

Examiners' Report/ Principal Examiner Feedback

June 2011

GCE Spanish (6SP01) Paper 1A and 1B

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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 general topic of the stimulus.

In section B the teacher/examiner is required engage the candidates in a discussion which, although relating 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 some good examples of excellent teacher examining. In general teacher examiners have clearly read and interpreted the requirements outlined in the oral training guide responding well to advice and guidance given in previous published reports to centres. The majority of 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 relevant research and referred to this in their discussions. They spoke with confidence and demonstrated a clear understanding of their chosen topic area. The standard of performance by teachers and students was generally very high.

In order to succeed in this unit, candidates must prepare well for the test as well as demonstrate a sound knowledge of language appropriate to AS Level. However, 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.

Examiners did report continuing problems this summer where teacher examiners rephrased or added supplementary questions in section A. In some instances tests were too short and discussion did not move away sufficiently from the stimulus sub topic in section B and in some instances not all the required questions in section A were asked. Fortunately such instances of malpractice are now a small minority. A significant improvement has been noted, nevertheless a cautionary reminder to centres is deemed appropriate.

Section A

All candidates had clearly prepared their stimulus well. They generally anticipated the four Edexcel-set questions well and demonstrated an understanding of the content of the oral stimulus in their answers to the first two questions in Section A. However, Centres still need to be reminded to advise candidates that section A does not need to last the full 4 minutes allocated. The first two questions do need to be fully answered but responses given can be concise. They should be limited to the information provided in the stimulus and do not need to be too long. More and additional detail should be provided in answers to questions 3 and 4 which are by nature more open ended. In their analysis of candidates' performance this summer examiners frequently referred to instances candidates did not provide all the relevant information required in questions 1 and 2 as included in the stimulus texts. In such instances, although in the minority, candidates were not able to achieve the full 4 marks available for this section of the task.

Whilst direct lifts from the stimulus card in candidates' responses are acceptable it is important for centres to note 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. It is most unlikely that candidates will achieve success without expanding, explaining and developing the content of their responses beyond the given text.

Examiners noted some instances where candidates introduced additional, often irrelevant and pre-prepared personal opinions in response to questions 1 and 2. Occasionally teacher examiners failed to ask the ¿por qué (no)? section of each question unless candidates failed to justify their opinions in immediate responses. Centres are reminded that all questions as set need to be asked in their entirety.

Overall candidate performance was very pleasing. The very best were able to manipulate language from the stimulus and expand, explain and develop the content of their responses, without including irrelevant pre-learnt personal information. Weaker candidates were generally well supported by their teachers. Some very good examples noted by examiners are illustrated below.

From the GTA Youth Culture and Concerns: -,

Stimulus card 1 "Los jóvenes y sus valores"

TE: 1. ¿Qué nos dice el primer párrafo sobre los jóvenes españoles de hoy?

Candidate: "Los valores de los jóvenes de hoy han cambiado tanto que no se parecen nada a los de sus padres. Un ejemplo de esto es que muchos no van a votar para elegir a los políticos"

TE: 2. Según el artículo, ¿por qué son como turistas los jóvenes?

Candidate: "Muchos jóvenes no aportan nada a la sociedad porque no se preocupan de lo que pasa a su alrededor y sólo saben consumir y usar las

facilidades que ofrece la red o los móviles, y lo peor de todo es que están contentos de tener todo gratis en casa sin dar nada a cambio"

Stimulus card 1 "las descargas ilegales de música"

TE: 1. Según el primer párrafo, ¿qué ha pasado con la industria de la música?

Candidate: "En los últimos cinco años la música ilegal que se baja en la red ha aumentado un 100% cada año y las discográficas han perdido mucho dinero".

From the GTA - Lifestyle, Health and Fitness: -

Stimulus card 1 "La talla cero y las pasarelas"

TE: 1. ¿Qué nos dice el primer párrafo sobre las modelos?

Candidate: "se ha intentado no permitir que las modelos muy delgadas salgan en los desfiles de moda porque no tienen una apariencia física muy sana. Si quieren desfilan el requisito es probar que gozan de buena salud"

TE: 2. Según el artículo, ¿por qué no ha tenido éxito esta iniciativa ?

Candidate: "La idea no ha dado buen resultado en las pasarelas mas importantes del mundo por la dificultad de ponerla en practica. Las modelos no quieren gastar dinero en un certificado acreditando su salud. No sé por qué porque ganan muchísimo y además se quejan de la discriminación que sufren por su altura o por los kilos que pesan".

Stimulus card 2 "Clases de cocina en los colegios"

TE: 2. Según el artículo, ¿qué solución ha propuesto el gobierno?

Candidate: "El gobierno ha decidido dar clases de cocina en los institutos y mandar enfermeras para dar información a los niños sobre lo que es un régimen de comidas variado. La idea es también compartir lo que han aprendido en el colegio con sus padres"

From the GTA – World Around Us

Stimulus card 1 "la contaminación de las playas"

TE: 1. Según el primer párrafo, ¿para qué utiliza Internet el turista?

Candidate: "Es muy recomendable investigar el estado en el que están las playas porque si están llenas de porquería esta claro que es un peligro y así podremos tener cuidado o incluso ir de vacaciones a otra parte".

Stimulus card 2 "Jorge y su aventura de "25"

TE: 1. Según el primer párrafo, ¿qué significa el numero 25?

Candidate: "el número 25 es significativo porque no solo es la edad de Jorge sino también el numero de países que quiere visitar y la cantidad de jóvenes que quiere conocer. Para hacer esto tuvo que dejar su trabajo y su forma de vivir".

TE: 2. Según el artículo, ¿qué espera hacer Jorge?

Candidate: "Su objetivo es poder ver y entender las costumbres y el día a día de 25 jóvenes y sus familias".

From the GTA – Education and Employment
Stimulus card 1 “la practica laboral”

TE: 2. Según el artículo, ¿Cuáles son los beneficios de las prácticas laborales?

Candidate: “La ventaja principal es que puede mejorar tu capacidad como trabajador y darte cualidades que te ayudarán a encontrar puestos de trabajo”.

In general examiners reported a clear link between performances in section A and the candidates’ overall performance. Sometimes there was a marked difference in the two sections where candidates were struggling in section A and yet were almost fluent in section B. This indicates a tendency in some centres to restricting candidates’ ability to respond spontaneously through over prescription and a reliance on pre-learning anticipated responses. Such practice simply limits candidates’ access to marks available in response. Fortunately this practice is limited to only a small minority of centres.

Most teacher examiners were sympathetic to their candidates, repeating questions where requested, giving time to the candidates to construct their responses. In a minority of cases, however, teacher examiners interrupted their candidates before they had finished speaking and this unfortunately affected their marks for response. In one particular case a teacher examiner refused to repeat a question in section A. Centres are reminded that questions can be repeated. However, if requests for repetition occur more than once or twice examiners may judge the candidates’ understanding to have been limited and as a consequence, candidates’ marks for response might be limited.

Section B

Most teacher examiners asked interesting and relevant questions based on candidates’ chosen GTA and listened to given responses in order to develop a natural discussion. So too did teachers examiners give their candidates ample opportunity to show their knowledge. They were sympathetic to the differing needs and abilities of all.

However in a minority of cases TEs did not move the discussion away from the sub topic of the stimulus card which is a requirement of the test. In such instances candidates’ scores were limited in GTA understanding. A minority of centres rotated the same set of questions to all candidates irrespective of their ability. This is not in the spirit of good examining and is to be avoided at all costs.

A GCSE approach (questions like – “¿te gusta la comida basura?, ¿comes hamburguesas?, ¿Es bueno o malo comer patatas fritas?, ¿Qué deporte practicas?”), gives candidates no benefit and should be avoided since in such circumstances candidates are unable to score high marks in both Response and GTA understanding. Although such practice was confined to weaker candidates only, this was not exclusively the case. Teacher examiners should also be aware that it is better practice to deal in depth with one or

two sub topics rather than in breadth with lots of sub topics in order to demonstrate a good or better candidate understanding.

One examiner noted a clear difference in the conduct of the examination by two different teacher examiners from the same centre; one was clearly well prepared and the other made mistakes (many additional questions and changes to the set questions in section A). It is crucial that all teachers conducting examinations read the examination requirements before the tests. Examiners also noted some teacher examiners spoke too fast and weaker candidates in particular were unable to follow the questions asked.

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.

Some excellent questioning heard this series from one teacher examiner for candidates who chose Lifestyle, Health and Fitness included some of the following questions: -

- ¿Por qué es importante llevar una vida sana?*
- ¿Crees que es necesario educar a la gente sobre lo que es una vida sana?*
- ¿Debería ser obligatorio aprender a cocinar en el instituto?*
- ¿Qué se podría hacer para combatir la obesidad?*
- ¿Cómo puede ayudar el deporte?*
- ¿Qué impacto tendrán los Juegos Olímpicos?*

More excellent questioning was heard from examiners for the Education and Employment GTA:

- ¿Por qué crees que muchos jóvenes pierden la motivación para estudiar?*
- ¿Qué podrían hacer los padres?*
- ¿Qué incentivos se podrían hacer a estos jóvenes?*
- ¿Piensas que todos los jóvenes tienen la misma igualdad de oportunidades?*
- ¿y los discapacitados?*
- ¿Cuáles son las ventajas y desventajas del uniforme escolar?*
- ¿Hay una diferencia entre la educación privada y pública?*

A few original outstanding questions were noted by examiners:

- ¿Crees que los conciertos en directo promueven el uso de las drogas?*
- ¿Piensas que las vacaciones al sol son saludables?*
- ¿Qué deportes piensas que son mejores, los activos o el yoga y el pilates?*
- ¿Deberían dar preservativos en las escuelas para prevenir las enfermedades sexuales?*
- ¿Qué piensas del concepto "tolerancia cero"?*
- ¿Son los abuelos ingleses diferentes de los abuelos españoles?*

Most questions in section B covered the usual sub topics: alcohol, drogas, redes sociales, moda, musica, moviles, tecnologia, presion del grupo, comida

rápida, obesidad. However, it is pleasing to note that some examiners are asking more varied and interesting questions on topics such as: el acoso escolar/cibernetico and la energia nuclear. Many are using questions which have appeared in previous stimulus cards.

It was pleasing to note that in most cases candidates' responses were spontaneous and not pre rehearsed or recited. Spontaneity is very important and candidates are positively rewarded for this in the mark for response. Far fewer candidates are being penalised for pre-learnt material and over prepared/rehearsed tests. This was, however the case in a few cases and the mark for response will have been capped as is required. In such cases a comment was added to the OR forms. One clear indicator is the large disparity of language accuracy in section A and section B, poor intonation and often answers do not exactly match questions.

- Teacher Examiners (TEs) should develop section B as a natural discussion and not use the same questions for all
- TEs could try to be more innovative in their questioning
- TEs should interrupt candidates when they attempt to recite pre-learnt material. Good preparation is rewarded as long as it doesn't affect spontaneity
- TEs are reminded that a minimum of one, but ideally two sub topics should be discussed in Section B. and that more sub topics covered will not benefit candidates
- Questions should be asked at a different and more challenging level than GCSE and should attempt to demonstrate the full linguistic potential of individuals
- It is best to avoid being too helpful to the candidates. TEs must not rephrase questions unnecessarily or complete candidates' sentences for them, neither should they provide them with key words and ideas.
- Whilst it is recommended that keep their input to a minimum it is a requirement of the oral test that section B is a discussion – a natural conversation which flows through (preferably two of) the sub topics of the candidates' chosen topic area. Extended monologues, regurgitated material, flat intonation, over prepared material are all clear indicators of a test which has been pre-learnt/over prepared and which will receive a low mark for "Response".

Suitability of stimulus cards chosen by candidates

All stimulus cards proved accessible to all 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 but more evenly balanced than previously noted with a significant increase in popularity for the latter. The World Around Us and Education and Employment were less popular in their selection but increasingly chosen which follows PE advice given in reports and INSET sessions conducted. Candidates who selected The World Around Us appeared to be especially well prepared and used a wider range of relevant vocabulary. There was no evident reason for this to have been the case.

Overall candidates had clearly been well prepared for this part of the test and had recognised that questions 1 and 2 related 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. Weaker candidates tended to read parts of the texts without sufficient explanation or expansion of the text. They produced satisfactory responses to questions 1 and 2 (mainly achieving a maximum of 2 marks overall for this criterion). In question 1 the continued use of “según el primer párrafo” clearly helped candidates to focus on the first paragraph from which to draw their responses.

Question 3 initiated a good range of responses and was largely successful. This is the most predictable of all four set-questions, directly asked the candidates to provide their own opinions on the stimulus sub-topic. This question allowed candidates good opportunities to express their ideas, opinions and to demonstrate their research into their chosen GTA.

Question 4 was a good discriminator and distinguished appropriately between the better candidates. This year in stimulus card Youth Culture, stimulus 1 and Lifestyle, stimulus 1 question 2 was the discriminator and provided challenge for the more able.

Examiners' specific comments related to each of the stimuli:

Centres may like to note that examiners try hard to ensure there is an even number of possible points (usually 6) within the texts for answers 1 and 2.

Youth Culture and Concerns – stimulus 1A/B – los jóvenes y sus valores

Many candidates could relate well to this topic which they had clearly studied

- Not as many candidates were confused by the words “turistas” and “comodidades” as had been anticipated
- The responses did not usually cover all the four ideas: no interest in society, advantages of consumerism and technological advances, and the comforts of parents covering for young people’s needs
- In general questions 3 and 4 were handled well by many candidates
- Despite many variations many candidates failed to conjugate “contribuir” into the 3rd person plural of the present tense.

Youth Culture and Concerns – stimulus 2A/B – las descargas ilegales de música

Students were familiar with the material, vocab and subject matter for this sub topic and some good responses were noted.

- There were few problems with understanding the increase in downloads although some of the percentages proved difficult for many (cincocientos, cinco y cien por el ciento, quince mil cientos).
- Some were not clear about who lost financially and guessed at the artists.

- Although this should have been a straightforward answer not so many candidates covered all the points: improvement of computers, speed, number of sites and access to broadband

Lifestyle, Health and Fitness – stimulus 1A/B – la talla cero y las pasarelas

Candidates were familiar with the topic but some had difficulty and confused the ideas in their responses. The answers should have included the desire to promote a healthy image by banning size zero and the need for models to prove they are in good health. This last point was often missed out. Only the very best candidates really understood and conveyed the idea of a payment and discrimination. Although we anticipated from the start that candidates would mix the initiative with size zero (in response to question 2) and argue for or against the latter this was agreed to be acceptable as a response and candidates were marked positively for their comments on either. Question 2 was thought to be a good discriminator as it allowed weaker candidates to say that it wasn't very practical and the more able to add the proof and the discrimination elements.

Lifestyle, Health and Fitness – stimulus 2A/B – Clases de cocina en los colegios

Candidates clearly were familiar with the subject matter and the idea that obesity was on the increase. The idea of "recent years" was sometimes missed. Again the percentages were often missed out or incorrectly conveyed. Numbers and statistics continue to prove difficult for many.

Most candidates mentioned the cookery lessons and the sending of nurses into schools to give information about an appropriate diet, however very few mentioned the idea of passing this information onto their parents. Some candidates confused "enfermera" and "enferma" and were therefore unable to convey the correct meaning. Some students thought that parents had to teach them to cook at home.

The World Around Us – stimulus 1A/B – La contaminación de las playas

Many demonstrated their understanding of this stimulus card fairly well but all too often failed to convey all the information it contained. For example in response to question 1 many mentioned that tourists used the Internet to book their holiday but only some went on to say that it was now possible to check the pollution levels of the beaches they wished to visit. Again the full idea in response to question 2 that information on pollution levels might help them to take proper precautions or even change their booking was, in some cases, either not fully understood or expressed.

The World Around Us – stimulus 2A/B – Jorge y su aventura de "25"

Many of the students who were given this stimulus showed a good understanding of the text and had lots to say about the benefits of

travelling and its environmental impact on tourist locations. However, once again, not many conveyed all the ideas contained within the text. For example many mentioned his age and the number of countries he was to visit but omitted mentioning the 25 young people he wanted to visit. Again in question 2 many mentioned his desire to meet the families of the 25 young people but did not mention the purpose – to understand the reality of their every day lives.

Education and Employment – stimulus 1A/1B – La práctica laboral

All examiners noted that this General Topic Area was the least popular but generally those who chose it appeared to be the more confident in terms of the language and understood the problems of getting a job without previous experience. The idea of “compaginar un trabajo a tiempo parcial con los estudios” was challenging for some candidates and was seen as a good discriminator for this card. Examiners were surprised that many candidates were not at all worried about youth unemployment (Qu. 3A).

Education and Employment – stimulus 2A/1B – la mujer en el mundo laboral

For candidates who had selected this GTA this card did not present any difficulties and was handled well by all who were given it. They clearly understood the concept that women were giving up their jobs to stay at home. Many conveyed the idea of inflexible hours and the need to be with their children. However, only a few candidates mentioned the burden of responsibility around the home and the difficulties of combining a job and home life.

Centre performance including administration

In general the administration of the tests was carried out exceptionally well this series. Most scripts arrived shortly after the end of the oral window, and were sent to the correct examiner. Most items were well packaged, although not all. Not all candidates names and numbers were recorded at the start of the oral and in a minority of cases the candidate number was recorded incorrectly. Most centres sent the correct paperwork with all but a very small number of missing OR forms and registers.

Examiners noted on the whole a high quality of sound recordings for the orals this series although in a minority of cases the teacher examiner remains clearer than the candidate. Most centres recorded their orals onto CDs, some still using audio cassettes and a few sent USB sticks. Examiners reported only a minority of cases where DVDs were incorrectly used and CDs in formats that could not be played on PCs or CD players which is not permissible. Two centres recorded both their AS and A2 candidates on the same CD and it was fortunate that the examiner noticed this as one pack contained no recordings or notes indicating the location of them.

The timing of orals was generally better than previously and yet a few centres, most particularly international centres, are stopping the

examinations short of the required minimum 8 minutes for which the candidates will have had marks withheld.

Centres will also need to be reminded of the following:

Careful reading of the Teacher/Examiner handbook is advised before conducting the orals

- The new version of the OR1 form should be downloaded from the Edexcel website or can be copied from the Teacher/Examiner handbook.
- Where cassette tapes are still used they need to be checked before the start of the oral test. In a minority of cases teacher/examiners did not leave enough room on the tape and had to turn the cassette over to record the end of the test. Digital recordings generally have better sound quality and are easier to copy and less bulky. Batteries for all equipment used needs to be checked throughout the oral examination period and at least each day of examining.
- It is helpful to record the name, candidate number, the chosen topic area and the stimulus card (e.g 1A) at the start of each oral test. OR forms or labels should indicate the candidates' sequence for the tests.
- Teacher/examiners should check the recordings of their candidates/recording equipment at the start and end of each test.
- The distribution of the stimulus cards is the responsibility of the centres not the VE examiner.
- The chaperone has to sit (not move around) in the room with the examiner and that their presence should not in any way distract the examiner or the candidate.
- Cassettes/CDs should be well packaged when they are sent to examiners as some are arriving damaged although this has not affected examiners' ability to mark this series
- Teacher/examiners are reminded to ask the entire question in section A as some missed the "¿por qué?" and candidates failed to justify their answers. Teacher/examiners must also repeat questions in section A or B if asked to do so. If this is done frequently, however, the candidate's mark for Understanding and Response may be affected

Quality of language - Accuracy

There were some excellent performances by candidates and not all from near native speakers. A good proportion of candidates used a wide range of appropriate vocabulary and structures enabling them to speak fluently and accurately. A number stood out with some very good lexis and expressions used some of which are included here:

" tener un cuerpo bien definido", "ojala que los padres entiendan...", "pasan a un segundo plano", "son un previo aviso", "desembolsar sumas de dinero", " cara a cara", "al paso que vamos", " niveles de colesterol en sangre", " es vital que", "está perdiendo relevancia", "tener complejos", "lucir", "personalidad perfeccionista" "desperfectos".

However, for others the level of language accuracy was variable and some candidates are still making many basic errors:

- Genders and the agreement of adjectives caused problems such as "la problema", "la sistema", "la alcohol", "el television", "la padre", "la dinero", "cado día",
- Errors of pronunciation were widespread: the silent "h" was often pronounced, anglicised consonants (g,j,r,v). Words that were identified in particular were: sociedad, alcohol, responsable, Guerra, dieta, identidad, privacidad, util,
- Particularly noted was the mispronunciation of "presión del grupo" by many as "preción"
- In the present tense verb endings were often wrong or unclear such as "los juvenes es..."
- Verbs were all too often left in the infinitive e.g "si los ninos comer" and "cuando ir al colegio"
- First and third person endings of the preterite were often confused (fui/fue and tuve/tuvo)
- The use of ser and estar (and haber) has not improved especially in conjunction with lejos delgado, util, perezoso, violento, adicto.
- Correct use of the subjunctive is rare
- Lexical errors were frequent when using:
 - Mejor for mayor
 - Poco for pequeño
 - Peligroso for peligro
 - Importancia for importante
 - Igualdad for igualdad
 - Mayoridad for mayoría
 - Serioso for serio
 - Los resultos for resultados
 - Ridiculoso for ridículo
 - Los hijos for los niños
 - Soportar for apoyar
 - Prohibidar for prohibir
 - Accesar for acceder
 - Preventir for prevenir
 - Muestrar for mostrar
 - Beneficial for beneficioso
 - Desevelopar for desarrollar
- Gustar and encantar impersonal verbs cause difficulties for many. And "es necesita" was very common.
- Common errors in confusing word meanings such as "el medio, las medias, la media" for "los medios de comunicación"
- Two verbs conjugated together was also common e.g "pueden consiguen", "prefiero practican", "son compran" and "mistaking the present and past participles e.g "ha creciendo".
- The word "párrafo" was often read as "parragrafo"

Profile of an A grade candidate

There are different profiles for candidates achieving an A grade in the AS unit. A typical A grade candidate should demonstrate a combination of most of the following (with reference to the relevant grade descriptors):

Understanding – Stimulus specific: A clear understanding of the stimulus achieving 3-4 marks, manipulating the language in response to questions 1 and 2

Example:

YC S1A – TE: Q1- “¿Que nos dice el primer párrafo sobre los jóvenes españoles de hoy?”

“Según el artículo un estudio ha mostrado que los padres tienen valores diferentes que sus hijos y para ilustrar eso la política no interese a los jóvenes y así que no van a votar en las elecciones próximas.

TE: Q2 – “Según el artículo, ¿Por qué son como turistas los jóvenes?

“Los jóvenes son materialistas porque la sociedad de hoy es aburrido para ellos pero les chiflan los chismes y la tecnología, en vez de la sociedad, también no ayudan a sus familias. Sus padres hacen todo y no reciben nada”

Full and detailed answers are expected in questions 3 and 4 to gain the higher marks of 3 or 4.

TE: Q3 – “En tu opinión, ¿tienen valores los jóvenes? ¿Cuáles son?”

“Si creo que los jóvenes tienen valores. Nuestro mundo está enterrado del colegio así que los valores de amistad son del mayor importancia, también en contraste con el articulo creo que tenemos valores de familia como cuidar a nuestros hermanos y hermanas y creo que es imprescindible que la sociedad dé cuenta de que somos interesados en la sociedad y la familia ”

TE: Q4 – En tu opinión “¿Cuáles son las comodidades de la tecnología que más se aprovechan los jóvenes hoy en día?”

“En primer lugar el Internet. Ha hecho... ha habido una revolución social en cuanto a la tecnología y, la red y las redes sociales son una parte central de una vida de un joven y también los móviles para comunicar con sus familias”

This candidate was awarded 4/4 marks for Understanding of stimulus

Understanding – General Topic Area (Section B): candidates would demonstrate a good understanding of the main points and subtle details of the teacher/examiner’s questions and respond appropriately with good ideas and opinions to back up their responses. They would not generally ask the teacher to repeat questions more than once. They would be able to discuss a range of sub-topics or offer opinions on a few sub-topics explored in depth. Candidates would normally achieve a minimum of 7 marks.

Language - accuracy: – generally accurate pronunciation and intonation – not interfering with comprehension at any point, no basic grammar errors of agreement in adjectives or verbs. Only minor errors of gender. At least one successful attempt at incorporating complex language even though not all correct. (achieving minimum 6 marks)

Language – range: vocabulary and structures would show evidence of research into the GTA i.e.: a variety of words to describe “los jóvenes” or problems associated with unhealthy living for GTA “lifestyle” e.g. *La*

obesidad, la anorexia. There would be a range of structures (not just tenses) and expressions to express opinions. Candidates would be expected to achieve 6 marks minimum.

Response:

This is the most important section for candidates with 40% of the marks for this unit. Candidates would require little to no prompting from the teacher/examiner and would respond readily and fluently to almost all of the questions, including section A. They would take the initiative at times and justify some of the points of view they present, if not all. They would develop most of their points. They would have no difficulty with any of the questions, deal "adequately" with all questions and not hesitate to offer their response other than to think of their answer. They would achieve a minimum of 15 marks.

Example (part of section B only): This extract also illustrates some excellent questioning which enables a natural conversation to develop and explores the candidate's depth of knowledge and understanding of the sub topic.

TE: "Vamos a hablar un poco de los móviles , ¿Son muy importantes para ti y para tus amigos?"

Candidate: "Si, tanto para enviar mensajes como llamar cuando necesitamos hablar con mi madre y mi padre. Según una encuesta 67% de los menores tienen móviles, así que comunicar es la cosa más importante. Es imprescindible para la seguridad de un niño cuando salen de copas o cuando salen en pandilla por la noche""

TE: "¿A qué edad, crees tú, que un niño debería tener un móvil?"

Candidate:" Depende de la madurez de un joven. Personalmente cuando era menor tenía un móvil de la edad de 9 años. Soy consciente de que es un poco menor pero era guay para mí y no lo utilizaba mucho pero sí".

TE: "Entiendo que si un niño es maduro no hay un problema con eso ¿tiene algún riesgo el uso excesivo del móvil, crees tú?"

Candidate: "Si, en el artículo que ha leído de el 67% que tiene...tienen un móvil el 30% muestran cierto grado de adicción, así que hay definitivamente los jóvenes que nunca se apagan sus móviles, ni siquiera de la noche así que a mi juicio es un problema muy grande no sólo por adicción sino por...para los riesgos de salud".

TE: "¿En qué sentido los riesgos de salud?"

Candidate: "Hay riesgos, las autoridades no saben todo pero hay un peligro que puede ser problemas del cerebro".

TE: "por el uso excesivo del móvil ¿no? Otro problema es el mandar mensajes, ¿en qué forma escriben los jóvenes cuando mandan mensajes?"

Candidate: "En una forma más corta así que en un mundo que siempre está evolucionando hay un peligro que el lenguaje va a evolucionar también, es normal pero ha habido un cambio drástico en los últimos 10 años."

TE: ¿Tú ves por ejemplo el móvil como accesorio de moda?, ¿es importante tener un teléfono moderno?"

Candidate: Hay una preocupación de tener el último modelo como el iphone pero también hay una influencia de la presión del grupo un poco para los jóvenes, los tienen para sentirse parte del grupo en vez de ser solo".

(This candidate was awarded 16 marks for response, 9 for GTA Und)

Profile of an E grade candidate

There are different profiles for candidates achieving an E grade in this AS unit. A typical E grade candidate should demonstrate a combination of the following (with reference to the relevant grade descriptors):

Understanding – Stimulus specific: The candidate would demonstrate some basic understanding of the stimulus and would be able to convey some basic information but may be over reliant on the text and not target lifts sufficiently or not clearly enough in order to demonstrate good understanding. They would demonstrate only a limited ability to explain the content of the text. The candidate may ask for some of the questions to be repeated. They would typically achieve 1-2 marks.

Example/ Lifestyle, Health and Fitness, Stimulus 1B

LHF S1B – TE: Q1- "Qué nos dice el primer párrafo sobre las modelos"

""primeramente muestra que modelos de talla cero promovido la imagen física, la imagen es de comer la más sano y hacer ejercicio muy a menudo .la empresa muestra modelos ser perfecto pero según el artículo algo se

sienten discriminadas debido a su aspecto físico. se quejan porque para tener la paga necesitan mirar un medio por vivir una vida seguro no loco"

VE: Q2 – “Según el artículo, ¿Por qué no ha tenido éxito esta iniciativa?

“Pues, bueno los modelos tiene éxito por su aspecto, necesitan vivir una vida seguro y para recibir la paga deberían mantenerse en forma y estar la talla cero”

Satisfactory answers are expected in questions 3 and 4. However the candidate may not be able to answer one or other of these questions appropriately, may include irrelevant and pre-learnt details and is likely to gain marks of 1 or 2 for this criterion overall.

VE: Q3 – “, ¿Qué influencia tiene las modelos en los jóvenes?

“los jóvenes son muy influenciado por los modelos porque quieren ser perfecto como los modelos, y en la (pause) en la (long pause) en los medios de comunicación hay muchas cosas que influyen los jóvenes porque muestran los modelos ser “gere”s? comparido con los personas normal”.

VE: Q4 – “¿Crees que los jóvenes se preocupan demasiado de su aspecto físico?”

“Los jóvenes se preocupan porque en la media y en su peridoicos hay muchas cosas que muestra la gente famosa cuando son muy bonita y además todavía los chicos son muy bonita”

This candidate scored 1 mark for stimulus specific understanding

Understanding – General Topic Area (Section B): candidates would demonstrate some understanding of the main points only of the teacher/examiner’s questions and would be able to convey few/some relevant ideas and opinions. Candidates would normally achieve 4-6 marks.

Language - accuracy: – There would be frequent errors in basic tenses and agreements. The language would not be comprehensible at times. Intonation and pronunciation would also be erratic and sometimes affect comprehension, often being influenced by the candidate’s own language. (Achieving a minimum of 3-4 marks)

Language – range: Candidates would operate almost entirely in simple sentences. They would demonstrate vocabulary relevant to the chosen topic area but it would be limited. Candidates would be expected to achieve a minimum of 3-4 marks.

Response:

This is the most important section for candidates with 40% of the marks for this unit. Candidates would often be hesitant in their response and would rely heavily on the ideas and language of the teacher/examiner. They would need a lot of prompting and although they would be able to convey some basic information they would struggle to develop their responses.

Example: -

Examiner: Entonces ¿Qué relación existe entre el ejercicio físico y la salud?

Candidate: "la salud es que consiste del comida sana como fruta, verduras, carne, y proteínas y vitaminas y el ejercicio es el otro parte de mantenerse en forma. La gente necesita un poco de 30 minutos de camino cada vez. Y Deberían ser, mantenerse en forma si hacen estos.

Examiner: Y ¿qué busca la gente que practica deportes de aventura y riesgo?

Candidate: "los deportes de aventura son un riesgo innecesario y en mi opino que son un medio de ir loco"

Examiner: Bueno, gracias (laugh) Entonces hablamos un poquito más del tema. El tabaco ¿es un placer o es un peligro?

Candidate: Generalmente es un peligro porque puede afectar el ceribro y el cáncer del pulmon

Examiner: tú, ¿fumas?

Candidate: Si, a la semana pasado con mis amigos fuman demasiado, y es un gasto de mi dinero pero es un placer debido a relajarse y es divertido

Examiner: Entonces, ¿se debería prohibir fumar en lugares públicos?

Candidate: Si, debería porque hay mucha gente que fuman y mucha gente no fuman, así si prohibir fumar en lugares públicos hay mucha gente que quejan y los riesgos de la salud... (pause) (stops, cannot finish)

Examiner: OK, ¿crees que el alcohol es un problema creciente?

Candidate: Si, los jóvenes tienen demasiado acceso a el alcohol, por ejemplo en el futuro voy a tener una fiesta en mi casa (pause)...

Examiner: otra fiesta, no me digas!

Candidate: tendré (pause) tendria mucha mucha alcohol, no es feliz porque algo personas se ir enfermedad.

Examiner: Entonces, ¿por qué consumimos alcohol? ¿Qué nos motiva a consumir el alcohol?

Candidate: los jóvenes consumimos el alcohol porque queremos relajarse o en las fiestas la gente beben ser una parte de la grupa y además algo personas sienten que más (¿)(tape skips)cuando son emborracharse

Examiner: ¿Te preocupan las drogas en la sociedad de hoy?

Candidate: hoy en dia hay demasiado drogas mis amigos fuman la drogas y especialmente los porros – si, (both laugh) pero siento que las drogas es un problema demasiado grande porque puede afectar el ceribro y la trabajo de la escuela especialmente cuando los exámenes son demasiado cerca.

This candidate achieved 9 for response and 5 for understanding of GTA

They may have difficulty with one or two questions and fail to respond appropriately to them. There would be little spontaneity and a limited ability to respond to unpredictable questions - any fluency would usually come from pre-learnt material. He/she would typically achieve 5-9 marks.

A typical profile for a candidate who just achieves an E grade would therefore likely to be:

3 (language – accuracy) + 4 (language – range) 8 (response) + 2 (understanding – stimulus specific) + 5 (understanding - GTA) = 22

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. This will not affect the other assessment criteria 'Understanding – Stimulus specific' or 'Understanding – General Topic Area'.

Test 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' – limited to a maximum of 3 marks
- 'Response' – limited to a maximum of 8 marks
- '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 marking the oral exam, examiners are advised to immediately allocate a mark for Section A, prior allocating marks for the rest of the test (Section B).

Grade Boundaries

The modern foreign languages specifications share a common design, but the assessments in different languages are not identical. Grade boundaries at unit level reflect these differences in assessments, ensuring that candidate outcomes across these specifications are comparable at specification level.

Grade boundaries for this, and all other papers, can be found on the website on this link: <http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

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