



Pearson

Examiner's Report

Principal Examiner Feedback

Summer 2018

Pearson Edexcel GCE

In AS Spanish (8SP0/03)

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

## **Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2018

Publications Code xxxxxxxx\*

All the material in this publication is copyright

© Pearson Education Ltd 2018

## General introduction

The assessment for this Unit is divided into two tasks, both with stimulus cards. The total assessment time is 27 to 30 minutes – 12 to 15 minutes of speaking, and 15 minutes of preparation time for both tasks. Centres should note that candidates **do not** have a choice about the sub-theme for Task 1. However, for Task 2 the invigilator will offer the candidate a choice of two sub-themes according to the sequencing grid, prescribed by Pearson. The invigilator may say to the candidate: "You may choose music or media". The candidate does not see the cards but chooses the topic and is then given the relevant card by the invigilator. Candidates **may not change** the card once it has been handed to them.

Candidates are permitted to make notes (up to a maximum of one side of A4) during the 15-minute preparation time and they may refer to these notes during the assessment. However, the notes should be used for reference only and candidates should not read out whole, prepared sentences. In both tasks, candidates are expected to ask questions that elicit opinions as part of the natural discussion and to confirm that their own points of view have been understood. Centres must note that recommended timings have been given for each task to enable candidates to complete each task in sufficient time to access the full range of assessment criteria for both sections of the exam. It is therefore essential to keep to the timings in each task.

Task 1 requires candidates to read two short texts based on one of the sub-themes. Question 1 requires the candidate to summarise the first text. Question 2 is a comprehension task on the first text. Question 3 requires the candidate to respond to information in either the second text or both texts. Question 4 will stimulate wider discussion of the social and cultural context of the sub-theme beyond the focus of the texts on the stimulus card. The teacher/examiner must ensure that the nature of the questioning allows the student to demonstrate their knowledge and understanding of the cultural and social context and to give a critical response to issues discussed. The recommended duration of this task is 7 to 9 minutes. Please note that Task 1 is based on the three sub-themes of Theme 1.

Task 2 is based on the sub-themes of Theme 2. The candidate's card contains a statement relevant to one of the sub-themes from Theme 2 as a springboard for discussion, and there are two points for the candidates to consider in their preparation time. The candidate can choose to agree or disagree with the statement during the discussion. There are then two parts to the task. In part 1 of the task, the candidate is asked two prescribed questions by the examiner, which are based on the points for consideration on the candidate card. The examiner then develops the discussion by asking appropriate follow-up questions, still focusing on the subject matter of the stimulus card. In part 2, the second half of the allocated time, the examiner broadens the discussion by moving on to any other aspects of the same sub-theme. The teacher/examiner must ensure that the nature of the questioning allows the candidate to demonstrate their knowledge and understanding of the cultural and social context, and to give a critical response to issues within theme two in from the Hispanic world. The recommended time for this task should be 5 to 6 minutes.

## Assessment Principles

The oral exam for 8SP03 is assessed positively out of 72 marks, using the assessment criteria grid printed in the specification (page 24 to page 34). Four-mark grids are applied to this task:

**Interaction (AO1)** applies to both Task 1 (marked out of 6) and Task 2 (also marked out of 6). This mark grid assesses students' ability to interact spontaneously with the examiner by giving relevant responses based on what they have heard, by initiating communication and sustaining the conversation. Candidates should engage the examiner in the conversation by eliciting points of view and checking for understanding. Some suggested questions include: ¿Compartes mi punto de vista? ¿Comprendes lo que digo? ¿No te parece? ¿Estarías de acuerdo conmigo? ¿Sabías que...?

**Responding to written language in speech (AO2)** applies to Task 1 only and is marked out of 12. This grid assesses the student's response to the first three questions only; it is not applied to the discussion that follows the questions. The first three questions assess the student's ability to understand and respond in speech to written language, drawn from a variety of sources, and to summarise information from written sources in speech. The written sources are the two texts on the stimulus card given to students at the start of the exam.

**Accuracy and range of language (A03)** applies to both Task 1 (marked out of 12) and Task 2 (also marked out of 12). This mark grid assesses students' ability to use a range of grammatical structures and vocabulary to produce articulate communication, with a range of expression. It also assesses students' ability to apply grammar and syntax accurately, and accuracy of pronunciation.

**Knowledge and understanding of society and culture (A04)** applies to both Task 1 (marked out of 12) and Task 2 (also marked out of 12). This mark grid assesses students' ability to communicate information about, and demonstrate appreciation of, various aspects of culture and society related to the countries/communities where the language is spoken. Students are also assessed on their ability to respond critically to various aspects of the culture and society by presenting and justifying points of view, developing arguments and drawing conclusions based on understanding.

### **Candidates' Responses**

This is the second year of assessment for the AS examination under the new Linear specification. Overall, a great proportion of candidates responded well to the demands of the examination and demonstrated a good understanding of the reformed format. Most candidates had clearly been well prepared by their centres for the examination. There were some good examples of good teacher examining, where it was evident that the both candidate and teacher-examiner were following the requirements outlined by Pearson under the new specification. Examiners reported that, considering the level of cultural context required for this Unit, many candidates have shown a very good understanding and awareness of the cultural context in the Hispanic world.

Many candidates performed well and included relevant and interesting points in their discussion. The best candidates had clearly carried out relevant research and ensured that the content of their responses was relevant to Spain or Spanish -speaking countries. These candidates showed very good understanding of the main themes covered in the specification. Many candidates spoke with confidence and demonstrated a clear understanding of topics such as: changes in the Spanish family, the world of work, the impact of tourism in Spain, music, media and even some included the importance of traditions in the Hispanic world.

All of these topics were in line with the two main themes for this Unit. In some centres, the standard of performance by candidates and the teacher-examiner was generally very good, considering that this is the second year of assessment for this units. Many candidates made full use of their 15-minutes of preparation time for both stimulus cards, showing good summarising skills and a clear ability to target specific information and discriminate unnecessary material. A great proportion of candidates have made very good use the notes made during the preparation time by referring to it only when necessary.

Centre should not that success in this section is dependent on candidates' ability to demonstrate good knowledge of the themes and cultural context of the Hispanic world. Evidence of research is essential; they must learn techniques to summarise short texts and target specific information to demonstrate a full understanding of the text in the stimulus cards. Candidates must show manipulation of a range of lexis to demonstrate a sound knowledge of language appropriate to this level. They must also be able to further develop their responses with detailed examples and explanations. This will prepare them well for the assessment. There were some examples of candidates who could only manage to lift information from the stimulus, producing satisfactory responses without showing understanding of the text.

Centres should be aware that success in this test is also determined in part by the conduct of the teacher-examiner. The teacher-examiner's approach to questioning during the test is crucial as it will cover all parts of each task. Teacher-examiners must ask appropriate questions to candidates to ensure that candidates can access the maximum amount of marks available. Centres must train candidates to ask questions to elicit opinions as part of the natural discourse, and to confirm that their own views have been understood. In addition, candidates must be trained to lead discussions throughout the examination.

Examiners did report common issues in some centres where teacher-examiners asked questions that would not have allowed some candidates to reach their full linguistic potential. During this exam series, some teacher-examiners demonstrated sub-optimal practice by interspersing the 4 set questions with their own. Usually this did not take the form of supplementary questions for the purpose of clarification, but rather drifted around the subject matter for task 1. The number of centres where this took place was small but significant. In training, greater emphasis should be placed on asking the 4 set questions as

they are written, and then departing from this as per the specification. Below are some good examples of teacher-examiner challenging questions:

¿Cómo se expresa la libertad de expresión por la letra la música hispana?

¿Se podría decir que los jóvenes españoles tienen la culpa del índice de paro por ser vagos?

El pesimismo social ¿es la causa de la tasa de natalidad tan baja en España?

Here is an example of a candidate who demonstrates the ability to understand questions 1 and 2 in Task 1. Here, it is clear that the candidate has extracted the relevant information from the stimulus, and at the same time, has communicated it in their own words: *"Últimamente el desempleo no permite a los jóvenes independizarse y por eso tardan más en poder crear una familia, por eso no solo se casan y tienen hijos más tarde, sino que también tienen menos. Además, la mitad de las parejas conviven sin casarse."*

### **Task 1**

Most candidates had used their 15-minutes of preparation time well. They generally manipulated the information from the text and replied to question 1 with a concise summary of the main ideas from the text, demonstrating good understanding of the content of the stimulus card. Question 2 proved to be more challenging for some candidates - some replied with a lengthy answer which was not necessarily relevant to the text. This is where some candidates lost some of the marks for AO2. In such instances, although in the minority, candidates were not able to access the full marks for this section of the task, which requires candidates to fulfil the following: "Clear outline of the main points and a clear summary". It was also evident that some teacher-examiners had asked further questions between the four prescribed by Pearson. Unfortunately, incidents like this can only prompt candidates to lose focus from the main theme in the stimulus card.

A great proportion of candidates attempted to change the language of the stimulus and select information appropriate to the question being asked. However, some candidates, and not always the least confident ones, simply read the whole paragraph or the first couple of sentences. Whilst direct lifts from the stimulus card in candidates' responses are acceptable for question 2, it is important for Centres to note that these must answer the questions set. It is not sufficient for candidates to simply read out long sections from the stimulus material. Candidates need to ensure that they have demonstrated their understanding of the precise questions set.

For question 3 it is unlikely that candidates will achieve success without expanding, explaining and developing the content of their responses beyond the given text and statement. A high number of candidates manipulated just one or two words from the paragraphs and lifted whole sentences, reading from the stimulus, while some simply could not justify their agreement or disagreement to question 3.

Question 4 is the perfect opportunity for candidates to expand their responses. However, some teacher-examiners did not give candidates the opportunity to show their full understanding of the theme, as they moved candidates away from this part of the task onto the conversation.

Whilst most teacher-examiners asked all four questions included in task 1, there were some instances where questions were paraphrased or repeated unnecessarily, which has evidently confused candidates. Centres must note that prompting in between questions is not allowed throughout the oral exam. Candidates should be able to show an ability to understand questions and develop their answers independently. In a very few cases where a candidate was struggling to communicate any cultural knowledge and understanding, the teacher examiner would revert to more personal GCSE type questions in order to complete the exam. In one or two cases this worked as a strategy to help candidates regain confidence. It is possible, in this instance, for the candidate to drift away from the specific context of Spain and Latin America and the attitudes of young people in these countries towards those of young people in general and in the UK. Teacher-examiners should avoid questions such as *¿Para qué usas internet? ¿Qué tipo de música pop te gusta?*

Overall, the response to the AS oral exam was very pleasing. The very best candidates could summarise and manipulate language from the stimulus and expand, explain and develop the content of their responses. Stronger candidates have clearly targeted specific details, without including irrelevant, pre-learned personal information. Less confident candidates were generally well supported by the teacher-examiner. Some very good examples noted by examiners are illustrated in the section below.

## **Suitability of Stimulus cards for Task 1**

All stimulus cards for Task 1 proved accessible to all candidates and most candidates demonstrated good understanding of their content as well as an evident awareness of the cultural context including examples from Spain and Latin America.

The performance of candidates for Task 1 questions 1-3, in some centres, was somehow inconsistent. Some able candidates gave very brief answers and some omitted key information required to access marks in A02. In question 1 some candidates ignored the words "del primer texto" many candidates gave too much information, even information that was not on the text. In Q2 many candidates did not seem to hear "según el primer texto" and gave responses that were entirely based on what they had learned /their own opinion. Question 3 students generally well-prepared although some had obviously pre-learnt chunks of material and examples which they were determined to present, regardless of the focus of the question.

## **Examiners' specific comments related to each of the stimuli:**

### **Theme: Changes in the Spanish society**

#### **SP1 & SP2 Changes in the structure of the Spanish Family**

These were two of the most popular stimulus cards due to the sequencing order, a great proportion of candidates performed well summarising and extracting the main ideas from the stimulus allowing them to elaborate relevant and interesting responses. Many candidates have listened carefully to the teacher/examiner and showed clear manipulation of information. All stimulus cards proved accessible to all candidates and most demonstrated a good understanding of their content. The centres had generally prepared candidates well for the assessment as this is the second year for this examination. It was evident that the candidates themselves were familiar with the format of the assessment and responded well to most questions. Most candidates responded to the requirements that they needed to stay within the sub-theme and give examples from Spain for Theme 1 and The Spanish Speaking World for Theme 2. There were minimal instances of candidates talking about Latin America in response to Theme 1 cards. This indicates good training in the centres. However, Q1 in most stimulus cards became a temptation to go through every detail, including key facts or any other information in the text. Very few offered a real summary of the main ideas. Q1 is a summary and Q2 is a comprehension exercise, so teachers will need to explain the difference and target these skills when preparing candidates. Questions 1 and 2 of task 1 sometimes posed a problem to candidates who had provided a full and excellent summary to question 1 and then realised that they would have to repeat some of what they had just stated in order to answer question 2. For many candidates the strategy was to say -como he mencionado antes.... yet for others the prospect of the repetition of information caused some mild confusion.

Many candidates had a wealth of relevant knowledge to offer for A04 and showed the ability to choose examples appropriately. The better candidates also provided commentary on the facts they gave. As A04 is about both knowledge and understanding, it was pleasing to see understanding shown in the ability to say why the facts they gave were relevant, how they fitted into the wider context of society or what might be inferred from statistics.

Students were generally well-prepared although some had obviously pre-learnt chunks of material and examples which they were determined to present, regardless of the focus of the question! This was especially true when candidates responded to question 3 of task 1. Some teacher examiners demonstrated sub optimal practice by interspersing the 4 set questions with their own. Usually this did not take the form of supplementary questions for the purposes of clarification but rather drifted around the subject matter for task 1. The number of centres where this took place was small but significant. In training material greater emphasis could be placed on asking the 4 set questions as written and then departing from this as per the specification.

SP1 Perhaps the main concern here was the link between youth unemployment and its effect on the possibility to start a family, which showed lack of understanding of 'ha retrasado'. Some candidates missed the idea that, young Spaniards did not have children until later on in life, and this resulted in fewer children. There were frequent errors in manipulation of language with a mixture of 'casar', estar casado instead of 'se casan'. Some candidates added unemployment figures or single parent families etc. Nonetheless did not managed to develop a coherent answer. A very good example of a developed answer here was; "Últimamente el desempleo no permite a los jóvenes independizarse y por eso tardan más en poder crear una familia, así que no solo se casan y tienen hijos más tarde, sino que también tienes menos. Además, la mitad de las parejas conviven sin casarse." Q4. The answers were diverse and included single parents; NINIS; gay marriages, globalisation, effect of internet, smart phones... as a cause of separating families. Some candidates mentioned 'work, housing and money', displaying more references to problems than to changes.

SP2 the first part of the text was generally understood, but some missed the connection with lack of affordable housing suggesting some candidates did not recognise the word 'vivienda'. Some candidates referred to cost, and that it was expensive to buy a house rather than to 'alquilar' as appeared in the text. Lexical difficulties were; alquilar; bienestar; ausencia de viviendas sociales. Text2 Q3. Candidates had plenty to say about the role of grandparents but only some focussed on the idea of why they have to look after their grandchildren. Q4. There was a wide range of references to divorce and technology, and different values between parents and children. There were some examples of understanding of the question, but answers were at times too general, almost missing the connection to Spanish society.

### **SP3 & SP4 the world of work**

SP3 El mundo laboral: at first sight the stimulus card seemed accessible to most candidates. However, this stimulus proved challenging to some. Very few candidates quoted the right age and number of years and were able to convey the idea of having to work longer and receive a pension later. Some did not recognise the word 'sostener' and used a false friend 'soportar', instead of 'sostener; apoyar; mantener'.

There was more success addressing the economic crisis and its impact, but some candidates failed to understand Q4 "igualdad de oportunidades" as a reference mainly between men and women, and continued talking about the crisis, unemployment of young people and the need to go abroad to earn more money. Some candidates' answers were too general, hardly any mention of examples in Spain.

SP4 El mundo laboral: At first sight the text seemed accessible to all candidates, A good example of summary was: "Antes las mujeres españolas no podían entrar en el mercado laboral tanto como los hombres. Algunas razones eran el machismo y la religión. Esto está cambiando con la ayuda de la planificación familiar, la tecnología y la conveniencia de tener dos sueldos para sostener a la familia, lo que ha sido un gran avance para las familias españolas desde el fin de la dictadura franquista..." In text 2 the word conciliar proved to be challenging for some candidates. Q4 Some candidates managed to include examples of Salary gap between men and women, other candidates left their answers quite general or vague.

### **SP5 & 6 El impacto turístico en España**

SP5 the text was accessible to all candidates, most shown clear awareness of diverse types of tourism but 'turismo de compras' for some candidates, presented difficulties and did not understand the meaning of this concept. Although there were mostly acceptable summaries, for some candidates the term 'turismo sostenible' proved to be challenging as well. It was clear that the word 'desafíos' was mostly unknown and there was repetition of ideas. Some teacher-examiners clearly moved away from those issues left undiscussed.

SP6 for some candidates' sustainable tourism was evidently a well-prepared area, there were some good examples e.g. Spanish resorts are losing their identity and culture, caused by mass tourism. In Spain houses are more expensive by the coast, almost too expensive for locals, who must move inland where property is cheaper. Spanish resorts have become a Concrete jungle. However, there were also some general references to this topic, resulting in loosing focus from the Spanish society and therefore, marks in A04 knowledge and understanding of society and culture.

## Suitability of Stimulus cards for Task 2

**SP7 & 8 La Música**, a popular card and most candidates had prepared sufficient material and were able to root their answers to the Hispanic world, although sometimes they referred more to dance than music itself. Compared to last year series, candidates have evidently improved their confidence in the topic of music. Some candidates presented good examples of political messages through music e.g. La oreja de Van Gog, Shakira, etc. However, for some candidates the idea to talk about the political message posed some difficulties. A major area for improvement could be questioning from teacher -examiners. ¿Qué tipo de música pop te gusta? ¿Cuál es tu forma favorita de acceder a las noticias y por qué?; Sometimes these questions were repeated from one Candidate to the other in larger centres. Candidates should be given the opportunity to show K&U rather than personal responses. Here is an example of a good question for this topic; ¿Consideras que hay un lugar para la telebasura en la sociedad hispana?

**SP 9 & 10 Los medios de comunicación**, a particular area of difficulty was the media topic, where examples that were convincingly specific to the Spanish Speaking World, were often missing and replaced by more generic comments about the use of the internet or on-line newspapers which could refer to anywhere. These candidates would have made what they said more convincing if they had kept in mind the overall theme of political and artistic culture and found examples of how social media had intervened in recent elections or political demonstrations. For example, one candidate spoke about the relative numbers of followers on Twitter of Mariano Rajoy and Pablo Iglesias and went on to link this use of social media to the likely generational voting trends in Spain. This provided insightful and perceptive comment that went beyond the mere quoting of statistics; it also linked the 'Media' subtheme very effectively back to the overall theme of 'Political and Artistic Culture'.

In the case of television too candidates spoke of changing viewing habits but not of the issues of state control of TV or the length of TV advert slots, the funding status of TV. In 'telenovelas' only a very few candidates could name more than one and say anything about it beyond the general setting and only a handful could speak about the public reaction, viewing figures, the viewer profile or issues of political bias or how certain telenovelas have dealt with sensitive social issues. It was clear to see that some candidates often did not do enough to achieve the highest marks for AO4, with able and bilingual candidates often speaking in very general terms about the societal and cultural context. A number of candidates were unable to name a "programa de television de origen hispano". (it can be difficult to isolate 'los medios de comunicación' in the Hispanic world from 'los medios' throughout the western world). Centres should direct student's research more closely to allow candidates to support opinions with clear examples from the Hispanic world.

**SP11 &12 Los festivales y las tradiciones**; These stimuluses continue to be a popular choice for candidates, although most candidates knew about the names of some festivals and celebrations such as 'El Día de los Muertos', 'La Quinceañera', 'Los San Fermín', etc. there was little content, analysis and reflection to help them develop perceptive answers. In many cases the response from many candidates resulted in a pure description of a festival. Here is an example of an answer to show lack of understanding "Aunque no sé mucho sobre el Día de los Muertos, pero sé que es en Mexico".

**SP12 Q1.** It would appear that the expression 'coste social' was not fully understood. Some candidates talked about the money it costs and not about the social costs as for example cleaning, noise, disruption to everyday life, damages, inconvenience. **Q2.** There were some interesting answers elaborating on the sense of community and how it brings communities together and allows for collective artistic expression, as for example parades, carnivals, music, dance competitions. Two particular references to 'Las Fallas, el Carnaval de Cádiz y El Rocío' were delightful to listen to. However, the AO4 knowledge-base was often not followed through by lower-scoring candidates, who offered facts but little in the way of comment or analysis. It was also noticeable that the examples offered were straightforward ones, which did not go much beyond general knowledge, or which were overused. For example, the most commonly used example of a festival was 'La Tomatina'. Lower-scoring candidates could describe the events, but they often knew nothing about the origins of the festival or any of the controversy. There was also some



confusion in the minds of many candidates about the difference between a fiesta and a festival, and there was relatively weak knowledge, even among the more able, of traditions.

### **Centres Performance including administration and conduct of examination**

The quality of language (A03) was generally of a satisfactory standard for effective communication and a considerable step beyond GCSE, even for the lower-scoring candidates. The best marks were gained by those candidates who used a range of complex language. Whilst A03 and A04 marking is not interdependent, it was noticeable that the route to more perceptive analysis was often reflected in language that used lots of subordinate and relative clauses and was therefore more complex. The best handled topic areas seemed to be changes in the family and the world of work in Theme 1 and music in Theme 2.

Most tests were administered appropriately. However, centres should take note of the following;

When completing the Oral Forms (OR3AS) care needs to be taken with legibility of names, candidate numbers and clearly state the card number for Task 1 and Task 2. It was noticeable that many centres did not submit the OR forms, this is a requirement for this unit.

The card theme and stimulus number in each task should be clearly written and announced at the beginning of the recording and in each task. Only some centres identified the stimulus number the candidates were doing for task 1 and task 2, this makes it very difficult to listen without knowing the stimulus cards. Teachers should check their recordings before sending them off.

Memory sticks and CDs should be clearly labelled with candidates' names and numbers as well as centre name and number. Many centres did not even announce which Stimulus card candidates were doing for each task. It was a matter of having to listen to the first utterance of the candidate to find out. Some centres with more than one candidate never bother to give an order number to the audio files, it makes it very difficult to listen to candidate's oral tests. If centres are sending password protected USB's, then the password should be sent securely to examiner.

It is with satisfaction to see that most centres are preferring to use memory sticks for their audio. However, greater care should be taken with the packaging of CDs and memory sticks, given the importance of these recordings.

The speaking tests were generally conducted correctly. There were a few exceptions where teacher examiners were not fully informed of the requirements of this unit. Timings were generally kept within requirements, but some centres added time to both tasks and this has affected the marks of some candidates. The content of subthemes covered in questioning for the two themes in the GTA was not always carefully chosen.

Task 1 was mostly short in many centres, candidates can be at disadvantage if the time for each task is not fully covered. Task 2 was in some centres over 6 min for many candidates. In some centres teacher examiners failed to ask any questions after the set questions in both, task 1 and task 2 for many of the candidates in those centres this has had an impact on candidate's performance. Some teacher examiners also asked questions in between the set questions in task 1 and task 2. It is advisable to centres to go through the guidelines on how to conduct the 8SPO3 oral exam to best support the performance of candidates.

Some examples of disadvantage to candidates were noted in some centres, where candidates were asked the same questions for the different subthemes in stimulus cards, it became quite repetitive after a while, and it was clear that some candidates have pre-learnt whole paragraphs to answer certain questions by giving the same information to their answers e.g. *¿Cuál es tu forma favorita de acceder a las noticias y por qué? ¿Qué tipo de música te gusta escuchar? La prensa impresa ¿Te gusta leer los diarios y la prensa rosa?* These are not only examples of personal questions, not appropriate to this level but also, 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 to candidate's response. It is important to listen to the candidate and react to what candidate is saying. There must also be a link between the questions asked for the test to be a conversation. The mark scheme mentions "interaction" in the discussion and this entails a dialogue between two people who should react to one another. Teacher examiners failed to ask follow-up questions for Task 2 resulting in an almost descriptive

and pre-learnt speech from the candidate. In some centres Teacher examiners kept cutting and interrupting candidates, centres must note that interaction is rewarding candidate's performance not teacher examiners. Questioning in some centres was kept within the same subtheme of the stimulus card rather than broadening the conversation to benefit candidate's performance. Many other teacher examiners failed to ask questions that were rooted in the cultural and social culture of the target language for both tasks. Personal questions or GCSE style questions that may lead to an interview should be avoided for the benefit of candidate's performance at AS level.

## **Grammar**

The best candidates demonstrated a good range of complex language – subjunctive, conditional, correct use of preterit/imperfect/perfect tenses, complex opinion and justification phrases, topic specific vocabulary. Some candidates ignored obvious opportunities to demonstrate a range of tenses and persisted in speaking in the present tense, although usually with a good range of complex vocabulary and opinions. Verb conjugation and adjectival agreement were the areas of greatest inaccuracy, along with Spanish words being fitted to English word order and literal translation of English phrases. (e.g. what I think of it: que pienso de lo). There were no indications that grammar is yet getting better at this level, but many students show a good command of language and can use a variety of tenses and more complex structures with fewer errors. Expressions using the subjunctive are often handled with confidence and topic-specific vocabulary appropriately. Marks awarded for AO3 will emphasise the candidate's ability to manipulate communication, provided that the language produce by candidates does not hinder communication more than once or twice, most candidates can score at least 6/12.

There were frequent errors in the use of ser/estar and gustar. Other common mistakes included; Radical changing verbs, Gender and agreement of adjectives, Irregular conditionals e.g. haría, podría, tendría, Irregular preterites and past participles e.g. morido, hecho, porque de, me prefiero, más bueno, se gusta, los turísticos. There was confusion of words: ser/estar, morir/matar, crear/creer, soportar/apoyar, realizar/darse cuenta, salvar/ahorrar, saber/conocer, peligro/peligrosos, ridículo/ridiculous, extraño/extranjero, más/muy, mejor/mayor. Anglicised words: esperar, copar, capable, el facto, realístico, providar, atraer, afordar, mejorar, evitar. Amongst less confident candidates, there were examples of very basic communication and basic errors: genders and agreements have caused problems e.g. la tema, la problema, el presión, el gente, la gente son. Other anglicised vowels and the silent "h" pronounced as "j" jijos, jotel were common errors. There were also errors with the endings of verbs and the use of the infinitive or the double present. Incorrect use of "ser" and "estar" e.g. 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". It is also common to hear "repetir por favour" instead of "puede repetir, por favor". There were also lexical errors such as; mayor/mayor, acceder, evitar, soportar for apoyar, solvar, mayoría. Ending a sentence with a preposition e.g. no tiene nadie hablar con. Pronouns; ella por la, su, tu all mixed. Use of present after poder instead of infinitives, acceder / acceder, causar / causar, ser / haber.

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