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Edexcel

Examiners' Report
Principal Examiner Feedback

Summer 2019

Pearson Edexcel GCE
In Spanish (9SP0) Paper 3A/B
Speaking

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This is the second 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

Overall the majority of the examinations were well conducted and demonstrated that teacher examiners have a stronger understanding this year of the syllabus and the requirements of the exam.

Part 1 of the exam was generally well prepared and well conducted. Candidates performed well when they were able to give concrete examples, and many of these were statistics and facts were from the A level course books, which is fine and demonstrated good preparation and revision for the exam. It is important to note that the top marks for knowledge and understanding are rewarded for communicating perceptive ideas which go beyond the predictable responses, demonstrating originality of thought and research.

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,si, em 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.

Candidates who sometimes scored lower on AO4, Knowledge and Understanding, tended to give large generalisations eg: “los inmigrantes hacen los trabajos que los españoles no quieren hacer” which was a phrase examiners heard repeated many times, and often without support from any examples. A few candidates also discussed topics which were not relevant to Spain- one candidate talking at length about Greece, and more than one candidate spending time talking about Brexit (with not enough reference to how this might affect Spain).

The majority of teacher examiners conducted part 1 well and asked questions which allowed candidates access to the full range of marks. However, some centres did not move away from the sub theme of the stimulus card and this then meant that the breadth of knowledge shown was sometimes limited. A minority of teacher examiners asked inappropriate questions which were not relevant to Spanish culture. A few teacher examiners spoke at length giving their own opinions which took time from the candidate.

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 was changed this year to ensure fairness across all centres.

STIMULUS SP1

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

The most popular choice of stimulus card was 1 B from **La evolución de la sociedad española – El cambio en la estructura familiar: No hay una estructura típica en la familia española de hoy** .

This gave candidates ample opportunity to demonstrate their knowledge of different family structures in contemporary Spain. *Parejas de hecho, familias monoparentales* and *familias homoparentales* were frequently mentioned. Many candidates were often very adept at comparing attitudes and rigid family structures during the Franco dictatorship with current norms.

SP1: A. Candidates were well informed that gay marriage was legalised in 2005 and praised the government for doing so much earlier than other countries.

SP2: A Answers were general and referred more to the attitude of the church in Franco's time than the present time.

SP1/2:B Most candidates talked about the different types of families without stating whether they agreed or not and they soon moved onto the legalisation of gay marriage and adoption. It is important to make responses relevant to the whole question. Many reasons given for the changes mentioned the Catholic Church being less influential and did not explore other reasons such as a more liberal society, more independence for women, education, careers, a wealthier society and access to contraception. Given that students are referring to a span of time of 80 years and since most of these changes happened after Franco's death in 1975, the references were less strong. It would be great to see more research carried out since the death of Franco in the last 44 years.

Some examiners wanted to mention that many students cited General Franco as being responsible for all of the problems in modern Spain. It would be great to have some more up-to-date relevant political figures, policies and information to use as justification for their opinions.

STIMULUS SP2

Tema: la evolución en la estructura familiar El mundo laboral

This was a popular stimulus card this series and there was an even spread of candidates who chose to talk about either the “fuga de cerebros” or the situation of “ninis” in Spain. Although many were happy to talk about the ‘ninis’, sometimes there was confusion about who may be included in this category and why exactly they are in that situation. Relatively few candidates had undertaken serious research of the causes and current situation of unemployment or what the government is doing about it. Sometimes candidates blamed the lack of quality in Spanish education only to then contradict themselves by saying that young people were often overqualified.

It would be sensible to revise numbers at A level as these are often needed when justifying arguments. Few candidates were accurate when citing numbers, not only when dealing with ‘mil’ and ‘millón’ but also with basic numbers.

STIMULUS SP3

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

The second most popular choice of stimulus was SP3 statement A from **La evolución de la sociedad española – El impacto turístico en España : El sector turístico está cambiando para satisfacer la nueva demanda en España**. This question enabled the candidates to demonstrate their grasp of different aspects of the modern tourist industry in Spain from **turismo de sol y playa / turismo de masas, ecoturismo, agroturismo, turismo cultural. Turismo sostenible** was often mentioned as an umbrella term for some of the above. Many were able to contrast the current preferences of tourists to those of fifty years ago when mass tourism began.

Answers to declaration A were sometimes disappointing because some candidates did not address the idea of ‘está cambiando’. There was little reference to specific types of alternative tourism or areas/regions apart from stereotyped places as Barcelona, Magaluf or Ibiza and discussions were occasionally general and superficial.

However, many candidates were usually able to develop their answers in question 2 from Declaration B. Occasionally this question was poorly answered because some candidates had not understood the word ‘desarrollo’. More able candidates referred to the beginning of tourism in the late 50s and 60s and how it had evolved until the present time which was excellent.

STIMULUS SP4

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

This stimulus card was not very popular this series. It was somewhat disappointing

to hear that candidates had not made sufficient effort to learn about music, musicians and Latin dance music. Conversations were general and limited to mentioning some artists' names such as Shakira, Julio/Enrique Iglesias, reggaeton and salsa.

It is important to revise the Year 1 sub themes and prepare thoroughly for the oral examination.

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STIMULUS SP5

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

Very few candidates chose to talk about Media in the Hispanic world. When they did, many discussions were too general to attract points for knowledge and understanding. It was also disappointing that only a handful of candidates knew the names of important newspapers in the Spanish language.

STIMULUS SP6

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

Most candidates chose declaration A and although the question targeted 'las costumbres', and with the exception of a small minority, most interpreted these as 'fiestas' and talked about La tomatina, San Fermin or Las Fallas. Candidates could have also focused on Spanish traditions and customs as for example 'la siesta', regional gastronomy, 'ir de tapas', religious traditions, parades such as *las procesiones y romerías, la cabalgata de los reyes magos*, regional dances and songs, traditional folk costumes.

Declaration B was selected by very few candidates and these often agreed with the statement.

STIMULUS SP7

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

Declaration A: Most candidates developed their answers more fully and were able to give details of the number, jobs and contribution to the economy but in some cases they appeared to be talking about immigration into the UK, mentioning refugees from Syria, Iran and Iraq instead of from North Africa or Latin-America. There is also still confusion between immigrants, tourists and European pensioners spending the winter in Spain.

Declaration B. Q.1 Many misinterpreted the idea of how Spanish women benefitted and referred to female immigrants or talked about how women now have more work opportunities than they had in Franco's time.

Q2 When discussing the positive impact of immigration there were many references to the Arab invasion in the 8th century and the 600 years until the Reconquista war ended. During which the candidates mentioned the products they brought, and the buildings and monuments they built. Although the movement of people between countries is historically interesting, it would be great to hear more about the impact of more recent immigration, during the last 20 or 30 years, in Spain.

STIMULUS SP8

Tema: la inmigración y la sociedad multicultural española

Enfrentando los desafíos de la inmigración y la integración en España

Examiners reported that Declaration A was more popular than B. Question 1 was well answered, with good examples. Question 2 was less successful. Some referred to 'la ley de extranjería' of the year 2000 but added nothing about more recent changes or new legislation. Some answers were brief and generalised.

STIMULUS SP9

Tema: la inmigración y la sociedad multicultural española

La reacción social y publica hacia la inmigración en España

Although possibly more challenging to make it specific of Spain, some candidates cited particular examples of racism and were well acquainted with campaigns, demonstrations, advertisements on TV and new policies introduced by the PSOE.

La inmigración was also a popular choice of stimulus card. Here is a transcript of a candidate who dealt very well with a complex question - **¿Quiénes se benefician más de la inmigración - los inmigrantes o los nativos?** His answer was well balanced and cited the improved living standards enjoyed by immigrants as well as improved social services for the native population due to increased tax revenue.

Teacher examiner: *¿Quiénes se benefician más de la inmigración - los inmigrantes o los nativos?*

Candidate: *"¿Qué pregunta! Pues, yo diría que no creo que haya una respuesta correcta o incorrecta, porque hay bastante equilibrio, es un sistema integrado, ¿no?, porque los inmigrantes, la mayoría de los inmigrantes vienen de países como Marruecos. Debido a que están cercanos geográficamente, pero lo crucial es que quieren trabajar y cuando trabajan en las industrias que hemos mencionado, los españoles benefician por los servicios públicos pero al mismo tiempo, los inmigrantes se benefician de una mejor calidad de vida y el acceso a los servicios de salud, el sistema de bienestar por ejemplo. Entonces, en mi punto de vista hay un equilibrio y hoy ambos lados se benefician sin duda".*

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.

In contrast to the previous series, however, stimulus 10A from **La dictadura franquista y la transición a la democracia - La Guerra Civil y el ascenso de Franco (1936 - 1939) : La Guerra Civil creó divisiones irreparables** proved to be the joint third most popular choice this series. Candidates cited the deep ideological beliefs of both the nationalist and republican sides and how these affected both the political situation and everyday society in Spain.

Centre performance including administration

Overall, the exams were extremely well conducted (especially considering this is a relatively 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 again this series (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.

Unfortunately there was a fair number of candidates who scored zero or three points in A02 because one or both of their sources was in English. Some candidates used films or spoken interviews as sources despite it being clear in the specification that this is not allowed. Some candidates did not mention the sources at all.

Many candidates gave a good summary of the 2 sources, but lacked any personal response, and the opinions offered were often on the general topic, rather than on the written sources as is required.

Candidates who performed well on AO2 seemed to follow a set formula- name source 1, give a 3-4 sentence summary of what the source says, then an opinion on how credible the source is, whether they agree with the author etc. Then repeat the same for source 2. Many candidates were well trained in this and scored very highly.

Some candidates seemed preoccupied with range of structures in the presentation, teachers should tell candidates that complex tenses and subjunctives are not rewarded in this part of the exam so these could be better saved for the wider discussion.

Centres should note that as long as the chosen sources are easily identifiable from the RP3 forms, there is no need to include all the information in the 2 minute presentation. It is sufficient to say something like: "*mi primera fuente - un artículo del país escrito por Jose Sanchez...*", leaving time to give more of a summary and personal reaction to the source.

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. It is not necessary to cover all the findings, nor to stick to the order of the findings as this is supposed to be a spontaneous discussion.

In general, examiners report that there has been an improvement from last year, but still a good number of candidates and teachers are not aware of the very specific requirements to name two sources, summarise each and give an opinion for both. Given that this is an aspect of the test that the candidate can prepare in advance, and marked solely for AO2, it is important that they do not over-prepare as this can lead to their delivery being unnecessarily complex and unintelligible due

to the speed at which they speak. Centres are reminded that they cannot provide corrections or suggest improvements for this part of the examination.

Choice of subjects of interest for the IRP.

There was an even more interesting array of topics chosen for the IRP this series and many candidates showed extensive research and preparation for this part of the examination. There was a vast range of topics spoken about which were generally interesting and showed good cultural knowledge.

Part two of the exam scored slightly higher on average than Part 1 for most candidates especially candidates where they had completed a lot of research and prepared fully for the topic. Some candidates repeated material from part 1 in part 2 of the exam. Some candidates who had prepared the IRP on topics such as: La fuga de cerebros, la inmigración en España, el turismo etc.. then chose to also talk about those topics in part 1. Although this is acceptable and will not directly penalise the candidate, the teacher examiner should advise against this so that the candidate can demonstrate a wider knowledge and understanding of Hispanic culture and society.

A very small number of candidates spoke about a topic which was not in anyway related to Spanish culture. For example, one candidate spoke about the history of the guitar. He spoke at length about a Canadian Guitarist. Both his sources were also in English. Centres are advised to check topics through Ask the Expert service if they are unsure as to the link with Hispanic Culture and society.

Popular topics this series were:

Politics; The crisis in Venezuela; Fidel Castro and Cuba; Eva Perón and effects on Argentina; Catalan independence.

Narco-trafficking; El Chapo; Pablo Escobar

Artists; Picasso; Dalí; Frida Kahlo; Gaudí; Pedro Almodovar

Moral and social issues; Sexism; Bullfighting; Abortion; Euthanasia; Femicidio

Sports; Rivalry between Barcelona and Madrid football clubs

Unusual topics; Water problems in Cochabamba, Bolivia

More candidates chose topics relating to South American countries, rather than Spain. Here is a selection of interesting topics chosen this series:

La importancia de Chavela Vargas y su música.

El impacto cultural de la movida madrileña.

La percepción de Colombia por el resto del mundo.

Los matrimonios infantiles en Guatemala.

El robo de gasolina en México.

The Growth of nationalism in Spain.

La violencia en el futbol Sudamericano

Peace Treaty of Colombia en 2016.

What do Spanish people think about bull fighting – seemed a bit like the old-style debate, but did score well for K&U.

How has the day of the Dead evolved in Mexico?

What are the potential effects of Catalan Independence (this was a topic repeated by several candidates)

One IRP that particularly stood out for its ambitiousness was: **Un análisis de las influencias de Goya en su obra Saturno devorando a su hijo (1819 - 1823)**. This was a journey into Greek and Roman mythology as well as appreciation of artistic techniques whilst linking all of these to personal events in Goya's life and political developments in Spain at the time. Similarly the IRP **¿En qué medida es el Guernica de Picasso una fuente histórica fiable?** provided an opportunity to explore different interpretations of this famous work.

The completion of RP3 forms was, overall, correct. However, some centres did not give students enough 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.

Example of a well-prepared RP3

Title: What caused the crisis in Venezuela and what has been the impact since?

1. The collapse in Oil prices
2. Effects on Government spending
3. Corruption and the effect on the economy
4. Protests against the government
5. Shortages and emigration
6. Foreign interference
7. Support for Maduro
8. Opposition to Maduro
9. US sanctions and consequences

Example of RP3 with unhelpful headings

Colombia y Pablo Escobar (no question or statement)

1. 1989 - 1993
2. 200 bombs
3. Netflix – Narcos
4. Cali Cartel
5. Corruption – Police. 1 million dollars
6. Gilberto Rodriguez
7. 20,000 million dollars
8. Escobar's wife

9. Tata

Many students forgot to include a question or a statement as the title of their IRP again this series 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

Whilst Edexcel have allowed centres not to send Many OR4AL forms, examiners are grateful for these when they are prepared in advance. They can be easily downloaded from the Edexcel web site.

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.

A significant number of centres had to be chased for paperwork and, in particular, for USB passwords. Could we remind centres that as the exams are sent by secure post there is not the need to password protect the USB sticks. It is irritating for examiners to have to chase centres for these, particularly during half term and bank holidays.

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.

Teachers who conduct their own tests should include a clearly labelled CD/USB showing the order of the tests and stimulus card used with each student.

Some teacher-examiners did not announce the number of the stimulus card at the beginning of the test nor did they write it on the OR4AL oral form.

The most frequent grammatical errors were;

- Incorrect verb endings of basic tenses
- Incorrect genders
- Incorrect adjectival agreements
- Incorrect numbers and dates
- Incorrect pronouns incorrect conjugation of gustar, encantar and other impersonal verbs
- Incorrect pronunciation
- Inappropriate use of complex structures

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 two forms required along with the recordings: RP3, and the CS3 as well as the OR4AL form if you can.
- 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.
- Try to avoid sending encrypted USBs or CDs to examiners as the system for retrieving passwords is lengthy and wastes time. It is better to send parcels securely using special delivery instead.