



Examiners' Report

Principal Examiner Feedback

Summer 2024

Pearson Edexcel GCSE

In Spanish (1SP0) Paper 2F: Speaking

Foundation tier

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Another successful year for the speaking component as Teacher Examiners and students alike proved themselves to be prepared, organised and professional. Largely, Teachers introduced the centre and candidate details, used the sequencing grid to assign role plays and photo cards and introduced the themes during the general conversation. It is always extremely beneficial to have this information prior to opening the audio, in order for examiners to arrange the relevant cards and information. There were seemingly slightly less issues with administration and the CS2 forms this series, but please do ensure that everything is uploaded. Some centres were contacted several times for missing forms and/or audios. The updated editable version of the CS2 forms should be used.

By and large, candidates attempted all aspects of the exam well and the expectations of the questions on the role plays and picture-based tasks were seemingly clear. Many teachers used the permitted prompts in these tasks, such as *¿algo más?* and *¿por qué (no)?* where necessary. Most students managed the length of the general conversation in both tiers, however centres need to make a note of the timings of the general conversation, as any extraneous conversation after the time limit is discounted. Many centres continued beyond the permitted time.

Teachers appeared more confident and knowledgeable in the conduct of the component, generally leading the examinations efficiently. However, now and again, careless mistakes were made, leading to some candidates being deprived of marks. Any such loss in marks were results of script alteration, omission of one or more bullet points or by inaccurate timings in the general conversation, creating an imbalance of time spent on each theme. Pitching the appropriate level of questions to candidates in the general conversation is key, gauging the right questions to encourage the best answers from the candidates. There is also a fine balance between spontaneity and allowing some very long pauses. Most candidates seem to have been entered for the correct tier, however not always. Some high achieving candidates who could have coped well at Higher Level being examined for Foundation and others struggling with the Higher-Level exam who could have performed better at Foundation.

Sound quality appears to be a considerable concern. Often, the candidate is in the background as the microphone is pointing towards the teacher. Poor sound and/or crackling interference render the assessment difficult, uncertain or at times impossible. Sometimes this was the fault of the recording device, so a back-up option is recommended. Reported issues with background noise include noisy passers-by in corridors, loud voices from teachers and pupils in the adjoining room, long school bells, telephones and sometimes the playground appears to be directly below the examining rooms. Also, outside traffic and lawn mowers due to open windows, and even some noise from construction work. Ideally, the test should be conducted in a quiet area of the centre.

TASK 1: THE ROLE PLAY

The role play is marked for Communication only, unlike the Picture Based Task and the Conversation. Short, relevant answers were all that were necessary to access the full marks. A number of candidates gave long and developed responses which the teachers sometimes allowed or encouraged. This was often counterproductive as the extraneous material was ambiguous and/or incorrect and so the full 2 marks could not be awarded. Such practice is unnecessary, as there are no extra marks for long, developed conversations. Answers should be brief and to the point.

Some common misunderstandings at Foundation level this year were with questions words, *¿Cuándo ves la televisión?* at times confused with *'what' s/he watches*, rather than *'when'* and *'viajar-cómo'* was unknown at times. Forming questions with *'Novio/a'* and *'Trabajo voluntario'* seemed tricky and the more challenging bullet pullets seemed to be *¿Cuánto tiempo se queda?*, *¿Cuánto tiempo dura el*

recreo? as well as the unseen question about tourists. Candidates also struggled to go back to basics with 'the time'.

At Higher level, the more challenging scenarios tended to be with the mobile phone shop and the restaurant. There was some confusion with those role plays that began with *¿En qué puedo ayudarle?* as several candidates were unaware that this marked the start of the role play. Only two repetitions of the questions are allowed! Such vocabulary as 'empezar (cuando empezó)' and 'características' caused issues and 'Datos personales' was often confused with 'dates' or 'cualidades personales'.

Revision of question words is highly recommended as students often find the formation of questions difficult and, for example, some used the incorrect tense or person of a verb, or omitted the verbs all together. Candidates sometimes lost marks due to the use of an infinitive or even wrong verbs and/or tenses. The pronunciation of 'fue' instead of 'fui' creates ambiguity, and therefore, loses marks. Occasionally, candidates who ignored the question mark in front of the bullet point and made a statement rather than asking a question lost marks. Sometimes, candidates posed a completely different question- even native speakers in the higher tier!

Some marks were lost by the Teacher straying from the scripted questions, paraphrasing, or adding extra information. It is important to understand that any unscripted interjection from the Teacher Examiner that could give an advantage to the candidate immediately invalidates any response from the candidate. Equally, when the Teacher changes the usted form of the verb to tú (and vice versa) when asking questions of the candidate, the candidate's response is ignored. Similarly, the occasional omission of one of the bullet point questions clearly throws the candidates as well as losing them marks.

Finally, it is worth remembering the Marking Principles agreed across all modern languages:

- Where a candidate has used the wrong register, this is ignored unless it impedes communication. However, if the teacher strays from the script and changes the register of the question, this gives the candidate an unfair advantage, and the candidate's response is deemed to be invalid.
- If a teacher changes a question or inserts a supplementary question, there can be no credit for a response made by the candidate.
- Where a candidate has offered an incorrect response to a question, the teacher may not repeat the question. If s/he does so and the candidate then gives a correct response, this is ignored.
- Teachers may repeat each question twice but may not re-phrase any of the questions.

TASK 2: THE PICTURE-BASED TASK

As with the Role Plays, teachers must keep to the script without changing or paraphrasing any of the questions and without adding any supplementary, unscripted questions. If they do, they will deprive their candidates of marks and any extraneous questions together with the responses are ignored. Unlike the Role Play, higher marks were awarded to extended answers, responses with at least three separate clauses which include a verb, offering different details, with the all-important justified opinions. A number of candidates often gave developed answers to the picture description, but thereafter gave much shorter, undeveloped responses to subsequent questions. It is therefore

important to make use of the scripted follow-up questions - ¿Algo más? or ¿Por qué (no)? - to encourage candidates to extend their responses and aim for higher marks.

At Foundation level, many candidates began the task with a detailed, yet simple description of the photo. Generally, candidates described the people and the clothes, sometimes with extra additional recognised nouns. The most common structures used were 'hay' and 'lleva', however the most common difficulties and mispronunciations were with 'es/está/es hay/ es lleva/llevar'. There were some attempts to describe the weather, but with incorrect language, especially with the weaker candidates: 'es calor'. Often the present continuous was either avoided or frequently incorrect, using 'ser' rather than 'estar'. On the whole, simple opinions with simple justifications were offered in bullet points two and five. The third bullet point required the use of the past tense or time frame and the fourth required the future. Sometimes a candidate would use an infinitive or no verb at all. At times, there would be a mixture of tenses in the same response, creating ambiguity and losing marks on both Communication and Content and for Language. There were occasions when a candidate extended their first statement so much, to include the coverage of all bullet points as a monologue, before teachers realised and then interjected, to then return to the order of questions.

With specific Foundation cards this series, some unknown vocabulary included plane, airport, pilot, tent and also in the questions 'tiendas and 'barrio'. When talking about instruments, candidates frequently used the verb 'jugar' instead of 'tocar' and there was some mispronunciation of the words 'cine' and 'extraescolares'. Some of the more complicated questions were '¿Qué vas a hacer hoy después de las clases?' as many candidates spoke of future work plans. Also, '¿Qué actividad vas a hacer en el colegio en el futuro?'. Some candidates mistakenly spoke about their future plans for college. On the whole, the photos about ambitions and environmental issues proved the most challenging.

The word for 'tent' also stumped some at Higher level. Most Higher candidates did well with describing the photo and offered a developed answer to this first bullet point. The candidates were well rehearsed into uttering useful expressions such as 'hay', 'en la foto puedo ver', 'a la derecha', 'en el fondo' and 'veo' which helped them to develop and extend their responses. The more able were able to describe the action, some correctly using the present continuous. Some of the trickier questions were seemingly '¿Cómo será tu barrio en el futuro', '¿Cómo serán los institutos en el futuro?' and the unseen question about 'las visitas culturales' proved troublesome. Perhaps the most challenging of cards were again those on ambitions and on the environment. The question about working 'sin salario' perplexed a good number of candidates. The topic of global issues tends to be tough and here a lot of candidates had trouble producing a past tense when using 'apagar' 'cerrar el grifo' 'ducharse', there were limited ideas for future plans to help the planet and some simple, undeveloped responses with a mispronounced 'reciclaje' in answer to the unseen question.

Finally, it is worth remembering the Marking Principles agreed across all the modern languages:

- Candidates must make reference to the visual image in response to the first bullet point question.
- Where a teacher changes a question or inserts a supplementary question which is not scripted, there can be no credit for a response made by the candidate.
- Teachers may repeat each question twice but may not rephrase any of the questions.
- If the teacher misses out a question or the question is not answered, the examiner will drop one band in the assessment grid for Communication and Content only.

TASK 3: THE CONVERSATIONS

Candidates were required to participate in two conversations: the first on a topic selected and prepared by them, and the second on an unprepared topic selected by Edexcel Pearson. An equal amount of time should have been allocated to each of the conversations and it is essential to keep strictly to the timings and avoid any imbalance between the two conversations. Teachers have a huge responsibility in this section of the exam, in eliciting the best performance from their candidates. Most teachers kept to the timings, put their candidates at their ease using a friendly tone of voice and spoke clearly and slowly so that the candidates had little or no problems in understanding the questions. However, in some cases the teachers allowed the first conversation to overrun thus restricting the time available for the second conversation. Since examiners stop listening when the full time is up, the shortness of the second conversation affected the final marks awarded. There is no requirement for the candidates to ask the teacher a question in this specification.

For the first Conversation, candidates should be encouraged to introduce the topic they have chosen for up to one minute prior to the interaction with the teacher. It is equally important to ensure that they are not allowed to go on beyond the one-minute presentation and teachers should interrupt with their first question if the candidate seems determined to continue with a monologue. Teachers need to listen to what is said in the presentation and not ask questions that repeat the information.

The most popular choices of Topics for the first Conversation were Holidays, School life and there was a significant number of prepared conversations on the Environment which allowed Higher candidates to demonstrate their competence in specialised vocabulary. Many Foundation candidates chose the theme of global issues but the vocabulary and terminology seemed too difficult for many. A more familiar chosen theme is likely to prove more successful.

Unsurprisingly, the first prepared conversation was often more successful than the second, however the general conversation is marked globally. It was noticeable that some candidates frequently found it difficult to complete their sentences as they struggled to find the right vocabulary, grammatical structures or verb tenses. Some candidates were encouraged to use heavily rehearsed sentences and phrases in Conversation 1. At times candidates who had been prepared in this manner gave robotic responses which often appeared to show little understanding of the language. These candidates sometimes spoke in such a manner, almost 'reading' from their memory, that the intonation and pronunciation were heavily impacted and at times the candidate was difficult to understand at all. Any issues with pronunciation arose with such words as *cine*, *biología*, *geografía*, *proteger*, *emocionante*, *vacaciones*, *tuviera*, *pudiera* and there is some confusion with *muy*, *mucho* and *más*. The accuracy in tenses and time frames appeared to be a challenge and impacted on the mark for linguistic knowledge and accuracy.

Variation in lexis and structures offer greater marks for language at Higher tier. When expressing opinions, some Higher students used nice expressions like *una pérdida de tiempo*, verbs like *me chifla*, *me aburre* or uncommon adjectives like *alucinante*, *flipante*, *pensativo*, *inolvidable*. Some candidates even used *algunos dicen que* or *algunas personas piensan que* followed by an opinion. Some impressive expressions were used such as *hay mucha marcha*, *cuesta un ojo de la cara*, *ver todo de color de rosa*, and *en un abrir y cerrar de ojos*.

The second, unprepared conversation often gave a better guide to the candidates' fluency and ability. Some teachers are still relying on a list of prepared questions and in some extreme cases all the candidates had been directed to prepare the same topic for their Conversation 1, even to the extent of providing identical introductions for the first minute. Moreover, the teacher read out exactly the same questions to each of the candidates so that the examination became a question-and-answer session instead of a spontaneous conversation.

The Conversations should be allowed to develop naturally, and the teachers should listen carefully to what the candidate is saying and build the conversation accordingly. It is certainly worth preparing topic related questions in advance in case the conversation grinds to a halt, but it is not a good idea to rely exclusively on prepared questions as this destroys spontaneity and the natural flow of conversation. There is a fine balance between allowing the candidate to show spontaneity and extend answers and interjecting to discourage scripted answers and/or very long pauses. Some candidates clearly were unable to give an answer to some questions, yet the Teacher allowed some very long silences to occur. Conversely, some candidates would be narrating events well and the Teacher interrupted with a difficult question and threw the candidate, creating an uncomfortable silence. Some candidates were disadvantaged because the teacher failed to ask any questions that required the use of a tense other than the present.

Again, it is worth remembering the Marking Principles that have been agreed across all modern languages:

- Foundation Conversations should last for between 3½ and 4½ minutes and Higher 4 and 6 minutes.
- Timings begin with the candidate's first utterance.
- Conversations that are too short are likely to be self-penalising.
- Conversations that are too long: once the maximum time has passed, examiners stop listening and assessing at the end of the candidate's response to the current question.
- An equal amount of time must be allocated to each Conversation.
- Where the first Conversation is a monologue and has no interaction, candidates will be limited to a maximum score of 6 marks for Interaction and Spontaneity. The marks for Communication and Content and Linguistic Knowledge and Accuracy, however, are unaffected.