

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

Speaking Unit Commentaries

Summer 2023

International A Level

In Spanish (WSP03) Unit 3

**2306 International A level Spanish Unit 3 WSP03 Commentary**

E grade summer 2023

Total mark: 20/40

E grade boundary 2306 = 17/40

**Conduct of the test**

This test is conducted correctly, and the teacher-examiner demonstrates examples of good practice. She is encouraging and all the questions she asks are clear and uncluttered.

The total time for the WSP03 test is 11-13 minutes. Timing begins when the teacher-examiner asks the first question in Section A. This exam lasts 11.30 minutes. At the end of the first part, the examiner indicates that the examination is moving to the second part of the test and moves away smoothly to part two.

**Part 1 (Debate: A favor de experimentar con animals)**

Part 1 is a debate that requires candidates to present and to take a clear stance on any issue of their choice.

**Part 2**

In this part of the examination candidates need to demonstrate their ability to engage in a natural, unpredictable (but not unfamiliar) and meaningful discussion of two or three follow-up issues.

In both parts of the exam this candidate understands perfectly all the questions asked and has very good command of the language, but his answers are very short, so the teacher- examiner has to work hard and ask many questions throughout the exam. She demonstrates good practice when she rephrases her questions and/or suggests ideas to make it easier for the candidate to respond and expand his ideas.

¿El enfrentamiento entre el toro y el torero es realmente agresivo, equitativo? ¿Cuál es tu opinión?

Si nos pusiéramos en la mente de un atleta profesional. ¿Qué nos llevaría a doparnos? ¿Por qué tendríamos que doparnos?

La sociedad en si, ¿crees que condena el dopaje? ¿está bien? ¿está mal? ¿hay alguna repercusión?

**Assessment commentary**

**Spontaneity and development**

**Mark awarded – 8/20**

*This mark is awarded for the candidate’s performance across both parts of the test.*

The teacher- examiner and the candidate are listening and responding to each other. The conversation is spontaneous. The candidate understands all the questions in the test, but his answers are short and not always correct because of the lack of awareness of the topics being discussed. The candidate is very reliant on the examiner.

The candidate expresses simple opinions about bullfighting. The candidate says: *El toro no sufre porque le dan en un punto donde muere directamente; le dan en la espalda con una estocada, lo matan de una. …* The teacher-examiner responds: *Y ¿durante el toreo tampoco sufre? Le clavan banderillas, ¿no? … The candidate replies: Bueno, durante el toreo sí sufre pero es una tradición que tenemos.*

Many times, the candidate struggles to organize his ideas and hesitates when he has to reply: For example, when the teacher-examiner asks: *¿Qué pasaría si desapareciera esta tradición?* The candidate cannot fully explain his answer and says: *No pasaría nada, pero es una agresión que hay, aquí.*

Several times the candidate is not able to carry it through to the end of his explanation. For example:

When the teacher-examiner aks: ¿*la legislación de tu país contempla las relaciones sexuales?* The candidate answers: *Yo creo que sí*. The teacher-examiner then asks: ¿*Cuál es tu opinión?* The candidate responds saying: *Estoy de acuerdo porque cada uno puede ser de la forma que quiera y hacer lo que quiera en ese aspecto.* The teacher- examiner replies: *Entonces, por qué hay tanta polémica? Muchos no están de acuerdo. The candidate replies: es porque si todo el mundo fuera así al final no nacerían hijos y …*

Talking about doping: *¿Se podría evitar el dopaje? Sí, se podría evitar pero la gente que vende esto perdería dinero y no …*

At the end of the test: *¿Deberíamos legalizar el canabis? No, yo pienso que …*

Candidates should be able to produce a detailed response, giving more than a single sentence reply, expanding on their idea and points of view.

Overall, for Spontaneity and Development, this candidate’s performance fits the 6 to 10 band and is awarded 8.

**Quality of language (Accuracy)**

**Mark awarded – 5/5**

*This mark is awarded for the candidate’s performance across both sections of the test, Parts 1 and 2.*

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

This performance, therefore, 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, Parts 1 and 2.*

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

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

**Reading and research**

**Mark Awarded 1/5**

This box only assesses the candidate’s level of research and awareness of the chosen issue for debate.

There is scant evidence of reading and research demonstrated by the candidate. The answers are short and superficial. There is repetition, there are no facts or figures and there are very few developed ideas.

The teacher-examiner demonstrates examples of good practice by challenging the candidate’s stance, but in this specific case, by also acting as a facilitator asking the candidate questions that will allow him to expand his answers.

For example: *¿Me podrías dar un ejemplo para justificar tu opinión?*

This performance, therefore, fits the descriptors of a mark of 1 for Reading and research.

**Critical analysis**

**Mark awarded – 1/5**

Candidates will be assessed here on their ability to handle abstract concepts not purely concrete exchanges.

There is superficial engagement of key issues. Very little evidence of the ability to link ideas or to evaluate. This candidate simply provides his own points of view and some facts. Some of the information given by the candidate is inaccurate.

This performance, therefore, fits the descriptors of a mark of 1 for Critical analysis.

Pearson Education Limited. Registered company number 872828   
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom