



Mark Scheme (Results)

Summer 2018

Pearson Edexcel GCE
In Spanish (6SP03) Paper 1A
Spoken Expression and Response

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

| Mark | Response (AO1) |
|-------|--|
| 0 | No rewardable material. |
| 1-4 | Minimal incidence of spontaneous discourse; very limited range of structures; no use of abstract language. |
| 5-8 | Limited incidence of spontaneous discourse; limited range of lexis and structures; very little evidence of abstract language. |
| 9-12 | Satisfactory incidence of spontaneous discourse; range of lexis and structures adequate with some ability to handle language of abstract concepts. |
| 13-16 | Frequent examples of spontaneous discourse; good range of lexis and structures; good use of abstract concepts. |
| 17-20 | Very high incidence of spontaneous discourse; impressive range of lexis and structures. |

| Mark | Quality of language (AO3) |
|------|---|
| 0 | No rewardable material. |
| 1-2 | Very flawed language, often impeding comprehension; pronunciation and intonation very inauthentic. |
| 3 | Basic errors, impeding comprehension at times; pronunciation and intonation erratic. |
| 4 | Accuracy variable with some basic errors; pronunciation and intonation generally good with some lapses. |
| 5 | Good level of accuracy with occasional, usually minor, errors; good pronunciation and intonation. |
| 6-7 | Highly accurate; excellent pronunciation and intonation. |

| Mark | Reading and research (AO2) |
|------|--|
| 0 | No rewardable material. |
| 1 | Scant evidence of any reading and research into the chosen issue and other topics discussed; very superficial. |
| 2-3 | Little evidence of reading and research into the chosen issue and other topics discussed; obvious gaps and very little detail. |
| 4 | Adequate evidence of reading and research into the chosen issue and other topics discussed but overall lacks breadth and detail; somewhat inconsistent. |
| 5-6 | Good to very good evidence of wide reading and research into the chosen issue and other topics discussed with occasional gaps; some pertinent detail at times. |
| 7 | Excellent evidence of in-depth and very wide reading and research into the chosen issue and other topics discussed; excellent detail. |

| Mark | Comprehension and development (AO1) |
|-------|---|
| 0 | No rewardable material. |
| 1-4 | Minimal comprehension; many basic question forms unknown; minimal development. |
| 5-7 | Limited comprehension; basic question forms generally known but little beyond; limited development of responses. |
| 8-10 | Adequate level of comprehension; responds appropriately to basic question forms but experiences problems with more complex question forms and structures; adequate development. |
| 11-13 | Copes with a variety or wide variety of question forms although more complex forms pose problems at times; generally good to very good development of responses. |
| 14-16 | Excellent level of comprehension; responds at a consistently high level to a wide range of complex and challenging question forms; excellent development. |

Unit 3: Understanding and Spoken Response

Marking guidance for oral examiners

Tests that are too short

The timing of the test begins the moment the candidate starts the presentation. A test is too short if it is less than 10 minutes 30 seconds (including a 30 second tolerance).

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

- 'Response'
- 'Comprehension and Development'

e.g.

| | |
|-------|--|
| 5-8 | Limited incidence of spontaneous discourse; limited range of lexis and structures; very little evidence of abstract language. |
| 9-12 | Satisfactory incidence of spontaneous discourse; range of lexis and structures adequate with some ability to handle language of abstract concepts. |
| 13-16 | Frequent examples of spontaneous discourse; good range of lexis and structures; good use of abstract concepts. |

If a candidate would have scored 12 for Response, they should be given 8, if they would have scored 9, they should be given 5. A similar adjustment would be made to the mark for Comprehension and Development. This adjustment should not be applied to marks for Quality of language or Reading and Research.

Tests that are too long

Once the 13 minute mark has passed, the examiner stops listening at the end of the next sentence/sense group.

Tests that do not have a debatable or defensible issue

e.g. where the candidate does not present or defend a definite stance, or the teacher-examiner fails to give the candidate an opportunity to justify their opinions.

- Candidates will be limited to scoring a maximum of 4 for 'Reading and Research'.
- This may affect the marks given for 'Comprehension and Development'.

Tests that do not move away from initial issue/topic

e.g. further unpredictable areas of discussion are not covered and/or a monologue.

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

| Response | |
|--|-----------------------|
| Only one unpredictable area discussed | No more than 12 marks |
| No unpredictable areas discussed | No more than 8 marks |

| Reading and research | |
|--|----------------------|
| Only one unpredictable area discussed | No more than 4 marks |
| No unpredictable areas discussed | No more than 3 marks |

| Comprehension and development | |
|--|-----------------------|
| Only one unpredictable area discussed | No more than 10 marks |
| No unpredictable areas discussed | No more than 7 marks |

Spontaneity/Response

A performance which is, in the marker's view, *largely* recited, and demonstrates *very little* spontaneity as well as impaired intonation may suggest pre-learning. If the examiner believes that a test has been pre-learnt then the mark for **Response** will be limited to 8, irrespective of use of lexis/structure/abstract language.

A pre-learnt test may also affect the mark given for **Comprehension and Development** if it does not permit a natural and logical interaction.

It is important that the PE and team leaders can see clearly the justification for marks awarded and examiners should note briefly on the OR3 form the reason for any caps which are applied in marking an oral test.

Spontaneous use of language arises from manipulating the reservoir of structures and lexis they have acquired in preparing for the examination in response to the unpredictable nature of the discussion as it unfolds. The unpredictability is created by the teacher/examiner picking up on a remark and probing for greater clarity or further explanation or opinion.

Discourse

Discourse is a discussion where the candidate demonstrates the ability to interact on an issue. This means developing the line of argument and exploring it in more depth.

Discourse describes the exchange of opinion and information on an issue between the candidate and the teacher/examiner. In practice, this means that each participant addresses the points made by the other. The candidate and the Teacher/Examiner should respond appropriately to each other's input, whether that be a question, a comment, a remark. To reach the full range of the marking criteria there will be frequent examples of such discourse.

Challenge

Evidence of challenging questions is required to demonstrate that candidates have engaged in discussion and debate at an appropriate intellectual level for A2.

In the first part, there must be evidence that the teacher/examiner has confronted the points of view presented by the candidate. In the second part, there must be evidence of opportunities for candidates to demonstrate their full understanding of the issues.

Development

Development means appropriately expanding on an idea and point of view. This can be in the form of justification, illustration, exemplification, clarification, comparison of the candidates' ideas and views.

If a score of '0' is awarded for any of the assessment grids, the recording should be referred to your Team Leader.