

Examiners' Report/  
Principal Examiner Feedback

Summer 2012

GCE Spanish (6SP01) Paper 1A

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## **General Introduction**

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 to 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 marks using the grid printed in the specification (1.4, p. 24 and p. 25). Marks are awarded across five assessment criteria; 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 more able 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 candidates 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, teacher/examiners 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. It is important that teacher/examiners ask questions in a manner that will enable candidates to respond by showing their full linguistic potential. There seemed to be a link between performances in Section A and the candidates' overall performance. At times candidates performed better in Section B than in Section A. This may be due to an over prescription and a reliance on pre-learning anticipated responses. Such practice limits candidates' access to marks available in Response criteria and is discouraged.

## 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. A minority of candidates did not provide all the relevant information required in questions 1 and 2 as included in the stimulus texts. In such instances candidates were not able to achieve the full 4 marks available for this section as the task requires "full and detailed answers" to questions. Teacher/examiners must also remember to ask all of the questions on the stimulus card.

Whilst a number of candidates made an effort to manipulate language extracted from the stimulus, many simply read the paragraphs out loud making it difficult to know if they had understood the question. Whilst direct lifts from the stimulus card in candidates' responses are acceptable it is important for teacher/examiners 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. Candidates will not score full marks without expanding, explaining and developing the content of their responses beyond the given text. A large number of candidates manipulated just one or two words from the paragraphs and lifted whole sentences, reading from the stimulus.

Examples:

*"Según el primer párrafo, la Federación Internacional de Fútbol Asociado (FIFA)..."*

*"Según el segundo párrafo, la Copa Mundial fue vista..."*

Some candidates introduced additional and often irrelevant, pre-prepared personal opinions in response to questions 1 and 2. Occasionally teacher/examiners failed to ask the *¿por qué (no)?* part of each question unless candidates failed to justify their opinions in immediate responses.

Teacher/Examiners are reminded that all questions as set need to be asked in their entirety. Although there were fewer instances of questions being rephrased in Section A, some teacher/examiners added *"¿Algo más?"* or *"¿Qué más?"*, which is not permitted. It is advisable to simply wait and give candidates time to respond in full.

Overall candidate performance was very pleasing. The more able candidates manipulated language from the stimulus and expanded, explained and developed the content of their responses, without including irrelevant pre-learnt personal information. Less able were generally well supported by the teacher/examiners. Some very good examples noted by Edexcel examiners are illustrated overleaf.

**General Topic Area: Youth Culture and Concerns**  
**Stimulus card 1 - Los jóvenes, más solos que nunca**

1. Según el primer párrafo, ¿qué gran cambio se ha notado?

*El texto dice que después de la realización de una encuesta sobre los cambios en la forma en que vivimos se ha encontrado que los jóvenes de entre 18 y 34 años se sienten más solos que la gente jubilada. La encuesta dice que seis de cada diez jóvenes dicen sentirse solos.*

Other good examples of manipulation included:

*la soledad ocurre más; es más frecuente entre la juventud que entre la gente jubilada; los jóvenes sienten la soledad más que los jubilados; ; más de la mitad de los jóvenes confiesa/admite que se sienten solos".*

2. Según el artículo, ¿qué impacto tiene la tecnología en la vida?

*El texto dice que la tecnología ha ayudado mucho a conectar a la gente pero a la vez la ha aislado más que nunca, probablemente porque muchos pasan demasiado tiempo usando la tecnología. Esta soledad dice el artículo que puede ser mala para los jóvenes.*

**General Topic Area: Youth culture and concerns**  
**Stimulus card 2 - El envío de imágenes eróticas**

1. Según el primer párrafo, ¿qué están haciendo algunos jóvenes?

*Según el artículo muchos adolescentes envían y reciben fotos eróticas por medio de los móviles, la evidencia dice que el 25 por ciento de los jóvenes han recibido un mensaje de este tipo.*

2. Según el artículo, ¿por qué se preocupa la policía de esta actividad?

*Los adolescentes denuncian a diario ya que sus fotos privadas han sido puestas en circulación a veces porque pierden el teléfono, otras veces porque lo dejan a sus amigos. Además la policía se preocupa porque esto es una actividad que esta fuera de la ley.*

**General Topic Area: Lifestyle, Health and Fitness**  
**Stimulus card 1- La Copa Mundial y la publicidad**

1. ¿Por qué se menciona la FIFA en el primer párrafo?

*Porque fue criticada ya que en la Copa mundial hubo campañas de publicidad de comida basura.*

2. Según el artículo, ¿por qué se criticó este tipo de publicidad?

*Porque la copa fue vista por millones de personas de las cuales muchas eran niños. Estos niños vieron anuncios de comida basura que podrían ser causa de obesidad infantil cuando la copa debería haber servido para promover un estilo de vida saludable.*

Other good examples of manipulation included:

*"alimentos" was used for "comida" and "perjudiciales/malas para la salud" for "malsanas".*

**General Topic Area: Lifestyle, Health and Fitness**  
**Stimulus card 2 - El insomnio de los jóvenes**

1. *Según el primer párrafo, ¿cuál fue el resultado de los estudios sobre el sueño?*

*El texto dice que según unos estudios casi un cuarto de los jóvenes tienen problemas relacionados con el sueño. Dice que puede deberse a que los jóvenes ahora duermen seis horas en comparación con las ocho que se dormían antes.*

2. *Según el artículo. ¿cuáles son las causas del insomnio entre los jóvenes?*

*El artículo dice que hay muchas causas. Los jóvenes pasan muchas horas estudiando o trabajando, además algunos se ponen nerviosos en época de exámenes y muchos se acuestan muy tarde porque pasan demasiado tiempo usando las nuevas tecnologías.*

Other good examples of manipulation included:

*"dificultad para dormir; para conciliar el sueño; antes dormían 8 horas y ahora no llegan a 6 horas".*

**General Topic Area: World Around Us**  
**Stimulus card 1 - Extinción de animales**

Some good examples of manipulation included:

- *incremento → aumento*
- *extinción → desaparición*
- *alertó → avisó*
- *por culpa → a causa de/debido a.*

## General Topic Area: World Around Us

### Stimulus card - Las inundaciones en Pakistán: la ayuda humanitaria llegó tarde

Some good examples of manipulation included:

*se quedaron sin casa; el agua cubrió/inundó las casas donde vivían; sumergidas bajo el agua; 25% → una cuarta parte.*

## General Topic Area: Education and Employment

### Stimulus card 2 - Escuelas sin libros en California

Some good examples of manipulation included:

- *sustituir* → *reemplazar, cambiar*
- *escuelas* → *colegios*
- *tendrán acceso* → *podrán acceder*
- *aulas* → *clases*
- *herramienta* → *medio/forma*
- *fomentar* → *animar, favorecer, estimular.*

## Section B

Most teacher/examiners asked interesting and relevant questions based on candidates' chosen General Topic Area 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.

However, in a minority of cases some teacher/examiners appeared to ask a set of pre-ordained questions from a list that they had prepared beforehand and selected at random. It is important to listen to the candidate and react to what he/she is saying.

There must also be a link between the questions asked in order for the test to be a conversation. The mark scheme mentions "discourse" (i.e. discussion) and this entails a dialogue between two people who should react to one another. Furthermore the temptation to ask lots of questions should be avoided since this does not constitute a dialogue or discussion. There must be an element of 'thinking on one's feet' so that the test does not become either a candidate's monologue or a series of questions fired in the candidate's direction.

The questions and responses in this test must show progression from GCSE. There were some cases where it felt that this had not happened and candidates performance was restricted due to the type of questions they had been asked. Some examples this series of GCSE-like questions versus more AS-like questions appear in the box below:

**Some examples of GCSE -style questions noted this series:**

For Youth culture and concerns:

- *¿Qué tipo de música escuchas?*
- *¿Tocas la guitarra?*
- *¿Cómo son tus padres?*
- *¿Qué haces con tus amigos?*
- *¿Tienes muchos amigos?*
- *¿Ves mucho la tele?*
- *¿Qué programa te gusta?*

For Lifestyle, health and fitness:

- *¿Juegas al fútbol?*
- *¿Te gusta algún equipo?*
- *¿Quién es tu futbolista favorito?*
- *¿Vas al gimnasio?*
- *¿Cuándo vas...?*
- *¿Cuál es tu comida favorita?*
- *¿Vas a los restaurantes en tu pueblo?*
- *¿Qué comes cuando vas?*
- *¿Qué restaurante me recomiendas?*
- *¿Te gusta la comida rápida?*

For Education and Employment:

- *¿Te gusta el colegio?*
- *¿Qué asignaturas estudias?*
- *¿Hacéis viajes con los profesores?*
- *¿Adónde fuiste en tu colegio?*
- *¿Lo pasaste bien?*
- *¿eran guapos los chicos españoles?*
- *¿Te gustaría volver a Barcelona?*

**Some better AS-style questions noted this series**

For Lifestyle, health and fitness:

- *¿Qué importancia tiene el deporte?*
- *¿Hay una actitud positiva hacia el ejercicio en nuestra sociedad?*
- *¿Qué ventajas habrá si fomentamos el deporte?*
- *¿Qué deportes recomendarías y por qué?*
- *¿Como ayuda el deporte para combatir la ansiedad?*
- *¿Qué importancia tiene la dieta para la salud?*
- *¿Hay una relación entre una mala dieta y la obesidad?*
- *¿Qué impacto tiene el consumo de alcohol en el organismo?*
- *¿Y en la sanidad pública?*

For Education and Employment:

- *¿Por qué es importante la educación?*
- *¿Es necesaria la educación universitaria?*
- *¿Qué problemas puede haber para los jóvenes si la universidad es más cara?*
- *¿Cómo puede discriminar la educación?*
- *¿Qué tipo de discriminación hay en el trabajo?*
- *¿Cómo se puede luchar contra la discriminación?*



GCSE-like questions give candidates no benefit and should be avoided since in such circumstances candidates are unable to score high marks in both Response and General Topic Area - Understanding.

Similarly some teacher/examiners were adversely affecting candidate performance at times by asking closed questions, which the candidate repeats, e.g. "*¿Prácticas un deporte el sábado?*", "*¡Sí, practico un deporte el sábado!*".

It is more advantageous to the candidate to ask open-ended questions which allow the candidate to develop and include information they have researched. There should also be a balance between the amount the candidate speaks and the teacher/examiner inputs. The candidate must not be allowed to recite large amounts of pre-learnt monologues and the teacher/examiner must not interrupt the candidate or dominate the exchange either, but rather facilitate a natural discussion. If the teacher/examiner asks the same set of questions to all candidates, it is inevitable that a natural discussion will not have taken place and in some centres, this was the case with only a slight variation in the order.

This test is an introduction to the expression of opinion and justification and is a reasonable grounding for A2 if carried out in accordance with the spirit of the test. The test should deal with depth (ie; discuss one or two topics) rather than breadth (ie; lots of different topics). The introduction of too many sub-topics will inevitably lead to a question and answer session and will not show the depth of knowledge required for a high mark in General Topic Area - Understanding or sufficient development of points, ideas and opinions required for a high mark for Response.

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. However in a few cases the tests/conversations did not sound natural and it was clear that candidates had learnt the tests by heart. Pre-learnt tests can be identified through the "written" language, flat intonation and the recapping of complete sentences and marks will be restricted in these cases.

Teacher/examiners must be aware that Section B relates to the candidate's chosen General Topic Area and questions relating to other General Topic Areas will score no marks towards the Understanding criteria.

### **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 continue to be Youth Culture and Concerns and Lifestyle, Health and Fitness in this order. The World Around Us and Education and Employment were less popular in their selection but increasingly chosen which follows advice given in previous Examiner's reports and INSET sessions.

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 more able candidates were able to manipulate the language of the texts and further develop their responses with detailed examples and explanations.

### **Examiners' specific comments related to each of the stimuli:**

#### **Youth Culture and Concerns**

##### **Stimulus 1A/B –Los jóvenes, más solos que nunca**

- The comparison between the old and the young was missed by many.
- Many candidates had few ideas about how easy it was to make friends today and although a simple question linguistically proved to be challenging for some.
- Some candidates incorrectly manipulated '*aislamiento*' into '*aislación*'.
- A few candidates missed the point about the impact of technology on health
- Many candidates were unable to express percentages and ages.

#### **Youth Culture and Concerns**

##### **Stimulus 2A/B – El envío de las imágenes eróticas**

- There was frequent difficulty pronouncing '*explícitas*'.
- Candidates forgot to mention the messages in question 1.
- Many candidates failed to mention that it was illegal to share indecent photos of minors and only a very few mentioned that the situation happens when they lose or lend their phone to others.
- Many candidates either misunderstood '*el acoso*' or repeated ideas from their previous responses instead of introducing new material from their personal experience or research.
- Some related the '*acoso*' to the narrow focus of mobile phones, however, all relevant responses were judged positively.
- There was much unsuccessful direct lifting which provided incoherent responses.

#### **Lifestyle, Health and Fitness**

##### **Stimulus 1A/B –La Copa Mundial y la publicidad**

Candidates were familiar with the topic and clearly recognised the link between football matches and fast food. However, some candidates misunderstood '*firmó acuerdos*' and thought that FIFA had been responsible for selling unhealthy drinks and food to young people, e.g. "*la FIFA vendió comida y bebida malsana*". The pronunciation of '*financieros*' caused some problems. Very few candidates mentioned that the World Cup should have been an opportunity to promote a healthy and active lifestyle.

## **Lifestyle, Health and Fitness**

### **Stimulus 2A/B – El insomnio en los jóvenes**

Candidates clearly were familiar with the subject matter and the general idea that young people did not get enough sleep. Very few candidates, however, included all the ideas contained in the text in their responses. Some candidates confused the numbers by saying, for example, "25 jóvenes sufren", and missing the percentage.

Many candidates confused 'sueño' and 'dormir' and were unable to express "sleep". The '*permanecer hasta muy tarde*' was not fully understood by some candidates.

## **The World Around Us**

### **Stimulus 1A/B –Extinción de animales**

Some candidates were short of ideas in their responses to questions 3 and 4, in particular stimulus 1A question 3, *¿qué podríamos hacer para proteger a los animales en peligro de extinción?*

## **The World Around Us**

### **Stimulus 2 A/B –Las inundaciones en Pakistán: la ayuda humanitaria llegó tarde**

There were some good responses to this stimulus although some candidates were unable to respond as they simply read the sentences from the text. Some candidates talked about the current global economic crisis and others talked about the need to protect the environment and not how we could help, (stimulus 2B question 3).

## **Education and Employment**

### **Stimulus 1A/1B –Los padres trabajadores y las vacaciones escolares**

This was the least popular General Topic Area but responses to this stimulus card were generally more successful and well developed.

Candidates had few ideas to express solutions to the care of young people if parents work. A common language mistake was confusing, for example, "*pasar tiempo*" for "*gastar tiempo*".

## **Education and Employment**

### **Stimulus 2A/1B – Escuelas sin libros en California**

There was some incorrect manipulation of '*ahorrar*' by using '*salvar*' and '*guardar*' and some candidates introduced advantages for question 4 when the requirement was to express disadvantages. Such responses will not gain credit and, in fact, uses up valuable minutes.

## 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 but a very small number of packs were missing the oral (OR) forms and registers.

**Centres are reminded that it is imperative that they use the new version of the OR1 form which requires authentication by the candidate and teacher/examiner. The OR forms can be downloaded from the Edexcel website.**

Edexcel Examiners have requested that centres order the OR forms in accordance with the recordings to ease marking.

Edexcel Examiners noted on the whole a high quality of sound recordings for the orals this series. Most centres recorded their orals onto CDs, some still using audio cassettes and a greater proportion are now sending USB sticks. There were a minority of cases where CDs and USB contained both the AS and A2 scripts which is not permissible. ***Centres should also check the recording speed of the test, those that are recorded at double time, cannot be marked.***

The timing of orals was generally very much better than previously with only a minority of examinations being identified as shorter than the required minimum 8 minutes, for which the candidates will have had marks deducted.

Centres are reminded to label the CD with centre and candidate numbers, and also to attach a tag to the USB sticks wherever possible.

Centres are asked to read the comments and feedback written by examiners onto their OR forms when they are returned in the Autumn as it is hoped that they will provide constructive feedback on the conduct of the tests.

The sequencing of the stimulus cards is very difficult for examiners to verify, especially where digital recordings are used, unless the forms are dated (part of the new OR1 form) and centres are asked to number the candidates either using the OR forms or the CDs.

Careful reading of the teacher/examiner oral handbook is advised before conducting the orals.

## Quality of language - Accuracy

There were some excellent performances by candidates. 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:

- *es imprescindible que no tengan una vida sedentaria*
- *se presenta en ambos sexos*
- *de renombre mundial*
- *es relativamente fácil hacerse adicto*
- *presión arterial, el hígado, los riñones, bronquitis*
- *destaca el hecho de que*
- *son más proclives*
- *recaudar fondos para las organizaciones benéficas*
- *en cuanto a la dieta, es importante que la gente coma 5 porciones de fruta al día.*
- *es necesario que busquen maneras para controlar el estrés*
- *por añadidura*
- *es imprescindible que los jóvenes entiendan que*
- *vigorizante*
- *perniciosa*
- *no creo que valga la pena*
- *dar relieve*
- *me choca que*
- *entablar amistades*
- *me entran ganas de comprarme.*

More able candidates were able to incorporate some tenses into their test by introducing ideas they had in the past, for example:

*"cuando era joven bebí un vaso de vino y fui tan enfermo que hacía años que no podía aguantarlo"*, which was outstanding.

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

- Some of the linguistic problems identified include, as previously, articles, genders and agreements of nouns and subject and verb;
- Use of the infinitive instead of the right tense;
- Errors in using *gustar*, *ser* and *estar*;
- The use of *ser* for *haber*, to be joined by *tener* this year, for example, "todos debería ser el derecho de ...", "deben ser llevar cruces";
- The omission of "a" after *ir* and of the personal "a".

Many words were mispronounced:

- *variedad*, *sociedad*, *especialmente*, *universidad*, *usar*, and *tecnología*;
- The tendencies to pronounce 'h' and to pronounce *presión* as "preción" were noted in less able candidates;
- Intonation was also anglicised on occasions.

Plural subjects with singular verbs or singular subjects with plural verbs both impede communication, as do missing verbs, for example, *"puede influencia"*, *"debería practicando"* and straight infinitives, such as *"los amigos comprar tabaco"*, *"mis padres influir los niños"*.

There was also an increase in the number of "double" verbs, for example, *prefiero practican*, *tiene que salen*, *puede muestran*, *deberías perdes calorías*, which will cause confusion to the interlocutor.

*Ser/estar/haber* very often seemed to be interchangeable.

Candidates also missed '*que*' too often, for example, "*creo es bien, pienso es divertido, dice es verdad*".

The subjunctive is not known by most candidates and some only use it in memorised sentences which sound unnatural.

There was confusion between the following:

- *bien/bueno*
- *poco/pequeño*
- *nombre/numero*
- *medicales for medicos*
- *preventar for prevenir*
- *soportar for apoyar*
- *mayor/mejor*
- *figuras for cifras*
- *datos for dates*
- *individuales for individuos*
- *igualdad for igualdad*
- *accesar for acceder*
- *peligro/peligroso.*

In addition:

- *individuales for individuos*
- *plazas for lugares*
- *accesable for accessible*
- *insomnia for insomnio*
- *ridiculous for ridículo*
- *inequidad for desigualdad.*

It was common to hear:

- *su familia la suporta*
- *son sufriendo*
- *me odio*
- *Una problema*
- *el depresión*
- *el carne*
- *la tema*
- *el situación*
- *el gente*
- *la gente no pueden trabajar*
- *más mucho*
- *más peor*
- *no tan mucho*
- *es vale*
- *es depende*
- *es necesito*
- *es dependemente*
- *es muy topical*
- *es muy controversial.*

## 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: **Youth, Culture and Concerns**

Stimulus : **1A - Los jóvenes, más solos que nunca**

**T/E: Q1- "Según el primer párrafo, ¿qué gran cambio se ha notado?"**  
*"Según el primer párrafo el cambio hoy en día es que los jóvenes sufren de la soledad más que los jubilados, según una encuesta."*

**T/E: Q2 – "Según el artículo, ¿qué impacto tiene la tecnología en la vida?"**

*"Según el segundo párrafo la tecnología puede causar el aislamiento de los jóvenes y el aislamiento puede afectar la salud de los jóvenes y es cuando los jóvenes pasan muchas horas en línea."*

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

**T/E: Q3 – "¿Qué beneficios tiene la tecnología en la vida de los jóvenes?"**

*"La tecnología es muy beneficioso para los adolescentes. No es una exageración decir que casi todos los jóvenes tienen un móvil con mensajería instantánea que permite comunicarse con sus amigos. Muchos jóvenes tienen... usan los sitios de redes sociales para contactar con sus amigos."*

**T/E: Q4 – "¿Crees que es fácil hacer amigos hoy en día? ¿Por qué (no)?"**

*"Es fácil para encontrar nuevos amigos hoy en día y la tecnología no lo previene. Con las redes sociales es mas fácil contactar con amigos y comunicar con personas."*

## 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.

### **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.

### **Language (Range)**

Vocabulary and structures would show evidence of research into the General Topic Area, i.e. a variety of words to describe '*los jóvenes*' or problems associated with unhealthy living for General Topic Area, Lifestyle, Health and Fitness, e.g. *la obesidad, la anorexia*.

There would be a range of structures (not just tenses) and expressions to express opinions.

### **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.



**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.

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

*"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."*

**T/E: "¿A qué edad , crees tú, que un niño debería tener un móvil?"**

*"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."*

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

*"Si, en el artículo que ha leído del 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."*

**T/E: "¿En qué sentido los riesgos de salud?"**

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

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

*"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."*

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

*"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."*

## 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.

Example: **Lifestyle, Health and Fitness**

Stimulus 1A - **la Copa Mundial y la publicidad**

**VE: Q1 “¿Por qué se menciona la FIFA en el primer párrafo ?”**

*“Según el artículo la federación internacional del fútbol asociado fue criticada porque tiene acuerdos financieros con compañías malsanas.”*

**VE: Q2 “Según el artículo, ¿por qué se criticó este tipo de publicidad?”**

*“Este tipo de publicidad es criticó porque los niños ver este publicidad de comida malsana y es importante para los niños de comer buena y hacer ejercicio y estes compañías no animar esto.”*

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 and may include irrelevant and pre-learnt details.

**VE: Q3 “En tu opinión, ¿quién es responsable de la obesidad de los jóvenes? ¿Por qué?”**

*“Hay muchas cosas de obesidad. la mayor causa es la falta de ejercicio. Los padres decider que los niños comer. pero en La sociedad la comida basura es muy (hesitation) más fácil que la comida sana ”.*

**VE: Q4 “En tu opinión, ¿cómo podemos promover una vida más activa entre los jóvenes?” (question repeated)**

*“En mi opinión es importante para el gobierno de promover una vida sana por los jóvenes. El gobierno recomendar que los jóvenes hacer 30 minutos de ejercicio cinco veces a la semana. y en la escuela es obligatorio para los niños de hacer dos horas de deporte. También es importante para los jóvenes de comer una dieta balanceada que contienen las verduras, carne y productos lácteos pero en moderación. Los padres y el gobierno debe cannot finish so VE moves the conversation on..... ”*

## **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.

### **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.

### **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**

**TE: Vamos a ver. ¿Piensas que los padres son los primeros responsables en la comida de sus hijos? ¿Sí?**

*"Sí, la mayoría del tiempo los niños son con tus padres y es los padres preferencia que los niños comen pero en las escuelas el gobierno influye la comida. "*

**TE : Si claro. Y ¿Piensas que los niños deben recibir información sobre lo que es una comida buena?**

*"Los niños si van un poco de información, una dieta balanceada, pero cuando sea mayor me gustaría ver más campanas de comida sana."*

**TE: ¿En el colegio? ¿O dónde?**

*« Si en el colegio y todos los países »*

**TE: Tú, ¿tienes una buena dieta?**

*« Para mí creo que como una dieta bastante buena pero a veces cuando estoy con mis amigos como la comida basura pero si yo tuviera más dinero comería la comida sana todo el tiempo pero es más caro que la comida basura."*

**TE: Entonces, ¿piensas que el colegio debería ofrecerte comida buena y gratis?**

*« En colegio ofrece la comida sano pero es mas caro que la comida basura. »*

**TE: ¿Qué diferencia de precio hay entre una patatas fritas y una ensalada? Tú, ¿me puedes decir cuánto cuesta?**

*« Uh, el dinero (pause)...es importante para decidir. »*

**TE: El deporte dices que es importante. Tu personalmente, ¿haces algun deporte?**

*“Sí (pause) en el pasado había mucho deporte pero ahora no hago deporte todo el tiempo. Disfruto jugando baloncesto pero el en futro espero hacer los deportes peligros por ejemplo el puenting pero es costar mucho dinero.”*

**TE: Y, ¿por qué estás más interesada en los deportes extremos?**

*« Porque es más interesante de los otros tipos de deporte. en el colegio es posible jugar el futbol, el baloncesto pero el puenting es mas diferencia. »*

**TE: ¿Que beneficio tiene el deporte en la salud, en el cuerpo ?**

*« El deporte es importante para mantenaer una buena forma y (pause) pero no solo.... »* trails off.

**TE: ¿Crees que combate la obesidad?**

*« Sí creo que el ejercicio es importante para prevenir la obesidad pero tambien es necesario tener una buena dieta. »*

**TE: ¿Que te parece una buena dieta? (repeated)**

*“No sé....una buena dieta....”*

**TE: ¿Verduras, por ejemplo?**

*“Oh, sí contiene una variedad pero todo en moderacion.”*

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.

## **Grade Boundaries**

Much work has taken place on the comparability of the oral units for French, German and Spanish. The senior examiners have worked closely together to ensure their application of the common oral marking criteria is consistently applied across these three languages. This has been in response to queries from centres about the results at unit level on the oral examinations.

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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