

Comparison of key skills specifications 2000/2002 with 2004 standardsX015461July 2004Issue 1

Speaking Unit Commentaries

Summer 2023

International A Level

In Spanish (WSP01) Unit 1

**2306 International A level Spanish Unit 1 WSP01 Commentary**

**D grade summer 2023**

Total mark: 19/40

D grade boundary 2306 = 18/40

GTA: Education and employment

Stimulus: 2B

**Conduct of the test**

This test is conducted correctly, and the teacher-examiner demonstrates examples of good practice. He is encouraging and all the questions he asks are clear and uncluttered. He does not interrupt or corrects the candidate.

**Section A**

In Section A, the teacher-examiner must ask the four questions on the teacher-examiner version of the card as they are written.

The total time for the WSP01 test is 8-10 minutes. Timing begins when the teacher-examiner asks the first question in Section A. In theory the timing is split equally between Sections A and B. However, this is not always the case, and this is not an issue. The teacher-examiners must ensure that the total test time is 8-10 minutes. Supplementary questions should not be asked in Section A.

In this test, the teacher examiner demonstrates good practice when at the end of Section A the candidate says: *‘Me he puesto en blanco’* and the teacher examiner responds in an encouraging tone: ‘*No pasa nada, vamos a pasar a la sección B’*. He moves on immediately to Section B and asks a simple question.

**Section B**

In Section B the teacher-examiner asks questions which move away from the topic of the stimulus card but relate to the sub-topics of the GTA being tested. In this case the GTA is Education and employment, for which the sub-topics are Education systems and types of schooling, Pupil/student life, Volunteering and internships and Jobs and unemployment. All the questions asked by this teacher-examiner relate to the correct sub-topics.

Section B should be a natural-sounding conversation where each participant listens to the points made by the other and responds appropriately.

The teacher-examiner clearly indicates the move from Section A to Section B. He builds on what the candidate says, does not speak too much and encourages the candidate to extend her responses. For example, when the candidate is talking about private schools he asks for the candidate’s opinion ¿*Piensas que es mejor un colegio privado o un colegio público?*

**Assessment commentary**

**Quality of language (Accuracy)**

**Mark awarded – 3/5**

*This mark is awarded for the candidate’s performance across both sections of the test, A and B.*

This candidate uses very straightforward language and has problems pronouncing some words such *‘lavanda, exportos, exportociones’*. The accuracy is variable but communication is often achieved. At times, the errors that the candidate makes impede communication such as when she is speaking about work experience *‘pienso que son beneficiales porque cuando iremos del cole y vamos al mundo afuera vamos a tener mucho ventajas.*

Some verbs are used incorrectly, there are wrong agreements and wrong genders of common nouns. This performance fits the descriptors of a mark of 3 for *Quality of language (Accuracy).*

**Quality of language (Range of lexis)**

**Mark awarded – 3/5**

*This mark is awarded for the candidate’s performance across both sections of the test, A and B.*

This candidate does not have the range of structures and vocabulary that she needs to express all her ideas. There is little evidence of complex language, but she is able to express simple opinions. She uses some good topic relevant vocabulary such as: ‘*bachillerato, asignaturas, negocios, abogada, tienes que tener experiencia, características diferentes, buscar trabajo’.*

This performance fits the descriptors of a mark of 3 for Quality of language (Range)

**Spontaneity and development**

**Mark awarded – 8/16**

*This mark is awarded for the candidate’s performance across both sections of the test, A and B.*

The teacher examiner and the candidate are listening and responding to each other. The conversation is spontaneous. The candidate understands the questions in the test, but she is hesitant throughout and is not always able to clearly respond and communicate what we know she wants to say. Her hesitation affects her ability to develop her responses, sometimes, she starts and stops and can’t finish her sentences, therefore the development of her responses has to be considered limited. This candidate’s performance fits at the top of 5 to 8 band.

**Understanding (Stimulus specific)**

**Mark awarded – 1/4**

*This mark is awarded purely for the candidate’s response to the four questions set by Pearson Edexcel in Section A of the test.*

Question 1 relates only to the content of the first paragraph of the text on the stimulus card. There will be at least three items of information in the first paragraph which can be used to answer question 1, and candidates are expected to mention three points in their response.

Question 1 only one point is addressed.

Question 2 is not addressed. The candidate is not clear, and she fails to finish her sentence.

Q3: A satisfactory answer is given but there is not much development.

Q4: The candidate asks for the question to be repeated and then gives a very weak answer with much hesitation.

Overall, the responses in Section A demonstrate poor understanding of the stimulus text and its wider implications.

**Knowledge and Understanding (General topic area)**

**Mark awarded – 4/10**

*This mark is awarded purely for the knowledge and understanding of the GTA demonstrated by the candidate in Section B of the test.*

The knowledge and understanding of the GTA demonstrated by the candidate in the discussion in Section B of this test is limited. Few developed ideas are presented. The candidate expresses simple opinions about her school but struggles to organize her ideas when she gets asked about work experience. The candidate cannot explain clearly why she thinks that it is a good idea to do work experience. She has the same problem when she tries to explain why it is difficult for young people to get a job. Often, she starts well and then is not able to carry it through to the end of her explanation.

Overall, the responses in Section B demonstrate limited knowledge and understanding of the General topic area.

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