

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**

A grade summer 2023

Total mark: 35/40 A grade boundary 2306 = 30/40

GTA: Youth matters

Stimulus: 2B

**Conduct of the test**

This test is conducted correctly, and this teacher-examiner demonstrates many examples of good practice. The teacher-examiner does not dominate the exchanges and she allow the candidate to develop her answers. She is encouraging and friendly.

**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. Supplementary questions should not be asked in Section A.

This test lasts just over 9 minutes. Section A lasts 3 minutes 30 seconds and Section B lasts 5 minutes and 30 seconds. The teacher-examiners must ensure that the total test time is 8-10 minutes. Therefore, if the candidate answers all four questions in Section A in less than four minutes, Section B must be extended so that the total test time is 8-10 minutes.

In Question 3 the candidate gets stuck probably because her mind goes blank; this situation happens sometimes, and it is natural in the context of the exam. An example of good practice is that in this case, the teacher-examiner does not ask another question immediately but instead waits for a few seconds for the candidate to organise her ideas and finish her response.

**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 Youth matters, for which the sub-topics are Family relationships and friendships, Pier pressure and role models, Music and fashion, Technology, and communication. All the questions asked by this teacher-examiner relate to the correct sub-topics. It is very important that only questions from the correct sub-topics are asked as candidates cannot be credited for what they say in response to questions which are not related to the sub-topics of the GTA being tested. 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.

In the WSP01 Mark Scheme we can see that 16 out of the 40 marks available are awarded for *Spontaneity and development*. Therefore, it is very important that teacher-examiners give candidates the opportunity to demonstrate the ability to be spontaneous and the chance to develop their answers showing the knowledge and understanding that they have of the General Topic Area they have chosen.

In this test, an example of good conduct of the exam is when the candidate is talking about how supportive her own family is. The teacher says: *¡Qué bien, qué suerte tienes!* and continues with: *También los abuelos tienen otro papel dentro la familia. ¿Qué papel tienen los abuelos en la familia de hoy en día?* The teacher-examiner not only acknowledges that she is listening to what the candidate says but also moves the conversation away from the candidate’s own experience by asking a question that will allow the candidate to demonstrate good understanding of what is happening today and show wider awareness of the GTA.

**Assessment commentary**

**Quality of language (Accuracy)**

**Mark awarded – 5/5**

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

Highly accurate with authentic pronunciation and intonation. A high level of fluency throughout.

Considering all the number of ideas that the candidate offers, the basic errors in her language do not stop this candidate from achieving full marks for Accuracy. Errors such as wrong gender: *la mapa, muchas papeles.* Some lapses: *le gusta divertir*, *un artículo describí que.* Made up words such as *cuidadero and desarrollamiento.*

For Quality of language (Acccuracy) the Mark Scheme says: Highly accurate but not necessarily error free. Therefore, this performance fits the descriptors of a mark of 5 for *Quality of language (Accuracy).*

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

**Mark awarded – 5/5**

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

The candidate has a wide range of lexis and a good variety of complex structures.

She uses a big range of vocabulary specific to this GTA (e.g. *respetuoso, generosidad, baja autoestima, apoyo emocional, bienestar mental, ofrecer amistad, hogares monoparentales)*

There are several examples of complex structures such as: *no se siente suficientemente bueno, tu amigo está dispuesto a apoyarte, sin ser juzgada, sería importante, se distribuyen, aumento de.*

This performance, therefore, fits the descriptors of a mark of 5 for Quality of language (Range)

**Spontaneity and development**

**Mark awarded – 14/16**

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

There is a high level of spontaneity. The candidate responds readily and fluently to all the questions asked and she is able to develop her replies without too much reliance on, or prompting from, the examiner. She develops all her points, exploring different ideas and giving several examples, explanations and justifications. For example: when asked about the consequences of peer pressure the candidate explores different ideas: *tener baja autoestima, sufrir de ansiedad y estrés que puede afectar su bienestar mental, afectar su propia identidad, credibilidad y autopercepción.*

The teacher examiner listens carefully to her responses and asks relevant questions leading to a fluent and interesting discussion in Section B.

Considering the candidate’s responses to the questions in Sections A and B, this performance fits the descriptors of a mark of 14 for Spontaneity and development.

**Understanding (Stimulus specific)**

**Mark awarded – 4/4**

*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 this question, Candidates are expected to mention three points in their response.

Question 1 All 3 points are clearly addressed although the candidate mainly reads from the first paragraph.

Question 2 The candidate gives a very detailed answer, but again reads a chunk from the text.

Question 3 She gives an extended answer, outlining a range of disadvantages of the use of technology for children.

Question 4 Another extended answer explaining that nowadays it will be impossible to live without technology.

Overall, this performance matches the marking criteria for a mark of 4. The candidate gives full and detailed answers, demonstrating excellent understanding of the text and its wider implications.

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

**Mark awarded – 7/10**

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

This candidate has some facts and many informed opinions, demonstrating good knowledge and understanding of the General Topic Area. She explains and develops her responses well. In this exam, there is sufficient evidence of research to be awarded a mark in the 7-8 box, but her performance is closer to 6 in the box below rather than to 9 in the box above. Therefore, she is awarded 7 for Knowledge and understanding of the GTA. For a mark of 7 and above, candidates need to demonstrate evidence of wider reading into and research of the GTA by giving facts and figures to support the points they make.

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