Teachers should be made aware that these responses will be ignored by Examiners.

Overall candidate performance was very pleasing. The very best 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. Weaker candidates were generally well supported by the teacher/examiner. Some very good examples noted by Examiners are illustrated in the section below (transcribed with original errors).

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

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 this series the latter proved the most popular. A small number of candidates chose the World Around Us and very few Education and Employment, mainly adult and international Centres. Centres are reminded that the candidates should, wherever possible, be given a free choice 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. In Centres with Visiting Examiners the most popular topic areas were Lifestyle, Health and Fitness followed by the World Around Us.

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 better 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:**

#### **1. From the GTA Youth Culture and Concerns**

##### **Stimulus cards 1A and 1B: “¿Más piratería significa más ventas?”**

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”. The word “piratería” caused issues of pronunciation in some cases.

Some good examples of manipulation included:

- Presiona = ejerce control
- Establecer = poner, implementar
- Medidas de control = formas/maneras de controlar
- Estimulando = fomentando
- Incremento = aumento
- Al usuario = a la persona que utiliza
- Efectuar la compra = comprar/adquisición

Q1. Many left out the idea of protecting the interest of artists and also the idea of putting pressure on the government

Q2. Was often poorly answered. Some did not understand why illegal downloading might be increasing sales. There was also confusion about the percentages. Only a few noticed that there was another point that is, trying the product first.

Q3. Presented little or no difficulty in terms of development.

##### **Stimulus card 1B**

Q3. CDs were seen as old fashioned and expensive compared to modern downloads.

Q4. Social networks were frequently cited as a source of potential danger/difficulty owing to the fact that it is difficult to verify the identity of the person you are communicating with.

**Stimulus cards 2A/2B: “Consejos para tu primera cita”**

Some good examples of manipulation in Section A included:

- Chico/a = muchacha
- Nota = calificación
- Suspenderás = puedes suspender, no aprobarás, fracasarás
- Es como = parecido
- Escoger = elegir, buscar
- Contacto visual = mirar a los ojos de la persona
- Estar pendiente del móvil = pegado a tu móvil
- Mantener contacto = no perder contacto

Q1. Most stated that it was a mistake to think that if the boy/girl had shown an interest it would be easy to go on a date and picked up on the analogy of an exam. There was, therefore, some confusion at times in relation to the comparison with an examination.

Q2. The majority mentioned choosing a safe place, maintaining eye contact and not checking one’s smartphone. Slightly fewer mentioned speaking without seeming too formal.

3) Most gave cinemas and leisure activities as a reason to spend time together.

4) Many thought that friends were useful for advice whilst parents could ultimately be depended upon.

**Stimulus card 2B**

3) The vast majority thought that mobile phones were essential for socialising today.

4) The consensus was that whilst young people do depend on their friends, parents were the ultimate source of stability.

Q4 card B: a good response was reported:

*¿Crees que los jóvenes dependen demasiado de sus amigos?*

The candidate said that young people like to be part of a group and in social situations they did not know how to behave on their own, because they do everything with their friends; that they find it difficult to develop their own views because they are influenced by peer pressure and that that could mislead, distract, or misguide them.

## 2. From the GTA - Lifestyle, Health and Fitness

### Stimulus cards 1A/B: “*los jóvenes “enganchados” a los cigarrillos electrónicos*”

. There were some good attempts to offer equivalents:

- Originalmente = inicialmente
- Aditivos = sustancias añadidas
- Combatir = luchar
- Estudiantes de secundaria = escolares
- Nocivo = malo, dañino
- Se ha duplicado = se ha doblado
- Comenzaron = han comenzado

Q1. Almost all candidates picked up on the flavours that e-cigarettes were sold in, and that this attracted young people. Slightly fewer mentioned nicotine and other additives that were intended to combat addiction to tobacco.

Q2. Most mentioned that the numbers of candidates who smoked e-cigarettes had doubled and the fact that it is bad for one's health. Fewer stated that those who had never smoked were purchasing e-cigarettes.

Q3. Some students conflated/confused this question with smoking normal cigarettes.

Q4. Most suggested talks in schools and government campaigns.

### Stimulus 1B:

Q3. Again, some confused e-cigarettes with real ones in giving their answer. Most were in favour of banning their use in public places.

Q4. Peer pressure and wishing to appear “cool” were the main reasons given.

### Stimulus cards 2A/B: “*Ve la tele menos y vivirás más*”

This stimulus card was used a lot due to the random sequencing of the cards and was well attempted by most candidates.

Good examples of manipulation included:

- Adversas = negativas, nocivas
- Reducir = disminuir
- Esperanza de vida = expectativa
- Puedes = es posible
- Dos horas = 120 minutos
- Un año y medio = 18 meses

- Dieta malsana = malos hábitos alimenticios, alimentos malos para la salud
- Provoca sobrepeso = conduce a sobrepeso, les hace engordar, lleva a la gordura

### Stimulus card 2A

Q1. Whilst most stated that watching TV reduces life expectancy and that reducing viewing time increases longevity some missed the general point that it has an adverse effect on health.

Q2. Almost all picked up on sedentary lifestyles and lack of exercise. Slightly fewer on poor diet and weight gain.

Q3. Many thought that young people were more sedentary. There were few examples of good answers. Some tended to talk about diet and as a consequence ran into trouble in Q4A.

There was some difficulty pronouncing “*sedentario*”, “*sedentarismo*”. In addition, a few candidates understood, “*¿crees que muchos jóvenes llevan una vida sana?*” instead of “*¿sedentaria?*”

Q4. Some interpreted this question as an invitation to express the disadvantages of fast /junk food.

### Stimulus card 2B

Q3. The majority thought there was a weight problem in their country due to fast food.

Q4. Most thought schools had a role to play in encouraging students to be more active. The idea of ‘*how*’ we can encourage young people to lead an active life was lost in some cases.

## 3. From the GTA – World Around Us

Stimulus card 1A/B: “*Unas vacaciones fuera de este mundo*”

There were unfortunately only a few reported uses of this stimulus card.

- Se convirtió = fue
- Pasó orbitando = estuvo en órbita
- Complejo = complicado
- Costoso = caro
- Empresarios = hombres de negocios

Q3A. Some lacked ideas

Q3B. Some referred to ‘*ecoturismo*’

Q4B. was either misinterpreted or evaded by providing a different answer. For example, some candidates talked about the importance of tourism for the economy or they referred to terrorism or natural disasters.

Stimulus card 2A/B: “*El uso del transporte público vuelve a crecer*”



Again, Examiners reported hearing few of this stimulus card,

Some good examples of manipulation included:

- Perdió 11 millones de viajeros = se quedó sin 11 millones de usuarios
- Este grupo usaba mucho este servicio = este colectivo eran los que utilizaban más esta red de transporte
- Ofrece descuentos = hace descuentos, reduce/recorta el precio, sale más barato
- Sistema de pago = una nueva forma de pago asequible
- Ahorra tiempo = ganas tiempo
- Introducción de un sistema = la puesta en funcionamiento

### **Stimulus card 1A**

Q1. Most said Tito was the first space tourist and that he spent \$20m in order to do so. Fewer mentioned that he orbited the earth for 8 days.

Q2. This was well answered. Information given related to cost, rarity and the wish to develop this for tourism in the future.

Q3. Ecotourism was given as an alternative to more conventional forms.

Q4. Again, many thought this was changing in favour of more environmentally-conscious activities.

### **Stimulus card 1B**

Q3. This was misinterpreted by some as a question solely on space tourism. Most, however, cited more conventional forms of tourism.

Q4. Most thought it made people look for the cheapest option.

### **Stimulus card 2A**

Q1. Whilst most correctly stated that the transport system had lost 11 million users because immigrants had returned to their countries of origin, some failed to mention that it was this group that used public transport in Barcelona most, (or only implied it). There seemed at times to have been some difficulty understanding "*la vuelta de inmigrantes a sus países de origen*", and the impact on public transport.

Q2. The majority said that it worked like a credit card and offered discounts to the user some didn't state the time it could save the user.

Q3. Most students thought public transport was popular, especially amongst their peer-group.

Q4. Most thought that car drivers did not concern themselves too much with the environment.

## **Stimulus card 2B**

Q3. The majority thought that the government could do more to promote public transport.

Q4. Many said that switching to cycling as a mode of transport, switching off central heating and recycling were the most useful activities.

Sometimes candidates misunderstood Q3 and Q4 and instead of giving ideas about how to promote public transport, candidates referred to how good it was for the environment to use buses and trains.

## **4. From the GTA – Education and Employment**

Stimulus cards 1A/B: *“Las ventajas de aprender un idioma extranjero”*

Often there was little or no change of the language from the card. It was not a popular card, and most candidates just read the text.

Some good examples of vocabulary were noted:

- Beneficios = aspectos positivos
- Lengua = idioma
- Más abiertos = extrovertidos
- Dispuestos = preparados, predispuestos
- Aptitudes = habilidades, capacidades

## **Stimulus card 1A**

Q1. Complexity of thought and openness to foreign customs and employment advantages were often mentioned; intellectual and social advantages less so.

Q2. Improvement of work prospects and ability to communicate in a globalised world were frequently mentioned.

Q3. Reasons for not continuing language study were the difficulty of the subject and expense.

Q4. Maths and science subjects were the most discussed.

## **Stimulus card 1B**

Q3. Staying in the country for an extended period.

Q4. Most thought that young people valued their studies not so much in themselves but as a means of getting onto the next rung of the educational ladder.

Examiners simply noted a tendency at times to continue talking about foreign language in response to Q4B.

### **Stimulus card 2A/B – “La desigualdad salarial en Chile”**

Examiners heard 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.

Some good examples of manipulation included:

- Empresas = negocios
- Sueldo = salario
- Respeta la ley = cumple la ley
- Tribunales = juzgado
- Una brecha salarial = una gran diferencia salarial
- ganan un 50% menos = su pago es la mitad del de los hombres

### **Stimulus card 2A**

Q1. Most picked up on the concept of equal pay for both sexes but many missed the point of this being for comparable work.

Many correctly stated that legal action was an option. Some Examiners reported that they were not sure that candidates had understood clearly, “*puede llevar su caso a los tribunals*”, nor in Q2 that the problem was that the country does not implement the law, “*no aplican esta ley*” and possibly, in some cases, the comprehension of “*brecha salarial*”.

Q2. Whilst most gave the reason that there was a pay gap and that this occurred in the north of Chile, not so many mentioned that some companies were not obeying the law.

Q3. The majority thought that there is now much more equality between the sexes in the workplace. In some cases, candidates repeated the same ideas as in the text. In general, the answers were reported as disappointing.

Q4. The overwhelming majority thought this a positive career-enhancing activity.

### **Stimulus card 2B**

Q3. Many thought that manual jobs were still the preserve of men but that most careers were open to all. Some spoke about “*sueldos*” rather than “*trabajos*”.

Q4. Many mentioned preparing well for job interview.

### **Section B**

Most teacher/examiners asked interesting and relevant questions based on candidates' chosen General Topic Area (GTA) and listened to given responses in order to develop a natural discussion. In addition, teachers/examiners gave their candidates ample opportunity to demonstrate their knowledge. They were sympathetic to the differing needs and abilities of all.

It is acceptable to ask one transitional question to smoothly move away from the sub-topic of the stimulus card, however some teacher/examiners are taking too long to move into other areas.

Some Examiners noted that some Section B questions did not relate at all to the chosen GTA of the candidate, and the candidates' marks would be restricted for GTA (Understanding) as a consequence.

Whilst there is an overlap between some sub-topics in Youth Culture and Concerns and Lifestyle, Health and Fitness it is best, as a teacher/examiner, to avoid too much cross over. For example, if drinking is discussed in an oral for Lifestyle, Health and Fitness, it should relate to the risks to one's health of excessive drinking and not why people drink.

There are plenty of factors relating to health concerns without needing to resort to borrowing topics which relate to Youth Culture and Concerns. For example, candidates could discuss; the importance of a healthy life; what constitutes a healthy life; positive effects of eating well and exercising; benefits of practising sports or leading an organised, balanced, sensible life; how to advise or help people to look after their health etc.

It is disappointing to see once again that very few candidates chose Education and Employment. The sub-topics are very relevant to candidates and the issues they face today.

Here is an example of a good candidate's response in Section B of the examination:

Section B: Chosen General Topic Area = Youth Culture

- *Es importante la moda para ti?*
- *Me encanta la moda pero desafortunadamente existen malos efectos, aspectos negativos de la moda en relación a los modelos por ejemplo la talla cero, pero estimo que es sumamente importante para los adolescentes que entiendan la diferencia entre la inspiración y la influencia porque los modelos desde mi punto de vista son una Buena manera de expresar tu identidad a través de la ropa pero desafortunadamente muchos adolescentes piensan en los modelos como una influencia en vez de una inspiración para la ropa*

Some reported good questions for Section B were:

- *Auto medicarse ¿es beneficioso o perjudicial?*
- *Investigar en internet sobre tus síntomas, ¿es aconsejable?*
- *Cada vez hay más gente que muere en maratones, ¿a qué crees que se debe esto?*
- *¿Es fácil ser vegetariano en un país como España?*
- *¿Cómo será la tecnología dentro de 100 años?*
- *¿Crees que el terrorismo afecta a la industria del turismo?*
- *¿Es demasiado tarde para resolver el problema del calentamiento global?*

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 GTA and questions relating to other GTAs will score no marks towards Understanding of GTA.

As in previous years some Centres rotated the same set of questions for all candidates or introduced too many sub-topics into Section B.

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 a lot 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 teacher/examiners introduce too many topics, candidates have little opportunity to develop their ideas and opinions and they would not score high marks in GTA understanding.

In some Centres, Examiners noted a similar issue from previous series, that the exact questions from one card were used in the examination, Section B, for another candidate, (typically questions 3 and 4). This is unacceptable as it would constitute a breach of confidentiality and this practice should be avoided.

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 GTA. 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 response and General Topic Area (Understanding).

This test is an introduction to the expression of opinion and justification and is a reasonable grounding for 'A' level (A2), if carried out in accordance with the spirit of the test

Similarly again this year, some teacher/examiners were adversely affecting their candidates' performance at times by asking closed questions, which the candidate repeats, for example, "*¿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 input. 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.

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, flat intonation and the recapping of complete sentences, and marks will be restricted in these cases. 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 Oral Forms for the candidates concerned.

### **Centre performance including 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 OR Oral Forms and registers. *Centres are reminded that there is a new version of the OR1 form which can be downloaded from the Edexcel website.*

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/spanish-2008.html>

Examiners have requested that Centres order the OR Oral 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, as audio cassettes are no longer accepted, 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.

Centres are reminded that the format of the CD or recording on the USB must be such that it can play in any computer.

Centres are reminded that whilst space is limited a quiet, suitable place must be found to allow the Teacher/Examiner (or Visiting Examiner) and the candidate sufficient concentration to perform to their full potential. Some Examiners reported a lot of background noise and school bells which made it harder to hear the candidates. In a minority of cases, some Centres sent blank CDs and were contacted to send CDs again.

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 of 8 minutes, for which the candidates will have had marks withheld. This series Examiners noted several long tests. These do not benefit candidates as Examiners must 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. This advice has, in most cases, been carried out.

The sequencing of the stimulus cards is very difficult for Examiners to check, especially where digital recordings are used, unless the forms are dated (part of the new OR1 form) and Centres are asked to number the candidates either using the OR Oral Forms or the CDs.

Careful reading of the Teacher/Examiner oral handbook is advised before conducting the orals, available to download from the qualification page on the Pearson website:

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/spanish-2008.html>

Examiners noted that on the whole most OR Oral Forms arrived with recordings and were generally completed correctly. Centres must NOT enter their own marks on the OR Oral Forms as these must be left blank for the Examiners.

Teacher/Examiners are reminded to record the name and number of the candidate as well as the GTA and stimulus card at the start of each test. However, the examination series, centre number and examiner name need not be repeated for every candidate.

Centres are asked to read the comments and feedback written by Examiners on their OR Oral 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. The majority had prepared expressions where the present or the imperfect subjunctive was needed.

A common question was, “¿si fueras el primer ministro, qué harías?”

Since this is a difficult question, both conceptually and linguistically, there were different degrees of success. Expressions using the subjunctive were often handled with confidence and topic-specific vocabulary appropriately.

One Examiner reported some very good use of idioms, for example, *ha subido como la espuma, y debe ser un follon*.

Candidates should also be reminded that the phrase “*si fuera el gobierno,...*” makes no sense.

As expected, amongst the weaker responses, there were examples of very basic communication and basic errors:

- genders and agreements continue to cause problems (la tema, la problema, el presión, el gente, la gente son, el drogas, el jóvenes, las modéllos es)
- errors of pronunciations and stress (preción for presión, móvil for móvil)
- anglicised vowels and the silent “h” pronounced as “j” (jijos, alcojol) are typical
- There were errors with the endings of verbs and the use of the infinitive or the double present
- As expected there was a lot of misuse of “ser” and “estar” (es bien, es mal, está un problema)
- There were inappropriate expressions which could be learnt easily such as “es depende”, “es necesita”, “mi intereso/mi interesa”, el fumo” instead of “el humo”.
- It is also common to hear “repetir por favour” instead of “puede repetir, por favor”.
- Lexical errors were common place (major/mayor, accesar, avoidar, soportar for apoyar, solvar, mayoridad).
- Radical changing verbs
- Irregular preterites and past participles e.g. morido, hacido, porque de, me prefiero, más bueno, se gusta, los turisticos
- Irregular conditionals e.g. harería, podría, tendría
- Ending a sentence with a preposition e.g. no tiene nadie hablar con.
- Anglicised inventions: expectar, copar, capable, el facto, realístico, providar, atraclar, afordar, improvar, avoidar...
- There was confusion of some words: *morir/matar, crear/creer, soportar/apoyar, realizar/darse cuenta, salvar/ahorrar, saber/conocer, peligro/peligrosos, ridículo/ridiculous, extraño/extranjero, más/muy, and mejor/mayor.*

- past participles (consumado por consumido, morido por muerto etc ),
- pronouns (ella por la, su, tu all mixed),
- present after poder instead of infinitives, accesar / acceder, cosar / causar, aprender / enseñar, ser / haber



## 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.

Spontaneous use of language occurs when candidates use their knowledge of structures and lexis and apply it appropriately in response to unpredictable questions.

The unpredictability is created by the teacher/examiner responding to the candidates' views to elicit development. Unpredictability on the part of the teacher/examiner will facilitate a proper level of spontaneity.

### Discourse

Discourse is a discussion where the candidate demonstrates the ability to interact within a subtopic. This means developing the subtopic area and exploring it in some depth.

Discourse describes the exchange of opinion and information on a subtopic between the candidate and the teacher/examiner. In practice, this means that each participant addresses the points made by the other. The candidate and the Teacher/Examiner should respond appropriately to each other's input, whether that be a question, a comment, a remark. To reach the full range of the marking criteria there will be frequent examples of this level of discourse.

### **Development**

Development means appropriately expanding on an idea and point of view. This can be in the form of justification, illustration, exemplification, clarification, comparison of the candidates' ideas and views.

- 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. Candidates should be able to demonstrate their knowledge about the GTA and express ideas and opinions relevant to their research.

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>