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Examiners' Report

Principal Examiner Feedback

Summer 2019

Pearson Edexcel GCE AS level

In Spanish (8SP0/3A&3B) Paper 3

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General introduction

The assessment for this unit is divided into two tasks, both with stimulus cards. Total assessment time is 27 to 30 minutes, 12 to 15 minutes of speaking plus 15 minutes preparation time for both tasks.

Some advice to centres: 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 candidate: E.g. "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.

Summer 2019 performance

This is the third year for the AS examination under the reformed A-level Linear specification, overall a great proportion of candidates responded well to the demands of the examination and demonstrated a good understanding of the requirements for this unit. Most candidates had clearly been well prepared by their teachers and there were some good examples of good teacher examining, where it was evident that both candidate and teacher were following the requirements outlined by Pearson under the A level linear specification. Examiners reported that, considering the level of cultural context required for this unit, many candidates have shown an ever-increasing level of good understanding and awareness of the cultural context in the Hispanic world.

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

Many candidates have made full use of their 15-min. 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 of the notes made during preparation time by referencing only to it when necessary.

Some advice to centres: success in section one is dependent on candidate's ability to demonstrate good knowledge of the themes and cultural context of the Hispanic world, evidence of research is essential. Candidates must learn techniques to summarise short texts and target specific information, to demonstrate full understanding of the text in the stimulus cards. In addition, candidates must show manipulation of a range of lexis to demonstrate a sound knowledge of language, appropriate to this level and to allow them to further develop their responses with detail examples and explanations. These techniques 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 outcome. The teacher-examiner's approach to questioning during the test is crucial, as it will cover all parts of each task and ask appropriate questions to candidates to ensure that the student 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, candidates must be trained to lead discussions throughout the examination. Overall all stimulus cards proved accessible to all candidates and most demonstrated a good understanding of their content. The centres are generally preparing candidates well for the assessment, it was evident, from the 2019 series, that the candidates themselves, are more 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 gave examples from Spain for Theme 1 and The Spanish Speaking World for Theme 2.

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 Spanish society, present and past.

Most candidates had clearly used their 15-min. 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 two proved to be for some candidates more challenging, some candidates replied with a lengthy answer not necessarily relevant to the text. This is where some candidates may have 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 "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 selected 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 do need to ensure that they have demonstrated their understanding of the precise questions set. For question 3, it is most 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, mainly reading from the stimulus. Some simply could not justify their agreement or disagreement to question 3. Question four is the perfect opportunity for candidates to expand in their responses. However, some teacher examiners did not give candidates the opportunity to show their full understanding of the theme as they move 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 very few cases, when 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. Some isolated but significant errors were to effectively pose a series of general knowledge questions e.g. ¿Cómo se llama la ciudad donde los ingleses van a emborracharse? This strategy can confuse candidates without adding any K&U. Only in rare occasions, 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 society in these countries towards those of society 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 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. A great proportion of candidates have clearly targeted specific details, without including irrelevant, pre-learnt 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.

SP1 & SP2 Changes in the structure of the Spanish Family

Theme: Changes in the Spanish society

These were two of the most familiar stimulus cards to candidates, a great proportion of those who attempted SP1 and SP2 performed well, summarising and extracting the main ideas from the stimulus allowing them to elaborate relevant and interesting responses. Students were generally well-prepared although some had obviously pre-learned 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.

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.

SP1

The main concern here was the link between the increasing need of support to families with more than five children due to their essential socio-economic role in Spanish society. There was an evident lack of understanding of 'aportan capital humano'. Some candidates missed the idea that, these families could alleviate the concerns of a low birth rate in a modern aging society. Fewer candidates understood the role of FEFN and the support that provides to families with more than five children. Text 2 was clear to most candidates, there were some very good examples of the changes in the family in modern Spain. E.g. *"Estoy rotundamente en desacuerdo con la afirmación, sabías que el matrimonio entre parejas del mismo sexo es legal en España desde 2005, lo que convirtió a España en uno de los primeros países europeos en aceptar familias del mismo sexo en su sociedad, además..."* It was interesting to hear many attempts from candidates to show K&U in Q4 to which diverse answers and included single parents; gay marriages, working mothers.

Better candidates referred back to the text and mentioned *'como el texto sugiere, ahora es menos común tener familias numerosas en España. Esto podría ser debido al hecho que más mujeres o madres españolas se han integrado al mundo laboral*

SP2

Overall good understanding most understood the idea of fewer divorces but many, failed to explain how the 'ley del divorcio' has changed and the implications of this change. This lack of understanding affected both question 1 and 2. Some missed the connection between the perception of society to divorced in the past and today.

Question 3

There were some very good answers in response to text 2 e.g. *“Comparto el argumento que la disminución de matrimonios por la iglesia ha contribuido al incremento de divorcios entre los españoles, se podrían considerar razones obvias como la economía. Es muy caro para los jóvenes españoles solventar una boda por la iglesia. Además, no hay que olvidar que la iglesia fue por muchas décadas, una institución controladora, que prohibía la unión civil. A mi parecer los españoles se han adaptado a los cambios de su sociedad y ahora rechazan órdenes religiosas.”* Other candidates offered to talk about how the church was less influential than in Franco’s time. Question 4 proved to be a bit more challenging for some, many candidates talked about the diverse types of families without reference to ‘beneficios’ as required in the question.

SP3 & SP4

Theme: the world of work

SP3

El mundo laboral: at first sight the stimulus card seemed accessible to most candidates. However, there were issues with reading and understanding numbers and percentages. Very few candidates quoted the three main ideas in their summary and were able to convey the principal of having to face a glass ceiling at work, continues to be challenge for Spanish women. Some candidates did not recognise the words ‘promocionar’ and ‘liderazgo’.

Question 1 There were some misinterpretations of the text which led to references to few jobs and worse pay rather than ‘un techo de cristal’ in reference to ‘top jobs’.

Question 2 There were problems with the word ‘desafios’ and the idea of women needing higher qualifications than men was missed. Question 3 Many may have not understood ‘prometedor’ Question 4 There were more references to the ‘ni-nis’ than to the reasons for having to look for work elsewhere. There was more success addressing the economic crisis and its impact, but some candidates failed to understand the main issue in the text, women must be better trained and educated than men, in order to obtain promotions in the workplace. Some candidates referred to the crisis, unemployment of young people and the need to go abroad to earn more money. Some candidates’ answers were too general, with little mention of examples in Spain. An exceptional answer to Q3 was: *‘Es interesante ver como el texto hace referencia a la falta de oportunidades para la mujer española, cuando en realidad ya estas han alcanzado casi las mismas oportunidades que otras mujeres europeas. Te sorprenderás cuando te diga que Ana Botín se encuentra a la cabeza directiva del banco Santander, ella es una mujer que ha conseguido superar la barrera de la discriminación laboral. Además, no hay que olvidar que el gobierno Socialista Español encabezado por Pedro Sánchez, cuenta con más mujeres que hombres. Se podría considerar el gabinete ejecutivo más femenino de toda Europa.’*

SP4

El mundo laboral: Generally, an accessible stimulus card to most candidates although for some, the term 'Mileurista' proved to be a challenge, there were overall good attempts to summarise the three main ideas from the text. E.g. *'The number of Spanish workers earning less than 1000 euros in Spain, has risen in the last eight years. For many Spanish workers the average salary is no more than 1300 euros a month. Unfortunately, not even Spanish graduates are guaranteed a well-paid job.'*

Question 3 was accessible to the vast majority, although there was some confusion between ninis and unemployed adults, most candidates responded well to the statement.

Question 4 Candidates showed little knowledge of what 'formación' was and talked about the crisis and how the government was not doing enough, but did not actually mention training, there were very few examples of opportunities in Spain and many candidates opted for a more general approach moving away from the social context of Spain. An interesting response to question 4 E.g. *'Desafortunadamente un 42 % de los españoles considera que no podrá encontrar empleo en los primeros años, después de terminar su formación. Esto hace una sociedad juvenil pesimista en España'*

SP5 & 6 El impacto turístico en España

SP5

The text was accessible to all candidates, most shown clear awareness of mass tourism and the challenges to the Spanish authorities to move away from this unsustainable model. Although there were mostly acceptable summaries, for some candidates the term 'un modelo insostenible' and 'motor económico' proved to be challenging as well. It was clear that the word 'precario' was mostly unknown and there was repetition of ideas. Some teacher-examiners clearly moved away from those issues left undiscussed. Text 2 was a very good opportunity to demonstrate K &U, candidates well-prepared included examples of how Spain has now begun to promote an eco-friendlier touristic industry. E.g. Noja, Cantabria promotes eco-friendly tourism. El parque natural de Somiedo en Asturias and Baiona en Galicia. These were examples from candidates and their responses were supported by a variety of reasons why these destinations can be the alternative to combat mass tourism. However, there were some straightforward examples of listing alternatives e.g. 'fines, bins, recycling' to minimise the negative effect of tourists rather than specific alternatives.

SP6

Text was accessible to most candidates' sustainable tourism was evidently a well-prepared area, there were some good examples e.g. Many Spanish resorts are losing their identity and culture, caused by mass tourism. However, there are now more opportunities to accommodate eco-tourism in Spain, the text mentioned that people who care about the environment at home are more prompt to continue on holiday,

many tourists will be looking for environmentally friendly activities or even food produce locally. The organization 'ecovamos' provides just what eco-friendly tourists want; an opportunity to live a more sustainable experience whilst on holiday. This is a clear example of good understanding of the text and outstanding ability to summarise the main ideas. There was a mixed range of answers to question 3. A vast majority of candidates did not fully understand the concept of 'Monstruo urbanístico'. Most answers referred to rowdy and drunk English tourists but not about the impact of miles of densely built up areas a few yards from the sea. Question 4 attracted interesting and varied answers; it was an accessible question to all candidates, with a clear opportunity to show K&U ideal for AO4.

SP7 & 8

Theme: La Música

Once again, SP7 and SP8 were popular cards amongst candidates, a high percentage of them had prepared sufficient material to deal with this topic. Many were able to root their answers to the Hispanic world, both cards provided candidates with an opportunity to talk about music and singers. Compared to previous series, candidates have evidently improved their confidence in the topic of music. The vast majority of candidates presented good examples of political messages through music, many were linked to reggaeton e.g. However, for some candidates the idea to talk about positive or inappropriate messages posed some difficulties. Here is an exemplar response to SP7: *Q2- Es indiscutible que el mensaje de la música del reguetón influye a la sociedad que le escucha de diferentes maneras, también dependerá de el cantante y sus letras. Por ejemplo, si ponemos atención a una de las canciones de Don Omar, cuando se refiere a la mujer como 'la dama perfecta, toda una belleza, ella es mi inspiración'. Esta frase es muy positiva y respetuosa a la mujer, sin embargo, cuando escuchas a Maluma cantando; 'Y si con otro pasas el rato, vamos a ser felices los cuatro' Aquí, cualquiera le decepciona escuchar el tipo de relación que sugiere el cantante. ¿No te parece?*

The follow up questions are also key to support student's development of ideas; Teacher examiners must move away from: ¿Qué tipo de música pop te gusta? ¿Cuál es tu forma favorita de acceder a la música y por qué? Candidates should be given the opportunity to show K&U rather than personal responses.

SP 9 & 10

Theme: Los medios de comunicación

For third consecutive year, these two stimulus were a particular area of difficulty for many. The media topic continues to include examples that are not necessarily, convincingly specific to the Spanish Speaking World, these are 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 in Spain and LA. For example, one candidate spoke about the relative numbers of digital newspapers readers in Spain and LA. E.g. *'Por un lado hay evidencia que los diarios digitales en Argentina el clarín y España el país o el mundo han sobrepasado las ventas de la prensa impresa, lo que podría significar que la prensa digital es más accesible para estos países. Sin embargo, LA todavía depende de la prensa regional, y esta, debe estar disponible como prensa impresa. Si vemos estadísticas de Ecuador o Chile, las estadísticas de lectores en línea están por debajo de aquellos que prefieren comprar los periódicos regionales. Así que a mi parecer es esencial que se sigan publicando los diarios impresos, ya que la sociedad Latinoamericana todavía no está preparada para irse a la prensa digital'* This response 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'.

SP10

In the case of television too, candidates spoke of 'telenovelas' from a rather general perspective 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 "A telenovela del mundo hispanohablante". (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

Theme: Los festivales y las tradiciones

These stimulus 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 tomatina', '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, conversations were rather general and missed the key idea 'actitud'. 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 se celebra en América latina"*. In response to Q2, many candidates were not aware of any significant changes, but some did talk about the attitude to fiestas involving cruelty to animals.

SP12

It would appear that the idea of 'coste de una celebración' was not fully understood. Some candidates talked about the celebration and described the fiesta but failed to mention whether the money invested in the celebration could be justified. Although most candidates were familiar with the celebration of 'Quinceañeras' there was limited evidence of K&U. A vast majority only mentioned and described festivals when they could have also focused on traditions and customs as for example 'la siesta', 'regional gastronomy', 'ir de tapas', religious traditions, parades as las procesiones y romerías, la cabalgata de los reyes magos, regional dances and songs, traditional folk costumes.

For these stimuluses, the A04 knowledgebase 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. Lower-scoring candidates could describe the events, but they often knew nothing about the origins of the festival or any of the controversy.

Administration and Conduct of Examination

The teacher-examiner

Examiners did report some common issues in some centres where teacher-examiners asked questions that would not have allowed some candidates to reach their full linguistic potential. During the 2019 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 purposes of clarification but rather drifted around the subject matter for task 1. The number of centres where this example took place was small but significant

That said, there were some excellent examples of teacher-examiner challenging questions, such as those below:

- Si la economía española depende del turismo ¿es buena idea regular los cruceros en Cataluña?
- Si se eliminara el turismo ¿qué podría ofrecer España?
- ¿Qué efecto tienen en los jóvenes los cantantes machistas?
- ¿Deben de tener los cantantes una responsabilidad social?
- El empleo que ofrecen las corridas de toros ¿justifica el sufrimiento de los animales?
- ¿Cómo se expresa la libertad de expresión por medio de la letra, en la música hispana?
- ¿Se podría decir que los jóvenes españoles tienen la culpa del índice de paro, por ser vagos?

- El pesimismo social español y en algunos casos, la falta de oportunidades para la mujer española ¿es la causa de la tasa de natalidad tan baja en España?

The quality of language (A03) was generally of improving 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 responses were 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.

Administration

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.

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 announced 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.

Recordings were not always of the highest quality with the examiners questions frequently being clearer and louder than the student's responses. Background noise

proved intrusive at times. Students can be disadvantaged if what they say is partly inaudible. Most centres provided the necessary paperwork.

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. This 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. Many candidates failed to give relevant examples from the Hispanic world. Questions and answers must be focussed on the Spanish speaking countries. They must include detailed references, conclusions, attitudes or trends in relation to Spanish-speaking communities to access the full range of marks available. Using examples from or making comparisons with non-target language speaking countries will not attract marks for AO4.

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 produced 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. *hacería, 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/crear, soportar/apoyar, realizar/darse cuenta, salvar/ahorrar, saber/conocer, peligro/peligrosos, ridículo/ridiculous, extraño/extranjero, más/muy, mejor/mayor*. Anglicised words: *expectar, copar, capable, el facto, realístico, providar, atraer, afrontar, 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; *major/mayor, acceder, evitar, soportar for apoyar, salvar, 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, *accesar / acceder, cosar / causar, ser / haber*.

