

Examiners' Report/
Principal Examiner Feedback

Summer 2015

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

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6SP01/01 GCE Spanish – Examiner’s report – June 2015

Unit 1: 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 student’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 50 using the grid printed in the specification (1.4, p. 24 and p. 25). 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 students 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 Edexcel-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 1 and 2 where this would not be rewarded. As a general rule candidates should be asked to look for 3 clear points in paragraph one in response to question 1 and 3 further points from the article in response to question 2.

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 less able, simply read the whole paragraph or the first sentence. Whilst direct lifts from the stimulus card in candidate's 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 their teachers. 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:

Centres may like to note that examiners try hard to ensure there is an even number of possible points (usually 6) within the texts for answers 1 and 2.

From the GTA Youth Culture and Concerns:-,

Stimulus cards 1A and 1B "El teléfono móvil: ¿una necesidad?"

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".

Some good examples of manipulation included:

Un día tranquilo → un día en paz

Si se olvidaran → si se dejaran; si se marcharan sin el móvil

reveló → nos mostró, nos dijo, ha revelado

dos semanas → quince días

no representa → no se considera/mejor representa/el mejor ejemplo

nacieron con él → ya existía cuando nacieron: aparecieron/vinieron al mundo al mismo tiempo

el progreso tecnológico → cómo ha evolucionado la tecnología

le abrió un mundo más personal → le dio la posibilidad de entrar

Youth Culture 1A

- 1) There was confusion between what many think and what the survey actually revealed. Some candidates failed to read carefully beyond the first line. The idea that it was not a "new" technology was often missed
- 2) The reasons given were capabilities/functionality. Not so many mentioned technological progress and the personal nature of the iPod. Some spoke about mobile phones rather than iPods
- 3) Antisocial aspects were often stated.
- 4) Most were very positive about this saying that most young people keep in touch with each other via technology (especially social networks) and could not do without it. However, many candidates did not focus on the idea of "mejorar" and simply stated the advantages or disadvantages of technological gadgets. Some even went back to mobiles and iPods.

Youth Culture 1B

- 3) Negative aspects of mobile phones included unsociability and overdependence.

4) Tablets and laptop computers were often mentioned. However some students missed the idea of “otras tecnologías” and went back to talking about mobiles and iPods.

Youth culture 2ª: “El valor de la familias”

Some good examples of manipulation in Section A included:

Por encima de → más que, más importante que, más valorado, sobrepasa, más apreciado, considerado
Es fundamental → es imperativo, es vital
Muchos amigos → un montón, la cantidad de amigos
Se enfrenta → hace frente a
Los expertos → los profesionales, personas entendidas
Se comuniquen → se cuenten las cosas, hablen entre sí, haya comunicación colaboren → cooperen
por ejemplo → como puede ser
embarazo → hija embarazada, esperando un hijo,
pérdida de trabajo → quedarse sin empleo

There were some problems with the pronunciation of “adolescencia”

- 1) The importance of family relations was often stated. Not so many picked up on the fact that this was more important than money or having lots of friends.
- 2) The majority mentioned communication as being key to overcoming stressful experiences.
- 3) Most gave reasons such as schoolwork/exams arrangements with friends and personal relationships.
- 4) Friendship was most often mentioned as this gave young people a chance to gain support outside the family unit. However some missed the idea of “además de la familia” and talked about the importance of family. There was some hesitation about the meaning of “valores”. The majority interpreted it as things that young people are interested in (music, friends, fashion and exams)

Youth Culture 2B

3) Many thought that parents played a key role in the lives of their children. The most important element of this was the example that parents set. There were some very thoughtful ideas communicated about how parents influence young people positively by teaching them the value of love, hard work, honesty, respect, self-esteem, appreciation and cooperation.

4) Exams, relationships and schoolwork/homework were often given as reasons for stress.

From the GTA - Lifestyle, Health and Fitness:-

Card 1A/B – “los bebés saludables duermen fuera”

. There were some good attempts to offer equivalents:

- Los países nórdicos → os países escandinavos
- La mayoría → *un gran porcentaje, una gran parte*
- *Sus bebés* → *sus hijitos*
- El almuerzo → la comida
- Su rutina diaria → *su costumbre de todos los días, tienen la costumbre, se han acostumbrado a*
- *probabilidades* → *posibilidades (with some pronunciation issues)*
- contagiarse → *contraer, desarrollar,*
- fuera → *al aire libre*

Lifestyle 1A

- 1) Most students mentioned the fact that in Scandinavian countries babies slept outside after lunch in the cold but not so many that this was a custom until the age of 3
- 2) Most said that babies were less likely to catch colds but not so many that it was unhealthy to spend the whole day in an enclosed room / space or that they slept for longer if they spent more time outside.
- 3) Most thought that young people did not sleep enough due to pressures/ worries and also going out/entertainment and using technology until very late.
- 4) In order to be healthy the most common factors stated were diet and exercise.

Lifestyle 1B

3) Many thought that young people did not spend enough time outside largely due to technology/ social media/ tablets

4) The majority thought that parents had a great influence in terms of health and that example was the most reliable teacher. Most students mentioned the simple reason that parents fed them and this avoided obesity problems.

Lifestyle, health and fitness card 2: El tabaquismo pasivo y el cáncer

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:

- cancerígenas → *que causan cáncer*
- más altos → *superiores*
- *pueden incluir* → *incluyen*
- *sufrir* → *padecer*
- mayor causa → *causa principal*
- mayores posibilidades → *probabilidades, más riesgo*

Lifestyle 2A

Even the more able candidates missed out some elements in response to questions 1 and 2. There was some confusion between “fumador activo” and “fumador pasivo”.

- 1) Most picked up on the dangers of passive smoking but not quite so many that it was more dangerous for passive smokers as it had not been filtered and, as such, carried higher levels of carcinogenic substances.
- 2) The majority stated that a cough, sore throat and nausea were common as well as lung cancer. Fewer said that asthma was common in children as a result of passive smoking.
- 3) Government campaigns were often mentioned as well as parental example. Some candidates missed the idea of “persuadir” and simply spoke about the impact of smoking on your health but not how to persuade people not to.
- 4) Obesity was frequently mentioned as a result of sedentary lifestyles. However some candidates simply returned to the idea of smoking

Lifestyle 2B

- 3) The most common reason given was peer pressure and wanting to appear ‘cool’ in front of one’s friends.
- 4) Almost all answered that young people do worry about their health, particularly in view of the peer/exam pressure they face.

From the GTA – World Around Us

Stimulus card 1A and 1B: “Viajes de aventura: la nueva forma de viajar”

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

One good candidate responded extremely well to questions 1 and 2 and their answer is transcribed here:

Q1: Según el primer párrafo de este anuncio, ¿quién estará interesado en estos viajes?

R: “Atrae a personas con una cultura de integración en el país al que van, porque si no pueden integrarse no les interesa ir. Buscan viajes que ofrecen algo diferente de las agencias de viajes tradicionales. Buscan una posible aventura.”

Q2: Según el artículo, ¿Por qué son distintos estos viajes al turismo de sol y playa?

R: “Son diferentes porque son viajes de verdad, donde te integras con la gente del país, durmiendo con la gente de la localidad en casas de familia. Usan también el transporte público cuando van de un sitio a otro y de esta forma ayudan a la economía de la comunidad que visitan. Este tipo de viajes combina la aventura con el respeto al entorno y a la cultura.”

World around us 1A

- 1) Most gave adventure holidays / different from the norm as reasons. Not so many said that they chose them in order to become part of/ fit in with the country visited.

- 2) Staying in family homes and using public transport were common answers. Fewer mentioned contributing to the local economy.
- 3) Most thought that ecotourism was more popular than before though not as popular as conventional tourism. One interesting answer was that the candidate thought that ecotourism was more popular than before amongst young people because they learn about the environment in schools. They are interested in the environment and are less interested in 5 star hotels and beach resorts.
- 4) Many thought that the transport element of tourism damaged the environment as well as the litter left behind (especially on beaches).

World around us 1B

- 3) Generally this question was less successful as some candidates failed to distinguish between tourism and eco-tourism. Some mentioned that eco-tourism increased cultural awareness and there would be less pollution.
- 4) Most thought that tourists do not value the culture of the countries they visit and that they do so in order to relax and enjoy themselves in better weather.

Stimulus card 2A and 2B “Los turistas y las fiestas populares”

Again examiners reported hearing few of this stimulus card, Some good examples of manipulation included:

- disfrutar → *apreciar, gozar*
- *crueledad* → *maltrato*
- famosas fiestas → *corridas de toros, fiestas taurinas*
- *se quedan sorprendidos* → *se sorprenden*
- normas europeas → *normativa*
- *seguir* → *continuar*

World around us 2A

Most candidates failed to mention all relevant points in response to questions 1 and 2. This was particularly obvious in response to question 2.

- 1) Whilst most stated that tourists visit Spain for the fiestas and that many are disappointed by the amount of animal cruelty some misunderstood this and mentioned sun/beaches.
- 2) The majority stated that animals are mistreated but not so many that changes will have to take place regarding this in order to continue to attract tourists.
- 3) Most mentioned good weather and beaches, as well as monuments and cultural events.
- 4) Most thought that tourists did not particularly care for the environment and often left litter behind and travelled by air in the full knowledge that this was likely to add to pollution.

World around us 2B

3) The main benefits were cultural and linguistic and being able to relax/rest.

4) Air pollution due to road/air transport and litter left behind on beaches were often mentioned.

From the GTA – Education and Employment 1A and 1B: las inquietudes del nuevo curso escolar

Examiners reported only a handful of candidates who had been given this card.

Some good examples of language manipulation:

- *comienzo* → *inicio, el principio del año académico*
- *hacer frente* → *se enfrentan a*
- *material escolar* → *libros y cuadernos*
- *sentirse nerviosos* → *se ponen nerviosos, ansiosos, inquietos*
- *entablar amistades* → *hacer nuevos amigos*
- *es imprescindible que conversen* → *es fundamental que hablen*
- *temores* → *miedos*
- *acostumbrarse* → *adaptarse*

Questions 1 and 2 presented no real difficulty for candidates

3A – Many candidates felt that there would be enough time to enjoy a good social life if they were sufficiently organized and worked hard during lessons and in the evenings. Some thought that it would be impossible during examinations

3B – Some very sensible reasons were offered as to why some students do not succeed or get good grades such as a lack of motivation, lack of support from teachers and family, a lack of effort/capacity to cope with the subject.

4A – Students generally agreed that they thought it was a bad thing to make subjects compulsory when there was a lack of motivation and a lack of skills for the subject or too difficult to learn. However, they thought that English, a foreign language and sport were very important.

Stimulus card 2A and 2B – Anuncio publicitario: intercambio escolar en Estados Unidos para estudiantes españoles

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:

- *recordarás* → *te acordarás*
- *aprenderás* → *vas a aprender*

- *el idioma* → *la lengua*
- *toda la vida* → *mientras vivas*
- *harás excursiones* → *irás de excursión, podrás ir...*
- *tu familia anfitriona* → *de acogida*
- *sienten curiosidad* → *quieren saber sobre tu vida o tu país de origen*

There were some good answers to questions 3 and 4 especially in card 2B question 4 giving reasons for the importance of languages. Some thought that learning a foreign language opened the door to working abroad, to integrating and understanding other cultures. There were positive answers about the benefit of an exchange even though they were referring to short term benefits.

Some examiners noted that it would appear that some centres had encouraged candidates to give longer and fuller answers to questions 3 and 4 in general in Section A. The difficulty with this practice is that if candidates are allowed to talk too much and if they are slow at delivering their ideas, then Section B may not be long enough. Marks can be withheld for section B (General Topic Area understanding) if too much time is spent on Section A.

Section B

Most teacher examiners asked interesting and relevant questions based on candidates' chosen GTA and listened to given responses in order to develop a natural discussion. So too did teachers examiners give their candidates ample opportunity to show 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 and/or to ensure that if for example drinking is discussed in an oral for Lifestyle, health and fitness it relates to the risks to one's health of excessive drinking and not why people drink. One particular example of poor examining is illustrated in the table below where the following questions were asked of a candidate who had chosen Lifestyle, health and fitness.

Example of a poorly conducted section B examination: Chosen General Topic Area = Lifestyle, health and fitness
¿Qué sabes del botellón? ¿Por qué quieren hacer los jóvenes el botellón? ¿Te gustaría ir a un botellón? ¿Por qué razones beben los jóvenes? ¿Tienen presión para beber?
This candidate should have been asked about the effects of drinking on Young people's health, or other addictions or harmful habits related to smoking or poor diet.

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 they 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 that very few candidates chose Education and Employment the sub-topics are very relevant to students and the issues they face today. Here is an example of a well conducted section B examination following the use of Card 1A.

Example of a well conducted Section B examination: Chosen General Topic Area = Education and Employment

¿Cómo ha cambiado el mundo del trabajo?
¿Crees que la motivación para trabajar es diferente ahora?
¿Qué dificultades hay para la mujer en el mundo laboral?
¿Qué tipos de trabajo se ofrecen a las mujeres? ¿Por qué?
¿Dirías que el mundo laboral es diferente en todos los países? ¿Influye la historia, la cultura, la geografía?
¿Qué es importante en una entrevista de trabajo?
¿Cuál es la situación de los empleos para licenciados universitarios?

Most AS candidates who had covered Education and Employment would have been able to handle these questions very successfully. It is a shame that this GTA is avoided.

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 teachers 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 lots 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 teachers 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 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 general topic area. 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 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, "¿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 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 OR 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 forms and registers. Centres are reminded that there is a new version of the OR1 form which can be downloaded from the Edexcel website. Examiners have requested that centres order the OR 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 even greater proportions 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 PC.

Centres are reminded that whilst space is limited a quiet, suitable place must be found to allow the examiner and the candidate sufficient concentration to perform to their full potential. One visiting examiner reported that an office was used and she had to wait for the occupant to reluctantly leave. During the oral the phone started to ring and then the printer started to work. This is clearly not suitable for conducting oral examinations.

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 8 minutes for which the candidates will have had marks withheld. This series examiners noted

several long tests: these do not benefit candidates and 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.

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 forms or the CDs.

Careful reading of the Teacher/Examiner oral handbook is advised before conducting the orals

Examiners noted that on the whole most OR forms arrived with recordings and were generally completed correctly. Centres must NOT enter their own marks on the OR 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.

Centres are asked to read the comments and feedback written by examiners onto their OR 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 and not all from near native speakers. 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. Indeed 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.

As expected, amongst the weaker candidates, 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).

Profile of an A grade candidate (extracted from June 2012)

There are different profiles for candidates achieving an A grade in the AS unit. A typical A grade candidate should demonstrate a combination of most of the following (with reference to the relevant grade descriptors):

Understanding – Stimulus specific: A clear understanding of the stimulus achieving 3-4 marks, manipulating the language in response to questions 1 and 2

Example: Youth Culture Stimulus 1A

Example: Los jóvenes, más solos que nunca"

YC S1A – TE: Q1- “Según el primer párrafo, ¿qué gran cambio se ha notado?”

“Según el primer párrafo el cambio hoy en día es que los jóvenes sufren de la soledad más que los jubilados, según una encuesta.”

TE: Q2 – “Según el artículo, ¿qué impacto tiene la tecnología en la vida?

“Según el segundo párrafo la tecnología puede causar el aislamiento de los jóvenes y el aislamiento puede afectar la salud de los jóvenes y es cuando los jóvenes pasan muchas horas en línea”

Full and detailed answers are expected in questions 3 and 4 to gain the higher marks of 3 or 4.

TE: Q3 – “¿Qué beneficios tiene la tecnología en la vida de los jóvenes? “la tecnología es muy beneficioso para los adolescentes. No es una exageración decir que casi todos los jóvenes tienen un móvil con mensajería instantánea que permite comunicarse con sus amigos. Muchos jóvenes tienen... usan los sitios de redes sociales para contactar con sus amigos ”

TE: Q4 – “¿Crees que es fácil hacer amigos hoy en día? ¿Por qué (no)?

“Es fácil para encontrar nuevos amigos hoy en día y la tecnología no lo previene. Con las redes sociales es mas fácil contactar con amigos y comunicar con personas”
This candidate was awarded 4/4 marks for Understanding of stimulus

Understanding – General Topic Area (Section B): candidates would demonstrate a good understanding of the main points and subtle details of the teacher/examiner’s questions and respond appropriately with good ideas and opinions to back up their responses. They would not generally ask the teacher to repeat questions more than once. They would be able to discuss a range of sub-topics or offer opinions on a few sub-topics explored in depth. Candidates would normally achieve a minimum of 7 marks.

Language - accuracy: – generally accurate pronunciation and intonation – not interfering with comprehension at any point, no basic grammar errors of agreement in adjectives or verbs. Only minor errors of gender. At least one successful attempt at incorporating complex language even though not all correct (achieving minimum 6 marks).

Language – range: vocabulary and structures would show evidence of research into the GTA i.e.: a variety of words to describe “los jóvenes” or problems associated with unhealthy living for GTA “lifestyle” e.g. *La obesidad, la anorexia*. There would be a range of structures (not just tenses) and expressions to express opinions. Candidates would be expected to achieve 6 marks minimum.

Response:

This is the most important section for candidates with 40% of the marks for this unit. Candidates would require little to no prompting from the teacher/examiner and would respond readily and fluently to almost all of the questions, including section A. They would take the initiative at times and justify some of the points of view they present, if not all. They would develop most of their points. They would have no difficulty with any of the questions, deal “adequately” with all questions and not hesitate to offer their

response other than to think of their answer. They would achieve a minimum of 15 marks.

Example (part of section B only): This extract also illustrates some excellent questioning which enables a natural conversation to develop and explores the candidate's depth of knowledge and understanding of the sub topic.

TE: “Vamos a hablar un poco de los móviles , ¿Son muy importantes para ti y para tus amigos?

Candidate: “Si, tanto para enviar mensajes como llamar cuando necesitamos hablar con mi madre y mi padre. Según una encuesta 67% de los menores tienen móviles, así que comunicar es la cosa más importante. Es imprescindible para la seguridad de un niño cuando salen de copas o cuando salen en pandilla por la noche””

TE: “¿A qué edad, crees tú, que un niño debería tener un móvil?

Candidate:” Depende de la madurez de un joven. Personalmente cuando era menor tenía un móvil de la edad de 9 años. Soy consciente de que es un poco menor pero era guay para mí y no lo utilizaba mucho pero sí”.

TE: “Entiendo que si un niño es maduro no hay un problema con eso ¿tiene algún riesgo el uso excesivo del móvil, crees tú?

Candidate: “Si, en el artículo que he leído del 67% que tiene...tienen un móvil el 30% muestran cierto grado de adicción, así que hay definitivamente los jóvenes que nunca se apagan sus móviles, ni siquiera de la noche así que a mi juicio es un problema muy grande no sólo por adicción sino por...para los riesgos de salud”.

TE: “¿En qué sentido los riesgos de salud?

Candidate: “Hay riesgos, las autoridades no saben todo pero hay un peligro que puede ser problemas del cerebro”.

TE: “ por el uso excesivo del móvil ¿no? Otro problema es el mandar mensajes, ¿en qué forma escriben los jóvenes cuando mandan mensajes?

Candidate: “En una forma más corta así que en un mundo que siempre está evolucionando hay un peligro que el lenguaje va a evolucionar también, es normal pero ha habido un cambio drástico en los últimos 10 años.”

TE: ¿Tú ves por ejemplo el móvil como accesorio de moda?, ¿es importante tener un teléfono moderno?

Candidate: Hay una preocupación de tener el último modelo como el iphone pero también hay una influencia de la presión del grupo un poco para los jóvenes, los tienen para sentirse parte del grupo en vez de ser solo”.

(This candidate was awarded 16 marks for response, 9 for understanding of GTA)

Profile of an E grade candidate (from June 2012)

There are different profiles for candidates achieving an E grade in this AS unit. A typical E grade candidate should demonstrate a combination of the following (with reference to the relevant grade descriptors):

Understanding – Stimulus specific: The candidate would demonstrate some basic understanding of the stimulus and would be able to convey some basic information but may be over reliant on the text and not target lifts sufficiently or not clearly enough in order to demonstrate good understanding. They would demonstrate only a limited ability to explain the content of the text. The candidate may ask for some of the questions to be repeated. They would typically achieve 1-2 marks.

Example: Lifestyle, Health and Fitness, Stimulus 1A la Copa Mundial y la publicidad

LHF S1A – VE: Q1- “¿Por qué se menciona la FIFA en el primer párrafo ?”

“Según el artículo la federación internacional del fútbol asociado fue criticada porque tiene acuerdos financieros con compañías malsanas”

VE: Q2 – “Según el artículo, ¿por qué se criticó este tipo de publicidad?

“Este tipo de publicidad es criticó porque los niños ver este publicidad de comida malsana y es importante para los niños de comer buena y hacer ejercicio y estes compañías no animar esto ”

Satisfactory answers are expected in questions 3 and 4. However the candidate may not be able to answer one or other of these questions appropriately, may include irrelevant and pre-learnt details and is likely to gain marks of 1 or 2 for this criterion overall.

VE: Q3 – “En tu opinión, ¿quién es responsable de la obesidad de los jóvenes? ¿Por qué?

“Hay muchas cosas de obesidad. la mayor causa es la falta de ejercicio. Los padres decidir que los niños comer. pero en La sociedad la comida basura es muy (hesitation) más fácil que la comida sana ”.

VE: Q4 – “En tu opinión, ¿cómo podemos promover una vida más activa entre los jóvenes?” (question repeated)

“En mi opinión es importante para el gobierno de promover una vida sana por los jóvenes. El gobierno recomendar que los jóvenes hacer 30 minutos de ejercicio cinco veces a la semana. y en la escuela es obligatorio para los niños de hacer dos horas de deporte. También es importante para los jóvenes de comer una dieta balanceada que contienen las verduras, carne y productos lácteos pero en moderación. Los padres y el gobierno debe cannot finish so VE moves the conversation on..... ”

This candidate scored 2 marks for stimulus specific understanding demonstrating a satisfactory understanding of the stimulus

Understanding – General Topic Area (Section B): candidates would demonstrate some understanding of the main points only of the teacher/examiner’s questions and would be able to convey few/some relevant ideas and opinions. Candidates would normally achieve 4-6 marks.

Language - accuracy: – There would be frequent errors in basic tenses and agreements. The language would not be comprehensible at times. Intonation and pronunciation would also be erratic and sometimes affect comprehension, often being influenced by the candidate’s own language. (Achieving a minimum of 3-4 marks)

Language – range: Candidates would operate almost entirely in simple sentences. They would demonstrate vocabulary relevant to the chosen topic area but it would be limited. Candidates would be expected to achieve a minimum of 3-4 marks.

Response:

This is the most important section for candidates with 40% of the marks for this unit. Candidates would often be hesitant in their response and would rely heavily on the ideas and language of the teacher/examiner. They would need a lot of prompting and although they would be able to convey some basic information they would struggle to develop their responses.

Example:-

Examiner: Vamos a ver ¿Piensas que los padres son los primeros responsables en la comida de sus hijos? ¿Sí?

Candidate: "Sí, la mayoría del tiempo los niños son con tus padres y es los padres preferencia que los niños comen pero en las escuelas el gobierno influye la comida

Examiner: Si claro, Y¿ Piensas que los niños deben recibir información sobre lo que es una comida buena?

Candidate: "Los niños si van un poco de información, una dieta balanceada, pero cuando sea mayor me gustaría ver más campanas de comida sana"

Examiner: ¿En el colegio? ¿O dónde??

Candidate Si en el colegio y todos los países

Examiner: tú, ¿tienes una buena dieta?

Candidate: Para mí creo que como una dieta bastante buena pero a veces cuando estoy con mis amigos como la comida basura pero si yo tuviera más dinero comería la comida sana todo el tiempo pero es más caro que la comida basura."

Examiner: Entonces, ¿piensas que el colegio debería ofrecerte comida buena y gratis?

Candidate: En colegio ofrece la comida sano pero es mas caro que la comida basura.

Examiner: ¿qué diferencia de precio hay entre una patatas fritas y una ensalada?

Tú, ¿me puedes decir cuánto cuesta?

Candidate: Uh, el dinero (pause)...es importante para decidir

Examiner: el deporte dices que es importante. tu personalmente haces algun deporte?

Candidate: Sí (pause) en el pasado había mucho deporte pero ahora no hago deporte todo el tiempo. Disfruto jugando baloncesto pero el en futro espero hacer los deportes peligros por ejemplo el puenting pero es costar mucho dinero

Examiner: Y, ¿por qué estás más interesada en los deportes extremos?

Candidate: Porque es más interesante de los otros tipos de deporte. en el colegio es posible jugar el futbol, el baloncesto pero el puenting es mas diferencia

Examiner: ¿Que beneficio tiene el deporte en la salud, en el cuerpo ?

Candidate: El deporte es importante para mantenaer una buena forma y (pause) pero no solo.... trails off

Examiner: ¿Crees que combate la obesidad?

Candidate: Sí creo que el ejercicio es importante para prevenir la obesidad pero tambien es necesario tener una buena dieta

Examiner: ¿Que te parece una buena dieta? (repeated)

Candidate: No sé....una buena dieta....

Examiner: ¿Verduras por ejemplo?

Candidate: Oh, sí contiene una variedad pero todo en moderacion

This candidate achieved 9 for response and 5 for understanding of GTA

They may have difficulty with one or two questions and fail to respond appropriately to them. There would be little spontaneity and a limited ability to respond to unpredictable questions - any fluency would usually come from pre-learnt material. They would typically achieve 5-9 marks.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

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