



Pearson

Examiner's Report Principal Examiner Feedback

Summer 2018

Edexcel GCE
in Spanish (9SP0)
paper 3: speaking

Introduction

This is the first series of this new qualification.

The main differences between this examination and the previous speaking assessment is that:

- it is longer. (16-18 minutes instead of 11-13 minutes)
- There is no issue to debate
- It is now firmly rooted in Spanish/Hispanic society and culture
- The candidates are required to have carried out independent research for Task 2
- There is a stimulus card in Task 1 designed to act as a spring board for discussion.
- There is a need for candidates to elicit points of view and check examiner's understanding

The assessment for this unit is divided into two tasks with recommended timings for each: task 1 = 6-7 minutes and task 2 = 10-11 minutes. Task 1 is a discussion on one of the four themes studied across the two years and task 2 consists of a presentation of two written Spanish sources and a discussion based on the student's key findings.

Assessment Principles

The test is assessed positively out of 72 using the grid printed in the specification (p. 26 -p. 35) and carries a weighting of 30% for the overall qualification. Task 1 is marked for AO1 Interaction (6 marks), A03 Accuracy and Range of language (12 marks) and Knowledge and Understanding of society and culture (12 marks) with a total of 30 marks. Task 2 is also marked for AO1 Interaction (6 marks), A03 Accuracy and Range of language (12 marks) and Knowledge and Understanding of society and culture (12 marks) as well as AO2 Responding to written language in speech (12 marks) with a total of 42 marks.

Candidates' Responses

In general examiners reported that most examinations were carried out well and in accordance with the requirements outlined in the specification despite this being the first series of a new qualification. Most 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 in depth research and referred to this in their discussions in both tasks. They spoke with confidence and demonstrated a clear understanding of their independent research in task 2 and the theme discussed in task 1.

To succeed in this unit, candidates must prepare well for the test as well as demonstrate a sound knowledge of language appropriate to A Level. The teacher examiner's approach to questioning during the test is crucial. Students are also required to ask questions to "elicit points of view and check for understanding naturally and appropriately at different points in the conversation".

The students asking Questions

This is one aspect of interaction and it is likely to be evident in all performances, regardless of the marks awarded. Asking a question does not automatically place the performance in any one of the three mark bands.

In the 0-2 mark range, questions may have been asked as part of an entirely unspontaneous performance. They may also have been asked because the candidate was unable to respond in any other way.

In the 3-4 mark range, the candidate may have asked questions at unnatural times. Also, the candidate may have interrupted their own development, as they prioritised asking a question over giving a more developed answer. Often in such cases, the teacher examiner was prompted to change the subject after responding to the candidate, and this proved a barrier to the development of the discussion. In both this and the lower band, it was also often clear that the candidates felt uneasy or uncomfortable with question formation.

At the 5-6 mark range, candidates only asked questions when necessary, to clarify what the teacher had said, for example. They were confident in seeking clarification. They also did not seek the opinion or agreement of the teacher examiner until after they had given a full and detailed answer of their own.

Equally, it is important to remember that this is only one element of the mark grid and there are other ways to show spontaneous interaction. If a student does not ask a question, this may not mean that they do not reach the top mark band if there are other features such as communication strategies which places the performance in this particular mark band.

Here is an extract of an example of a candidate who asks the teacher examiner a question, in Task 2 part 2, at an appropriate moment. In addition, it shows the student taking the lead in the conversation and spontaneously introducing a recent news item in order to illustrate his point. In addition, there is an excellent range of vocabulary and knowledge & understanding:

Teacher examiner:

- *Entonces, ¿crees que en el fondo está de acuerdo Rajoy con los avances? ¿O no?*

Student:

- *Pues, desafortunadamente no pienso que Rajoy tenga compasión hacia las mujeres y es muy conservador y por consecuencia es muy obvio que no quiere mejorar la situación como Zapatero, por ejemplo. ¿Has visto recientemente, ayer por ejemplo, el caso de Manada?*
- *TE: Sí, sí, sí, en Pamplona*
- *C: Sí en Pamplona en los Sanfermines, sí, pues es un caso, un caso de violación, pero los asaltantes no fueron condenados por violación, y todos los partidos políticos han condenado esta decisión de los tribunales, pero Rajoy no ha mostrado, no ha mostrado compasión, se ha quedado neutral, sí, es muy chocante.*

Task 1

All candidates had a clear knowledge of the topics on the sub themes of the stimulus cards and most were able to share knowledge and understanding of these topics drawing on facts and arguments based on their studies of all four Themes.

Overall student performance was very pleasing. The very best students were able to demonstrate excellent knowledge of the Hispanic society and culture and also excellent research into their chosen subject of interest for the independent research project. They were able to speak and interact spontaneously with the teacher examiner and develop a natural conversation and discussion.

Suitability of stimulus cards chosen by candidates

All stimulus cards proved to stimulate discussion as is their function in task 1. Overall students had clearly been well prepared for this part of the test which requires candidates to demonstrate relevant knowledge of the society and culture of Spain for Themes 1, 3 and 4 and the Hispanic world for Theme 2. In all cases the better candidates were able to consistently use a variety of grammatical structures and vocabulary including several types of complex structures.

The vast majority of candidates examined gave full and detailed answers to both questions 1 and 2 of task 1. This did occasionally lead to slight problems of timing in that little time was left for the remainder of the task without compromising the recommended timings for task 2.

Examiners' specific comments related to each of the stimuli:

Examiners noted that the most popular themes this series were by far Theme 1 – la evolución de la Sociedad española and Theme 3 – la inmigración y la Sociedad multicultural española. Less popular was Theme 2 and few students opted for cards for Theme 4. The randomisation sequence of cards will be changed each year to ensure fairness across all centres.

STIMULUS SP1

Tema: la evolución en la estructura familiar El cambio en la estructura familiar

Many students chose statement B for SP1 and spoke about el matrimonio. This offered much scope to discuss different kinds of marriage in modern Spanish society, as well as an opportunity to compare attitudes to marriage over the last 50 years contrasting the Franco era to the present day.

Declaration A. Some students missed the idea of “papel tradicional” and talked about the role of grandparents today. The idea of how family changes had affected the role of the grandparents was addressed only by a few. The obvious facts such as the need for parents to work and the cost of childcare were occasionally missed.

Declaration B. Examiners noted interference between 'el matrimonio' and 'la boda' as a ceremony and celebration. So, instead of exploring the idea and meaning of getting married in the church or in a registry office, some students talked about the cost of celebrating and honeymoons and introduced the different types of families leaving themselves little to add in the second question. Many students mentioned the law legalising gay marriage in 2005 but other discussions became too general and lost focus on Spain. Here is a good example of a candidate's response to SP1 B question 2:

Teacher examiner:

- *¿Crees que la mayoría de los españoles acepta todo tipo de matrimonio hoy? ¿Por qué (no)?*

Student:

- *Ah, todos los...uh..hoy, ahora la gran mayoría sí, en España hay muchas formas de bodas con la situación económica, como he dicho, con la boda civil, es más famosa ahora. El 40% de los matrimonios son civiles. Pero, también, los homosexuales, por ejemplo, pueden casarse desde el año 2005 y pues para mi generación normalmente es algo normal la variedad de matrimonios. Es posible que para las personas conservadoras que no tienen influencias extranjeras – son más las personas en los pueblos, en los campos por ejemplo donde la religión tiene un gran impacto todavía, no aceptan, pero hoy en día es algo normal. También, las personas tienen presión, sí presión para aceptar. También el gobierno tiene muchas...en la educación, programas en la educación para desarrollar esa idea de aceptar la pluralidad familiar y del matrimonio.*

STIMULUS SP2

Tema: la evolución en la estructura familiar El mundo laboral

For SP2 many students chose statement A. There were many and varied references to the partial gains women have made in the workplace and the difficulties they still face. Again, this presented an opportunity to compare and contrast past and present.

Declaration A. Many candidates mentioned 'la brecha salarial' and 'el techo de cristal' but questions on the specific situation of Spanish women in different fields of work were not always developed. There was occasionally issues with understanding the meaning of 'compaginar' la familia y el trabajo.

Declaration B.

Q1. Some answers were not focussed on the idea of 'trabajo doméstico' and students talked about women and men both working away from home. There were also references to grandparents helping and if they earn enough money they could employ an au pair or house cleaner.

Q2. Very few candidates mentioned the idea of a paid 'baja paternal' and most mixed the right to a 'baja por maternidad' with the positive effect of a mother spending time with their children.

In both stimulus 1 and 2 many references were made to life in Franco's time and less to the present time. It could be that some had not understood that they should be talking about the present time and/or had not studied these topical issues.

STIMULUS SP3

Tema: la evolución en la estructura familiar El impacto turístico en España

For SP3 statement B was popular. Students were largely in agreement with the popularity of Spanish beaches for tourists. Some disagreed with the statement citing alternative forms of tourism as being significant. Here is a transcript of a good response to SP3 B question 2:

Teacher examiner:

- *En tu opinión, ¿cuáles han sido los peores efectos del turismo de sol y playa en España?*

Student:

- *Sí, pues, es una lastima que haya problemas con el turismo especialmente la masificación. Quizás el problema más grave sea el efecto en el, la , el medio ambiente. Sí, por ejemplo, el 80% de los turistas llegan por avión y aporta 10% de la contaminación atmosférica y también para los ciudadanos de Barcelona, por ejemplo, hay un gran problema en el comportamiento antisocial y por consecuencia muchos ciudadanos de Barcelona piensan que si no hubiera el turismo en sus ciudades, seria mucho mejor y es un problema, sí.*

In general, discussions using this stimulus were encouraging and showed more awareness of the Spanish tourist industry. Examiners have commented that they would, however, have liked more specific references to Spain or tourist destinations in Spain. The idea of 'ecoturismo' was less well developed and rarely addressed the idea of its significance. Deeper knowledge would have been necessary to have more meaningful discussions rooted in the Spanish culture. Many students mentioned 'Barcelona' and 'el turismo de borrachera' but failed to explore this issue in more depth. Questions on the negative effects of tourism in Spain produced the standard predictable response and few students went further to give examples to support their ideas. There were some excellent examples of candidates evaluating tourism of 'sol y playa' and its effects on the islands of Mallorca and Ibiza and la costa del sol in relation to the change in the coastal landscape due to construction of hotels, tourist resorts and golf courses and the effects on water resources and infrastructure and local communities. Students talked well about the different alternatives; turismo rural; cultural; deportes; gastronómico; senderismo en parques nacionales; ciclismo. This may be due to the overlap with the previous specification and that teachers have plenty of resources to develop and discuss these topics with students.

STIMULUS SP4

Tema: la cultura política y artística en el mundo hispanohablante La música

The clear majority of students chose declaration A and in general they were able to refer to a specific type of music or dance, usually flamenco, salsa and tango, in some detail for question 1. However, they found question 2 more challenging and had less to say on its importance for the country.

STIMULUS SP5

Tema: la cultura política y artística en el mundo hispanohablante
Los medios de comunicación

This topic was a popular choice although due to the sequencing appeared less often than some. Examiners noted that although there were some excellent examples heard, many of the discussions on this sub theme failed to root themselves firmly in the Hispanic world and talked more generally about the internet and social media. This may be due to the familiarity on the part of the teachers with the legacy speaking examination.

STIMULUS SP6

Tema: la cultura política y artística en el mundo hispanohablante
Los festivales y las tradiciones

It was encouraging to hear that some candidates were able to analyse the religious origins of festivals and other non-religious or pagan celebrations, such as la Semana Santa, las fiestas patronales, el Día de los Muertos, Las Fallas, Los Carnavales, los San Fermines, etc. Students appeared to have understood their social and cultural role and significance. Question 2 in option B posed a challenge 'Qué se aprende...' as several examiners noted that students simply repeated how important they were.

STIMULUS SP7

Tema: la inmigración y la sociedad multicultural española
El impacto positivo de la inmigración en la sociedad española

Examiners felt it was clear that students were very comfortable discussing issues related to immigration, especially declaration A. Some students' knowledge appeared to be limited to ideas based on what they knew from the news about the UK and Syria was frequently mentioned.

Examiners noted some confusion between immigration and emigration. The declaration B proved popular. Candidates were able to compare the different types of immigration experienced in Spain. Almost all were positive about the cultural impact brought about by immigrants in Spain regarding it as a learning opportunity, especially for the young.

There were a few cases when students mixed immigrants from Latin American countries and Africa with retired British citizens living in Spain for the weather and Spanish young people seeking work opportunities in the UK and Germany. There was also some confusion between immigrants and tourists.

Q2B 'Qué aportan...' posed a challenge to some who were not sure of its meaning. Some referred to the past and 'La Alhambra' or La Mesquita de Cordoba, or 'rice' for paella, and even flamenco music, with little reference to the present.

STIMULUS SP8

Tema: la inmigración y la sociedad multicultural española
Enfrentando los desafíos de la inmigración y la integración en España

There were fewer students who opted for this stimulus card. Of those who did, many chose to discuss declaration A and these remained well focussed on Spanish society providing good examples and well developed arguments. Candidates cited reservations, especially amongst the older generation, about the impact of immigrants particularly in the job market. This was often

contrasted with the attitudes of the young who do not perceive immigrants in the same way due to education and upbringing.

For Question 1B responses were less well answered in terms of 'adaptación'. Some students mentioned the siesta and shops closing at lunchtime.

STIMULUS SP9

Tema: la inmigración y la sociedad multicultural española
La reacción social y pública hacia la inmigración en España

As with previous stimuli on immigration and multicultural issues, candidates were better prepared, and discussions were interesting. However, students could have prepared better for discussions on the role of the media and political parties, as few were able to refer to particular cases or examples. One examiner was particularly impressed when two students gave good examples of how 'Podemos' and other organisations had run successful campaigns to tackle racism and xenophobia. SP9 statement A was a popular choice. Again, candidates were able to contrast past and present social attitudes towards immigration in Spain. Many candidates cited social media rather than traditional print media in relation to the manipulation of public opinion in Spain towards immigration levels.

STIMULI SP10, 11, 12

Tema: La dictadura franquista y la transición a la democracia

SP10: La Guerra Civil y el ascenso de Franco (1936-1939)

SP11: La dictadura franquista

SP12: La transición de la dictadura a la democracia

Questions on this theme were less popular and this may have been because of the timing of the speaking examination and the feeling perhaps that students need to have an in depth understanding of the historical period to be able to confidently choose these. This, together with the possibility of choosing another card from a year one theme and the random sequence of cards resulted in only very few students choosing these cards. This is disappointing as the discussions which were heard proved to be, overall, extremely well performed. Centre should note that there is no need for candidates to study this period of Spanish history in depth.

Centre performance including administration

Overall, the exams were extremely well conducted (especially considering this is a new examination). Most candidates spoke spontaneously and appeared not to have rehearsed the oral as is required.

However, in some cases, teacher examiners allowed candidates to speak uninterrupted for too long (more so in part 1 than in part 2) and centres are reminded that it is important to develop spontaneous interaction whereby both the teacher examiner and the student respond to each other's questions and statements that arise as a natural part of the conversation.

Timing of the tests was generally good and did not usually affect the mark awarded. However, examiners reported that most of the tests lasted 19 minutes (sometimes more). Centres should be aware that long tests do not advantage candidates as examiners are required to stop the recording after 18 minutes. In addition, a few candidates spoke for longer than the 2 minutes during the presentation (Task 2 part 1) and because of this the coverage of the two written sources was uneven (a few candidates did not speak about the second written source until after the 2 minutes and in this case it is unlikely they would reach the top mark band for responding to written language in speech. Some candidates spoke extremely fast to try to fit their presentation into the two minutes. This sometimes affected the mark awarded as it was felt the summary was unclear in places due to the speed of delivery.

Sometimes candidates lost focus on Spain/Hispanic world in Task 1 and spoke more generally about the topic, most notably in discussions on Theme 2, and the sub-theme of media. Rarely centres gave the wrong card to candidates. Centres are reminded to follow the random sequence in the teacher examiner booklet and number the students.

Part 2 tended to receive higher marks than part 1 and many students scored highly for A02 when they were well prepared. However, in task 2 part 1 (presentation of the IRP) there was some misunderstanding of the specification: some candidates did not refer to any written sources at all giving an "introduction" to the project; some referred to English sources and candidates could not access marks for A02 for this reason. Some candidates gave a detailed summary of the sources- but did not give a personal response.

Centres are reminded to check the detail of the requirements for the presentation (Task 2 part 1) on page 24 of the specification as well as reading the example on page 199 of the sample assessment materials.

The vast majority of students' presentations were delivered at a natural pace and their points were clear and supported by references to the sources used and a personally felt opinion given. They were also easy to follow. However, there were cases when candidates had prepared overlong and complicated presentations. To fit so many facts within 2 minutes, they had to speak so fast that the pronunciation was unclear and, in some cases, unintelligible. A natural flow of words is a requirement.

Another problem was that many included in the presentations all the information they had written on their oral forms. When the examiner started to ask questions on their findings, there was nothing they could add. In these cases, it

was clear that the candidate had not prepared enough material for the following discussion (task 2 part 2). In some cases, there was little evidence of serious research over a reasonable length of time or that they had indeed read and analysed the sources they had mentioned or written.

In part 2 examiners noted that students tended to score the highest when teachers asked them questions directly linked to the key findings. When the teacher was not well prepared and asked the candidates questions which were not related to the key findings, some weaker candidates struggled to respond spontaneously, and the mark was affected in A01/2 and 3.

Choice of subjects of interest for the IRP.

There was an interesting array of topics chosen for the IRP and many candidates showed extensive research and preparation for this part of the examination.

A popular topic this series was Catalanian Independence- Would Catalans benefit from becoming independent or not? This was generally a good topic which was handled well.

Bull fighting also remained popular in the new specification- questions/ statements included 'Bull fighting should not be legal in the 21st century' and 'The vast majority of Spanish young people are against bull fighting' and 'San Fermin is cruel'.

Amongst female candidates the topic of feminism in Spain seemed to be popular this series:

'How far has the role of women changed in Spanish society since 'la sección femenina' under Franco ` was an example of a good project.

Many students chose to base their research projects on Latin American countries, which, when properly researched, were interesting and tended to score well in A04.

Examples:

- How the economic situation has affected the Venezuelan population
- The current state of human rights in Colombia
- Who is to blame for the drugs problem in Colombia?

Some students chose to do research related to football, for example: "Real Madrid is the best Spanish football team"- it was difficult to score highly in A04 with this topic.

Other interesting topics were:

- To what extent is Spain a Xenophobic country?
- How is Spain affected by religion?
- The importance of the life and work of Emilia Pardo Bazán in Spanish society
- The legacy of Che Guevara
- The influence of *Los Moros* in Spanish gastronomy

- Spanish people have become obsessed with image
- To what extent has tourism benefited Barcelona?
- Where is the best Spanish spoken?
- Can we save Murcian children who are at risk of child poverty?

The completion of RP3 forms was, on the whole, correct. However, some centres did not give students sufficient guidance and as a consequence some students wrote summaries, facts, statistics and long statements instead of an outline of the key points/findings they wanted to discuss. This posed problems for the teacher examiner to build on the candidate's factual statements, as in the following two examples.

Some poorly prepared RP3 findings:

Impacto de Escobar en la sociedad de Colombia

- 1) His career as a narcotrafficker - bikes/cars/contraband - 80% of cocaine into USA
- 2) Hobbies and luxuries - 200 animals from Africa - planes/helicopters and racing cars - 200 apartment in USA
- 3) Political career; power - control trafficking easily - drug trafficking exposed - used populism
- 4) Acts of terrorism; DAS - 70 dead; Avance - 110 dead; bounties; policeman - 1M pesos; sergeant - 3M pesos; lieutenant - 10M pesos
- 5) La cathedral; compromise made between government and Escobar; reduce death; constructed by him
- 6) His last moments; Bloque de Busquedas - hacked phone call with his son; 3rd December 1993 Escobar died

Independence of Catalonia

- 1) The national day of Catalonia is celebrated every year on the 11th Sept, the day on which Catalonia fell in 1714 to Philip V of Spain and lost its liberties and laws.
- 2) There is still anger about Franco's dictatorship as he opposed the Catalan language and culture in order to create a united Spain.
- 3) He also bombed Barcelona in 1938 and then invaded the region in 1939 as part of the Spanish Civil war
- 4) Catalonia accounts for 19% of total Spanish GDP, a contribution twice that of Scotland's to the UK.
- 5) Catalonia as an independent country would have a GDP bigger than Portugal and Hong Kong.
- 6) Some in the region feel they contribute a lot to a country they have little in common with and see little return for it.
- 7) Many Catalans feel part of a distinct region in terms of culture, language, food and even football.
- 8) In 2010 the Spanish Constitutional Court struck down a law passed by the Catalan parliament which amended the regions relationship with Spain as set up in 1979.

Some better examples of RP3 key findings which facilitated the discussion with the teacher examiner:

Abortion in El Salvador

- 1) Abortion and criminal justice system in El Salvador
- 2) The current state of the law for abortion in El Salvador
- 3) Amendments to the law in the last century
- 4) Influence of the Catholic Church
- 5) Consequences for medical professionals carrying out abortions
- 6) Demonization of innocent women in El Salvador
- 7) International support from charities and human rights groups.

To what extent is there a crisis in Venezuela and was the poor political leadership the main cause?

- 1) The situation in Venezuela
- 2) Unemployment
- 3) Inflation and the virtual currency
- 4) Political leadership
- 5) Protests
- 6) International relations

Eva Peron and her impact in Argentina

- 1) Influence of her humble origins
- 2) Her rise to political influence
- 3) Her role in securing votes for women in Argentina
- 4) Foundation Eva Peron
- 5) Accusations against Eva Peron
- 6) Her association with the brutal side of Peron's regime.
- 7) Eva and her Nazi and fascist sympathies.

Many students forgot to include a question or a statement as the title of their IRP and whilst this was ignored by examiners, it is unlikely the students would have been able to critically analyse sufficiently to reach the top mark bands.

Centres are reminded to encourage students to pick their own subject of interest to research for their IRP. Titles which are also the titles of the overarching themes for this award are also unlikely to produce the in-depth knowledge and analysis required to reach the top mark band in AO4 – knowledge and understanding of society and culture.

ADMINISTRATION

Many centres failed to send the OR4AL form which can be easily downloaded from the Edexcel web site. This meant that examiners had to either request for these to be sent or print them. This causes unnecessary delays during the marking period.

Centres are reminded to record the number of the card used for the oral at the start of task 1 as well as ask the candidate if they have chosen statement A or B. It is also preferable to avoid the use of English during the test as the teacher examiner announces the card used in Task 1 and asked which statement the student has selected and also the move from Task 1 to Task 2. Any translation of "key findings" would be preferable to the use of English.

Profile of an A grade candidate

There are several ways to reach the boundary for an A grade award. However, the candidate would usually demonstrate a range of the following characteristics:

AO1- Interaction

- The speech is spontaneous throughout
- Responding with assurance to most questions
- Able to sustain most of the conversation although may require occasional prompt
- Elicit points of view or use communication strategies but may occasionally be at an inappropriate moment
- Minimal hesitation

AO2 - Responding to written language in Speech

- Provides a clear summary of the written sources
- Both sources are clearly identified both on the RP3 or by the candidate who mentions them in the presentation
- There is even coverage of both sources which is given within the two minutes
- Gives a personal response to both sources within the two minutes
- There is very occasional-no loss of focus on the sources

AO3 – Accuracy and Range of language

- Frequent to consistent use of a variation of structures and vocabulary
- There will be different types of complex structures used in both parts of the examination
- Mostly accurate – highly accurate language throughout.
- Errors do not hinder clarity or rarely do so
- Language is immediately understandable
- Language is articulate: fluent, effective and coherent

AO4 – Knowledge and Understanding of society and culture

- All the arguments and opinions are relevant to the questions and to the Spanish speaking world
- Some of the ideas are preceptive (going beyond the standard predictable response)
- Frequently to consistently developed and justified arguments and viewpoints
- Focus predominantly maintained on the cultural and social context

Profile of an E grade candidate

Whilst there are several ways to reach the boundary for an E grade award, in order to pass this qualification students would usually demonstrate a range of the following characteristics:

AO1- Interaction

- candidate relies on the examiner's lead to sustain the communication
- frequent hesitation and requires frequent prompting
- with occasional spontaneity
- may elicit points of view or check for understanding at an inappropriate moment or this may appear contrived.

AO2 - Responding to written language in Speech

- Summary does refer to names sources but lacks clarity or is uneven in coverage
- Some loss of focus on the sources, possibly straying into general opinion
- May give a brief personal response or no personal response

AO3 – Accuracy and Range of language

- limited variation of grammatical structures and vocabulary, although vocabulary may be better than the variety of structures used.
- Errors hinder clarity often but occasionally the meaning is conveyed
- Pronunciation and intonation is inconsistent
- There may be some coherent speech in more familiar topic discussion

AO4 – Knowledge and Understanding of society and culture

- Mostly straightforward and/or generalised thoughts and opinions
- Limited justification and/or development of opinions, few examples.
- Some to frequent loss of focus on cultural and social context
- Straightforward, obvious or contradictory conclusions

Summary for centres

- Remember to include the three forms required along with the recordings: RP3, OR4AL and the CS3
- Be careful with the timings for the various parts of the oral
- Review the requirements for the presentation (see specification p24 and SAMs p.199). Sources must be written, originally in Spanish and referred to during the two-minute presentation.
- Questions must be designed to elicit knowledge and understanding of the Hispanic/Spanish society and culture.
- It is advisable for students to research a subject of interest which is specific and not the title of one of the themes.
- Titles of the IRPs should be either a question or a statement
- Spontaneous interaction means that the candidates should not be left to speak uninterrupted for long sections.

- Please can the stimulus card number be recorded at the start of the examination along with the candidate's name and number.
- ? ¿Cómo?

Ofqual



Llywodraeth Cynulliad Cymru
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