

Principal Examiner Feedback (Results)

January 2010

GCE

GCE Spanish (6SP01) Paper 01

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our website at www.edexcel.com.

If you have any subject specific questions about the content of this Examiners' Report that require the help of a subject specialist, you may find our **Ask The Expert** email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

Alternately, you can speak directly to a subject specialist at Edexcel on our dedicated **Languages** telephone line: **0844 576 0035**.

January 2010

Publications Code US023019

All the material in this publication is copyright

© Edexcel Ltd 2010

AS Unit 1 (6SP01) Spoken Expression And Response In Spanish

The assessment for this unit is divided into two sections - A and B and lasts between 8-10 minutes.

In section A candidates are required to respond to four Edexcel-set questions on a stimulus related to a student's chosen general topic area. The first two questions will relate directly to the content of the stimulus card and the second two questions will invite the candidate to give opinions or react to the topic of the stimulus.

In section B the teacher/examiner should engage the candidate in a discussion that, although relates to the same general topic area and its linked sub-topics, moves away from the main focus of the stimulus.

Assessment Principles

The test is assessed positively out of 50 using the grid printed in the specification (1.4, p. 24 and p. 25). Quality of language (accuracy) 8 marks, Quality of language (range) 8 marks, Response 20 marks, Understanding (stimulus specific) 4 marks, Understanding (general topic area) 10 marks.

Candidates' Responses

There were examples of good teacher examining, centres have clearly learnt and improved upon their own performance in the first two series in 2009. The role of the teacher examiner is critical to the outcomes of candidate performance at all levels in terms of advice for candidates in preparation for their performance, Teacher-Examiners' use of questioning and the timing of the final test. It is pleasing to note how centres have responded positively and appropriately to advice and guidance given both in the oral training guide and previous examiner reports.

All candidates had clearly prepared well and demonstrated a clear understanding of the content of the oral stimulus in their answers to the first two questions in Section A. All candidates were clearly briefed and able to answer these first two questions using the content of the text.

The majority of candidates demonstrated a good understanding of the requirements of the unit and had clearly been well prepared by their centres for the examination. The majority of centres conducted the examinations professionally making the job of the examiners much easier. In most cases the accompanying OR1 oral forms were sent correctly completed. However, there were a few centres that did not and examiners had to contact centres for these. Centres should be reminded that the OR1 form is essential and a revised copy can be downloaded from the Edexcel web site: <http://www.edexcel.com/migrationdocuments/GCE%20New%20GCE/OR1-Oral-topic-form-Unit-1-Spoken-Expression-and-Response.pdf> and the completed forms should be sent along with the cassette tapes. Attendance registers were received from most centres and the tapes were, on the whole, well labelled, well packaged and arrived undamaged.

The quality of recording was, for most candidates, very clear and it is obvious that centres are now using external microphones which help with this. There were very few examples of disturbances and back ground noises in this series. Teacher-Examiners are reminded to check the recordings after each candidate to ensure they have recorded and are sufficiently audible.

All candidates had clearly prepared the stimulus well and demonstrated a clear understanding of the content of the oral stimulus in their answers to the first two questions in Section A. Most candidates had prepared some good ideas for questions 3 and 4 during their 15 minutes preparation time and answered all four Edexcel-set questions with a fair degree of detail.

Success in this section is dependent on the candidate's understanding of the stimulus and his/her ability to manipulate the language rather than lift the words from the text and express the ideas in his/her own words. Candidates have continued to be well prepared for this part of the test and have recognised that questions 1 and 2 relates to the content of the text. In all cases the better candidates were able to manipulate the language of the texts and further develop their responses with detailed examples and explanations. The weaker candidates used partial or complete lifts and produced satisfactory responses to questions 1 and 2 (achieving a maximum of 2 marks overall for this criterion).

Here is an example of a candidate who demonstrates the ability to understand questions 1 and 2 in section A, extract the relevant information from the stimulus but communicate it in her own words:

YC S2 - TE: Q1- *"según el primer párrafo, ¿Cómo se consideraba el móvil en el pasado?"*

"El artículo dice que los móviles eran muy grandes, pesaban mucho y también con precios altos y solo la gente rica y la gente que trabajaba lo tenían"

YC S2 - TE -: Q2 - *"Según el artículo ¿Por qué son tan populares entre los jóvenes y sus padres?"*

"El artículo dice que los móviles hoy en día son muy populares entre los jóvenes por que están de moda; hay muchos colores diferentes y tipos de móviles diferentes y para los padres son populares porque ellos pueden llamar a sus hijos en cualquier momento del día y si ocurre algo los hijos o los padres pueden comunicarse con sus padres o sus amigos"

Points are rewarded for the level of understanding and the detail given in answering the questions. Therefore, students should be encouraged to expand, develop and explain their points of view to obtain the top marks for Understanding (stimulus specific). In a minority of cases the Teacher-Examiner stopped the candidate when he/she felt the student had answered sufficiently instead of allowing and encouraging the candidate to continue.

In this series the very best candidates were able to manipulate language from the stimulus and expand, explain and develop the content. The very best candidates gave 3-4 explanations per question offering relevant examples and expanding on the information written in the stimulus. However, some candidates including some native and near native speakers continue to limit their responses by partially lifting the content without expanding their answers sufficiently. This resulted in a satisfactory response only and as a consequence, limited the outcome to a maximum of only 2 of the 4 marks available for this section of the test.

Most candidates dealt well with the unpredictable elements of this test. On the whole most Teacher-Examiners read verbatim (as is required) the four Edexcel-set

questions for section A and repeated them (which is allowed) at the request of the students. However, as in the Summer 2009 series, in a minority of cases Teacher-Examiners failed to keep to the four prescribed questions in Section A either rephrasing the questions or adding supplementary questions, such as "*¿algo más?*". Such practice both penalises candidates' performances and restricts their responses. The rewording of questions is not in the spirit of the examination. In a minority of cases too much time was spent on section A. Such practice provides too few opportunities for candidates to demonstrate their understanding of the GTA and to access the higher marks available. Section A was felt to be a good discriminator. A good spread of the 4/50 marks available was noted and awarded to candidates based upon the performances heard.

Success in Section B is partly the responsibility of the Teacher-Examiner and his/her choice of follow-up questions. Section B is a good opportunity for the Teacher-Examiner to allow the candidates to show that they have prepared for this unit and to demonstrate their research and how they can express themselves both in terms of vocabulary and ideas and opinions on a wider set of sub-topics.

In Section B some excellent examining was heard from most centres. Teacher-Examiners listened very carefully to the responses of the candidate, asking open rather than closed questions leading the conversation naturally through to other aspects of the GTA areas rather than rigidly using a set of pre-prepared questions, the same for each candidate.

For example one candidate had mentioned that young people play videogames instead of playing sport at the end of Section A question 4 (Lifestyle Health and Fitness, Stimulus 2) so the follow-up transition question used was: "*Entonces, ¿Por qué crees que prefieren los jóvenes los videojuegos?*". This led onto a discussion, moving smoothly away from the sub topic of sport, naturally developed from elements of the candidates' responses. However, once again, in a minority of centres, particularly difficult in centres with large numbers of candidates, the use of the same questions for all candidates was clearly not suitable. This resulted in an artificial question and answer session in which little attention was paid to the responses and there was no development of a natural conversation. This was true too in the small minority of cases where some candidates appeared to have over rehearsed their responses to questions for section B. This was particularly evident where responses for the same candidates were significantly different in sections A and B. These candidates were penalised by receiving a maximum of 8 marks in the response criteria for lack of spontaneity. This was clearly indicated to relevant centres on the OR1 forms, which now has a tick box section "Section B must be a discussion". Such practice is not in the spirit of the examination and contravenes the instructions they have been given both in the specification and oral training guide, the exemplar materials and also ICE document. This occurrence was rare and it was pleasing that in most cases the candidates' responses were spontaneous, not recited, although with varying degrees of development in line with candidate performance at different levels of success.

Most Teacher-Examiners stuck to the sub topics for their candidates' chosen general topic areas and had thought of some good questions for section B. However, the use of inappropriate questions in Section B is strongly discouraged as they fail to put the candidates at ease and allow them to demonstrate their best language skills. It is recommended, therefore, that examiners ask more general questions, regarding young people for example, rather than personal ones on more sensitive topic areas e.g. *¿Por qué beben los jóvenes tanto hoy en día?*, rather than *¿por qué bebes?*.

All stimulus cards proved accessible to candidates and most demonstrated a good understanding of their content. As anticipated the two most popular topics were Youth Culture and Concerns and Lifestyle, Health and Fitness in this order. The numbers who chose Lifestyle, Health and Fitness more closely matched the numbers of candidates who chose Youth Culture than previously. However, where other topic areas were chosen there was a generally similar outcome such that all stimuli and follow on testing were equally valid. International centre candidates provided a better spread of chosen general topic areas. This enabled students to better demonstrate their own individual research and often helped them to speak more confidently and with greater enthusiasm and interest. Due to the size of the entries from centres this series (a majority with only 1-2 candidates) and the sequencing of the stimuli, there were many candidates who were given Youth Culture, stimulus 2 (*los jóvenes y los móviles*) and Lifestyle, Health and Fitness, stimulus 1 (*Comer en familia*).

The majority of teachers conducted the exams professionally. Centres are advised to note the following points for development identified particularly in this series:

- Teacher-Examiners must be encouraged to give their students a free choice of general topic area. In large centres the use of the same general topic area for all leads to the same set of questions for all candidates.
- Pre-learnt answers to questions for Section B, restricts candidates opportunities to demonstrate their ability to provide spontaneous responses.
- Questions asked need to clearly demonstrate candidates' ability to respond beyond GCSE level.

General advice and guidance

- Teacher-Examiners should adhere strictly to the timings for the examinations. Please note that oral examinations that are too short will be penalised according to the mark scheme and examiners are asked to stop assessing candidates after 10 minutes 30 seconds. The use of a stopwatch is highly recommended.
- The cassette tapes and CDs must be properly labelled with the name and number of the centre and sent with attendance registers and OR1 forms for all candidates. At the start of each tape the name and number of the centre must be recorded. At the start of each candidates recording, his/her name and candidate number along with their chosen general topic area and the number of their stimulus must be recorded. It is also helpful to number the candidates or the tapes so that the sequencing of stimuli can be verified.
- It is essential that care is taken with the recording of the tests. It is important that both the examiner and the candidate are audible and that interference from external noise is prevented. Teacher-examiners must ensure that the tape does not run out before the test is concluded. Tapes must be checked before being sent and if a candidate has not been recorded the examination must be conducted again with a different stimulus card.
- In Section A Teacher-Examiners should ask the four Edexcel-set questions exactly as they appear on the stimulus card and must not ask any supplementary questions or rephrase them in any way as this will result in the candidate being penalised for any responses they will then produce.
- It is best practice to make a clear and definite transition between section A and section B either by the use of a good "transition question" or by referring

directly to it e.g. "hablemos ahora de otros temas" or "pasemos a la seccion B".

- Teacher-Examiners should avoid the rigid use of a set of questions in Section B and should try to conduct as natural a conversation as possible. Listening to the candidate and moving naturally away from the main focus of the stimulus in Section A, allowing the candidate to develop their responses. It is not essential to cover all the sub-topics in the candidate's chosen general topic area. Indeed it is preferable to explore only one or two in depth.
- Open questions should be used wherever possible to avoid answers that require only brief answers or in some cases simply "sí" or "no".
- The teacher-Examiner must not correct the candidate at any time during the test.
- Although it is more important that candidates are prepared to offer opinions and express their reactions to situations, it is also important that they are aware that they will be assessed also on the accuracy of their Spanish (8/50) and the range of their language (8/50). This means that points are awarded positively for candidates who are able to include some complexity in their responses. Clearly their ability to use complex language will depend to a large extent on the teacher/examiner providing them with the opportunity to do so.
- There was a broader range of ability and success than in the January 2009 series particularly with regard the accuracy of language. Common language errors tended to include the use of "gustar", distinction between "ser", "estar" and "haber" (e.g. "esta un problema") and a failure to conjugate verbs even in the present tense (e.g. "sus padres no conocer el ordenador").
- A large number of points (20/50) are awarded for the candidate's ability to respond to the examiner's questions and candidates should be encouraged to answer spontaneously, not learn a set of pre-learnt responses, and to develop their responses and sustain the conversation as much as they are able.

Unit 1: Spoken Expression and Response

Marking guidance for oral examiners

Tests that are too short

A test is too short if it is less than 7 minutes 30 seconds. Candidates are allowed a 30 second tolerance.

Drop down one mark band to the corresponding mark across the following assessment grids:

- 'Quality of Language - Accuracy'
- 'Quality of Language - Range of lexis'
- 'Response'

e.g.

4-5	Accuracy variable but errors rarely impede communication; pronunciation and intonation inconsistent but comprehensible.
6-7	Generally accurate but some errors in more complex language; pronunciation and intonation generally good.
8	Highly accurate with perhaps some very minor errors; pronunciation and intonation authentic.

If a candidate would have scored 7, they should be given 5, if they would have scored 6, they should be given 4. The penalty should not be applied to 'Understanding - Stimulus specific' or 'Understanding - General Topic Area'

Tests that are too long

Once the 10 minute mark has passed, the examiner stops listening at the end of the next sentence.

Tests that do not move away from initial input

Candidates are limited in the amount of marks they can score. Please see the grids.

- 'Quality of Language - Range of lexis' - cannot score more than 3
- 'Response' - cannot score more than 8
- 'Understanding - General topic area' - cannot score more than 0

Please note:

Understanding - Stimulus specific should only be used to mark **Section A** of the oral test.

Understanding - General topic area should only be used to mark **Section B** of the oral test

When assessing the oral exam, examiners are advised to immediately allocate a mark for Section A, prior to allocating marks for the rest of the test (Section B).

These are the only penalties to be applied. Pro-rata calculations from other specifications or languages should not be used.

Statistics

Unit 1: Spoken Expression and Response in Spanish (6SP01)

Grade	Max. mark	A	B	C	D	E
Raw Boundary Mark	50	40	35	30	26	22
Uniform Mark	60	48	42	36	30	24
Candidates who do not achieve the standard required for a Grade E will receive a uniform mark in the range 0-23.						

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467
Fax 01623 450481

Email publications@linneydirect.com

Order Code US023019 January 2010

For more information on Edexcel qualifications, please visit www.edexcel.com/quals

Edexcel Limited. Registered in England and Wales no.4496750
Registered Office: One90 High Holborn, London, WC1V 7BH