

# GCE

## Spanish

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Oral Training Guide

**Edexcel Advanced Subsidiary GCE in Spanish (8SP01)**

First examination 2009

**Edexcel Advanced GCE in Spanish (9SP01)**

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Final draft





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# Part 1 General guidelines

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## Introduction

This guide is for teachers who are preparing candidates for and conducting the Edexcel GCE Spanish oral examinations. This guide relates to the requirements of the Edexcel Advanced Subsidiary GCE and Advanced GCE in Spanish specification (for teaching from September 2008).

The Advanced Subsidiary GCE (AS level) oral examination will be assessed for the first time in January 2009 and the Advanced GCE (A2 level) oral examination in June 2010. All the tests will be externally assessed by Edexcel.

The AS level oral examination is *Unit 1: Spoken Expression and Response in Spanish*.

The unit code is:

6SP01 Spanish

The A2 level oral examination is *Unit 3: Understanding and Spoken Response in Spanish*.

The unit code is:

6SP03 Spanish

## Essential preparation

Teachers should familiarise themselves with the details of the AS oral examination (Unit 1) in the Edexcel GCE Spanish specification (page 4), the assessment requirements (page 9), the unit description (pages 19-23) and the assessment criteria (pages 24-25). The details of the A2 oral examination (Unit 3) can be found on page 6, the assessment requirements on page 11, the unit description on pages 33-35 and the assessment criteria on pages 36-37 of the Edexcel GCE Spanish specification.

Teachers should also refer to the Oral Training Guide section in the *Getting Started* (Edexcel GCE in Spanish) booklet.

Related documents can be downloaded from the Edexcel website at [www.edexcel.com](http://www.edexcel.com). The assessment criteria for Units 1 and 3 can also be found on page 9 of this guide.

**It is essential that teachers are aware of the requirements of each unit, as incorrectly conducted tests can adversely affect candidates' marks.**

# AS Unit 1: Spoken Expression and Response in Spanish

Students will be rewarded for their ability to demonstrate understanding of a short Spanish-language text (linked to one of the general topic areas of the AS specification) and to engage in general discussion on the same general topic area. Understanding of the text will be tested by questions posed by the teacher/examiner, who will then develop the conversation into a more general discussion of the topic area.

Before the test, students will choose one of the four following general topic areas:

**Youth culture and concerns**

**Lifestyle: health and fitness**

**The world around us: travel, tourism, environmental issues and the Spanish-speaking world**

**Education and employment.**

A definitive list of the subtopics linked to each of these general topic areas is provided below:

- Youth culture and concerns
  - Music and fashion
  - Technology (eg MP3/blogs/mobile phones/internet/games)
  - Relationships (family/friendships and peer pressure)
  - Drink, drugs, sex
- Lifestyle: health and fitness
  - Sport and exercise
  - Food and diet
  - Health issues (eg smoking, skin cancer, health services)
- The world around us: travel, tourism, environmental issues and the Spanish-speaking world
  - Tourist information, travel and transport
  - Weather (eg natural disasters, climate change)
  - Pollution and recycling
- Education and employment
  - Education (schooling and higher education)
  - Education policy and student issues
  - The world of work (eg the changing work scene, job opportunities and unemployment).

Students are free to choose any of the four general topic areas, depending on their preference and interests. Students should be advised to choose a topic area with which they are familiar and which they are prepared to discuss in detail.

Unit 1 tests will be set on each of the four topic areas. The tests will be in the form of a short stimulus text in the target language. 15 minutes before the test, students will be given, at random, one of the stimuli for the topic area they have chosen. Examples of these stimuli can be found in the specimen assessment material published by Edexcel and can be downloaded from the Edexcel website at [www.edexcel.com](http://www.edexcel.com).

**Each stimulus must be exploited in accordance with the sequence stipulated by Edexcel for each examination session.**

This sequence must be applied to all candidates except where a particular instruction might cause distress (eg reference to relative who is ill or similar situation); in this case the next suitable stimulus must be used. The sequence must be continued after breaks in examining in any one day, for example after lunch.

Students will have 15 minutes preparation time to study the stimulus allocated to them. During this time, they should study the text with a view to answering questions about it, and to discussing the subject of the text in more detail.

Students should be encouraged to use this time effectively. Further guidance on preparing students for the test can be found later in this handbook.

It is important that students know that, in the first part of the test (Section A), they will be asked to offer opinions about the subject of the text and the related subtopic, and to discuss it in some detail, in addition to demonstrating comprehension of the text. In the second part of the test (Section B), students will need to talk about other aspects of the general topic area they have chosen.

Students may not use a dictionary or any other resources during the preparation time. They may make notes (up to one side of A4 paper if they wish), but must not write on the stimulus provided.

Students must take both the stimulus and any notes into the examination and may refer to both at any point during the test. Both the stimulus and the notes must be handed to the teacher/examiner at the end of the test, and must be retained by the centre until 20<sup>th</sup> September in the year of the test.

The Unit 1 test comprises two sections.

## Section A

The teacher/examiner will begin the test by asking the four questions set by Edexcel and printed in the teacher/examiner's material. These questions do not appear on the test card given to the students.

The first two of these four questions ask students to demonstrate factual understanding of the stimulus text. The second two ask students to express their opinions about, or give their reactions to, the subject matter of the stimulus text.

In the interests of comparability and for the purposes of fair assessment across all centres, **the teacher/examiner must not rephrase or expand on these questions**. It is very important that teacher/examiners do not rephrase or expand on these questions, as to do so will adversely affect the students' marks for *Response* and *Understanding (Stimulus specific)*.

As teacher/examiners may not rephrase or expand the four questions set by Edexcel, during preparation for this part of the test students should be coached to give full and/or extended answers to the set questions.

If a student provides a particularly full answer to the third question that pre-empts the fourth question, the teacher/examiner should still ask the fourth question. This is done to ensure that all candidates have the same assessment experience, but students need to be advised that this could occur.

## Section B

In this section, the teacher/examiner must initiate a discussion about the general topic area chosen by each student. The specific topic of the stimulus may be used as a starting point for this discussion, but the teacher/examiner must move away from this topic to more general discussion of the topic area and its linked subtopics. Failure to move away to different subtopics could have an adverse impact on final marks.

A list of questions that relate to each of the subtopics identified for all of the general topic areas can be found on page 19 of this guide. The questions are not in sequence, nor are they mandatory. They may be rephrased or substituted by others related to the same subtopic. Teachers should also devise additional questions of their own related to each of the subtopics.

There is no requirement in the AS Unit 1 oral test for students to demonstrate knowledge of countries and contexts in which Spanish is spoken<sup>1</sup>, though of course they are free to do so.

Although this unit relates to a chosen general topic area, it is essentially designed to assess manipulation and understanding of the Spanish spoken language. The general topic areas should be considered as different contexts in which students can develop, use and understand spoken Spanish language. *Detailed, specialist* Spanish vocabulary or *detailed and specialist* knowledge of the chosen general topic area are not required.

## Timing of the AS Unit 1 test

The AS Unit 1 test should last between eight and 10 minutes.

The test time should be divided equally between Sections A and B. However, if students complete the answers to the questions in Section A in less than four minutes, the teacher/examiner should ensure that the discussion in Section B is extended, in order that the **total test time is at least eight minutes**. Excess candidate material will not be assessed.

## Choice of AS Unit 1 general topic area

Students must consider their free choice of general topic area for the AS level Unit 1 test very carefully. They should be advised to choose a general topic area which they have prepared and which they are ready to discuss in detail.

It is anticipated that students from the same centre will choose to prepare different general topic areas, in order to reflect the range of their individual interests. Some overlap of topic choice is however expected.

Students may use this assessment as an opportunity to compare and contrast different topics both from a UK perspective and from knowledge of a Spanish-speaking country or countries.

Students must inform the teacher/examiner which general topic area they have chosen before the test via an Oral Topic Form, one copy of which must be given to the teacher/examiner (or visiting examiner, if applicable) in advance of the examination.

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<sup>1</sup> With the exception of *The world around us: travel, tourism, environmental issues and the Spanish-speaking world*.

## A2 Unit 3: Understanding and Spoken Response in Spanish

In this test, students will be rewarded for demonstrating the ability to understand spoken Spanish and to use Spanish to explain, to clarify, to justify a point of view, to express opinions and to defend an argument. They will have to demonstrate knowledge of the issue they have chosen to discuss and will need to show evidence of wide-ranging reading and research into this issue.

Students will introduce the issue they have chosen for up to one minute, after which the teacher/examiner will facilitate debate on this issue for up to a further four minutes.

After debate on this first chosen issue, the teacher/examiner must introduce at least **two further issues** for discussion. Students must not know in advance of the test which further issues the teacher/examiner will choose for discussion: these must be unpredictable elements of the test.

It is in the students' interest for teacher/examiners to cover a range of issues for discussion, in order that students can demonstrate both the breadth and depth of their knowledge and linguistic competence.

As students will be rewarded for the ability to understand and respond to the spoken language, it is important that the teacher/examiner's questions are sufficiently challenging to allow the candidate to access the full range of marks for *Comprehension and Development* (see mark grid on page 12 of this guide). If the teacher/examiner's questions are not sufficiently complex and challenging, students' opportunities to score high marks in this area of assessment will be constrained.

### Timing of the A2 Unit 3 test

The A2 Unit 3 test should last between 11 and 13 minutes.

The initial issue (chosen by students before the test) should be debated for up to five minutes in total. Students should introduce the issue for about one minute before debate begins, and the teacher/examiner should interrupt students if this introduction exceeds about one minute. This introduction is followed by up to four minutes debate on this issue.

The rest of the test (six to eight minutes) is for discussion of at least two further issues, chosen by the teacher/examiner. Students will not know in advance of the test which issues the teacher/examiner will introduce for discussion. This time does not have to be divided precisely between these further issues, but care should be taken to ensure that students have the opportunity to discuss at least two further issues in detail. Excess material will not be assessed.

Teacher/examiners must ensure that the unpredictable issues in this unit are linked to the general topic areas described in the specification. All students at A2 will be expected to have covered most of the seven general topic areas to some degree, and students who are able to demonstrate good knowledge of any of these areas should be rewarded accordingly. Teacher/examiners should not require the candidate to produce any very detailed or specialised knowledge in the follow-on unpredictable discussions.

### Choice of A2 Unit 3 Issue

Students should choose an issue which they are prepared to research in depth and which is suitable for debate. Students must take a definite stance on the issue and maintain this during their assessment.

There is no requirement in the A2 Unit 3 oral test for students to demonstrate knowledge of countries and contexts in which Spanish is spoken, though of course they are free to do so.

Students have a completely free choice of the issue they wish to debate; **it does not have to relate to any of the AS or A2 general topic areas.**

**As students have to indicate a stance on the issue they have chosen, they would be well advised to consider carefully the way in which the issue for discussion is phrased. It is often useful to use a statement beginning 'I think that ...' or 'In my opinion ...' in order that the stance taken is clear.**

Examples of suitable issues, making the stance clear, are 'I think that university education should be free to all students', or 'In my opinion, the ban on smoking in public places is wrong'. Please note that these are given only as an indication of the sort of possible issues and stances that students might consider.

Students must complete an Oral Chosen Issue form in advance of the test, on which they must write a brief statement about the chosen issue. One copy of this form must be given to the teacher/examiner before the test. Students must take a copy of this form into the examination and may refer to this at any point during the test. One copy of the Oral Chosen Issue form must be sent, with the recording, to the examiner.

## Preparing students for the oral tests

### The AS Unit 1 test

For AS Unit 1, students must choose one of these general topic areas:

- Youth culture and concerns
- Lifestyle: health and fitness
- The world around us: travel, tourism, environmental issues and the Spanish-speaking world
- Education and employment.

Students have a free choice of these areas.

These areas are the four AS general topic areas which will have been studied in class, but in preparation for the Unit 1 test, students should be encouraged to undertake additional, independent research. They have the opportunity to investigate the general topic area of their choice in greater depth and the freedom to introduce aspects of the topic in which they are interested.

In preparation for this test, teachers can build on their students' natural curiosity, creativity and individual interests. Possible activities might include:

- Students work in small groups to identify which of the general topic areas interests them most, and aspects of that area which they might explore.
- Individual students research a particular aspect of the general topic area they have chosen and present it to the rest of the group. Students might prepare a PowerPoint presentation, a worksheet or vocabulary list for their classmates, or an activity for their classmates to do.
- Students interview each other and/or their teacher to canvass opinion and ideas about a particular topic.
- Students write mind maps to identify links between aspects of the topic and to expand and order their ideas.
- Students consider questions for each other about the general topic area they have chosen, and practise answering these questions in as much detail as possible.
- Students time themselves (or each other) talking about a particular subtopic of the general topic area they have chosen, trying to increase each time the amount of time they can talk without needing to be prompted (from 10 seconds, to 15, to 20, etc.)

When researching the general topic area they have chosen, students may use internet-derived sources, but should also be encouraged to refer to books, newspapers, magazines, television and radio programmes. They might also use examples from their own life to illustrate a point, or they might ask their classmates, teachers or the foreign language assistant for help and ideas. Students might consider comparing, for example, reactions to a specific issue in the UK and in other countries.

Teachers should share the content of the assessment grids for this unit with their students, so that students are fully aware of the assessment demands and can bear these in mind when preparing for the test.

Students must be aware that teacher/examiners are not allowed to rephrase or expand on the initial four questions on the stimulus text for this unit, and that students should answer these questions as fully as possible.

If a student provides a particularly full answer to the third question that pre-empts the fourth question, the teacher/examiner should still ask the fourth question. This is done to ensure that all candidates have the same assessment experience, but students need to be advised that this could occur.

## The 15 minutes preparation time

Before the Unit 1 test, students will have 15 minutes to study a stimulus text linked to the general topic area they have chosen. Students must not write on this stimulus, but can make notes on a separate piece of paper. Both the stimulus and any notes must be taken into the exam room, and students can refer to these at any point during the test. However, students must not refer to dictionaries or any other resources during the preparation time.

Teachers may wish to advise their students of the following to ensure that they make good use of their time:

- Begin by reading the entire text through (possibly two or three times)
- Make bullet point notes of the main points of the text
- Make a note of any vocabulary from the text which might be useful in discussion of this topic
- Do not waste time writing out complete sentences; you will not be allowed to read out long prepared statements anyway (remember that marks are awarded for spontaneity in this unit)
- Consider the types of questions which might be asked about the text, and your answers to these questions
- Identify any vocabulary you already know that might be useful when answering questions on this topic.

## The A2 Unit 3 oral test

For A2 Unit 3, students choose an issue they wish to debate and must take a stance on this issue. They do not have to choose an issue related to the country/culture whose language they are studying, but they can do so if they wish. The issue does not have to relate to one of the general topic areas in the Edexcel specification.

Much of the preparation for this unit will be similar to that for Unit 1 (see above). Teachers should share the assessment grids for this unit with the students, and make sure that students are aware of the need to defend the stance that they have adopted on their chosen initial issue.

When choosing the issue they wish to debate for the first part of this test, students would be well-advised to choose an issue about which they have a strong opinion. As mentioned previously, they should phrase the title of the issue so that their stance is clear, for example 'I think that ...' or 'In my opinion ...'. They must be sure that the issue can provide them with sufficient material for a one-minute presentation followed by four minutes of debate (they should have four or five different arguments in support of their point of view) and can include facts and figures to support their argument.

## Examining technique

Teacher/examiners should take every care to familiarise themselves with the requirements of the oral tests, as tests which are conducted incorrectly can adversely affect the students' marks.

Teacher/examiners conducting the tests need to put the students at ease, to be friendly and approachable and to ensure that the questions asked encourage the student to achieve the highest standard of which they are capable. They must balance this with the responsibility to conduct the test to comply with the conditions of the Edexcel specification. Students will also expect that the test will be conducted with due seriousness and formality.

In order to put students at ease, the teacher/examiner should ensure that the examination room is prepared well in advance, providing sufficient space (including table space on which students may put the AS Unit 1 allocated stimulus and any notes, or the A2 Unit 3 oral form) for both the teacher/examiner and each student to feel comfortable.

The teacher/examiner should ask a range of questions which will push the students to reach their linguistic 'ceiling'. With the exception of the four prescribed questions on the AS Unit 1 stimulus, which must not be rephrased, the teacher/examiner should encourage students to expand on answers and to provide detail and clarification.

In the A2 Unit 3 test, the teacher/examiner should challenge the students' point of view, allowing students to defend their opinion and to demonstrate the ability to debate. In the A2 Unit 3 test, the teacher/examiner must also ensure that the questions are sufficiently complex and challenging to allow students to access the full range of marks available for *Comprehension*. General conversation should be avoided, as it is not appropriate in this test. Students should continue to demonstrate their ability to debate and discuss issues throughout the test and the teacher/examiner should give them every opportunity to do so. In-depth, specialist and/or factual knowledge is not expected in the Unit 3 test.

The teacher/examiner should establish eye contact with the students, make the students feel that the teacher/examiner is listening intently to the responses and should refrain from interrupting or from talking too much. It is the teacher/examiner's role to keep the discussion going, to encourage the students and to ensure that the test is correctly conducted, but their contribution should be kept to a minimum. The teacher/examiner must not correct students' language, nor express disapproval. The test should conclude on a positive note and students should leave the exam room feeling that they have given the best performance they possibly could.

### Examining technique checklist for AS Unit 1 and A2 Unit 3

- The teacher/examiner should put the candidate at ease and remain friendly and encouraging throughout
- The teacher/examiner should ask open questions and offer encouragement
- The teacher/examiner should not proffer anecdotes, opinions, advice or information
- The conversation/discussion should flow naturally
- The teacher/examiner should elicit from the candidate a range of functions, for example narrate, explain, clarify, hypothesise, justify, speculate, describe
- The teacher/examiner must not allow the candidate to recite large amounts of pre-learned material
- The teacher/examiner should encourage students to reach their linguistic ceiling
- The test should end on a positive note
- The teacher/examiner must keep to the time allocated to the test.

## Assessment criteria

Students will be rewarded for their performances according to the following assessment criteria, which will be applied on a 'best fit' basis.

### Unit 1

Mark	Quality of language (Accuracy) (AO3)
0	No rewardable language.
1	Isolated examples of correct language; pronunciation and intonation often impede communication.
2-3	Many basic errors, impeding communication at times; pronunciation and intonation erratic, not always comprehensible.
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.

Mark	Quality of language (Range of Lexis) (AO3)
0	No rewardable language.
1	Very basic lexis; minimal command of structure.
2-3	Lexis restricted; operates generally in simple sentences.
4-5	Adequate range of lexis; limited range of structures.
6-7	Good range of lexis with some examples of more complex structures.
8	Wide range of lexis and good variety of structures with only occasional limitation.

Mark	Response (AO1)
0	No rewardable language.
1-4	Little spontaneity; cannot develop responses; very reliant on examiner's language.
5-8	Few examples of spontaneous discourse; limited development of responses; often fails to respond appropriately to questions; needs prompting.
9-12	Some examples of fluent discourse but not always spontaneous or well developed; some hesitation in more complex areas; difficulty with some questions.
13-16	Frequent examples of spontaneous discourse ably developed; responds usually without undue hesitation; deals adequately with most questions.
17-20	High incidence of spontaneous, fluent discourse; able to respond readily to all questions; develops and sustains discourse well.

Mark	Understanding (Stimulus specific) (AO1)
0	No understanding of stimulus.
1	Limited answers to prescribed questions, demonstrating poor understanding of stimulus.
2	Satisfactory answers to prescribed questions, demonstrating adequate understanding of stimulus.
3	Detailed answers to prescribed questions, demonstrating good understanding of stimulus.
4	Full and detailed answers to prescribed questions, demonstrating excellent understanding of stimulus.

Mark	Understanding (General topic area) (AO1)
0	No rewardable language.
1-2	Hardly any relevant ideas and opinions, demonstrating poor understanding of general topic area.
3-4	Few relevant ideas and opinions, demonstrating limited understanding of general topic area.
5-6	Some relevant ideas and opinions, demonstrating satisfactory understanding of general topic area.
7-8	Many relevant ideas and opinions, demonstrating good understanding of general topic area.
9-10	Wealth of relevant ideas and opinions, demonstrating excellent understanding of general topic area.

### Unit 3

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 resources.
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.

## Part 2 Exemplar material

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### AS Unit 1 specimen tests and commentaries

Candidate 1

Youth culture – sample stimulus 1



#### Comments on the oral assessment

In Section A the examiner kept strictly to the four prescribed questions and gave the candidate ample time to respond. Section A lasted for 2 minutes 20 seconds. The conversation was then widened, firstly extending the stimulus material to cover the uses and dangers of the internet. Gradually the discussion was extended to cover other, linked topics within the general topic area to include the problems young people have in their attempts to become independent from their parents. The candidate mentioned the lack of money, which prompted the examiner to follow up with a question as to whether or not young people attach more importance to money than to their studies. The conversation then widened to examine the problem of stress and pressure suffered by the young, allowing the candidate to talk about familiar problems and how her peers coped with them. Finally the conversation turned to the education system and whether or not it was helpful to young people. The candidate was invited to elaborate on the helpful benefits of education, travel and learning about the world, which led to positive opinions from the candidate on the usefulness of languages. The whole test lasted for a total of 8 minutes 25 seconds, which falls within the 8-10 minutes prescribed by the specification.

Throughout the test the examiner kept to the guidelines, making no attempt to paraphrase or alter the prescribed questions and developing the conversation naturally by listening carefully to the candidate's responses and building on them to widen the discussion within the general topic area.

#### Assessment feedback

##### Quality of language (Accuracy)

The accuracy of the language used was variable but this did not interfere with comprehension. Mistakes such as - *el estudiante no es independiente* - and the confusion of *saber/conocer* for example did not make it impossible to follow the line of argument. Occasionally the use of the French language crept in and some of the constructed sentences were imperfect but the general pronunciation and intonation was good.

Mark band: 4-5

### Quality of language (Range of Lexis)

The range of language used was quite fit for purpose albeit unambitious at times. The present tense was used throughout and the structures were somewhat basic.

Mark band: 4-5

### Response

The candidate sustained and developed the conversation satisfactorily, although there was some hesitation at times in more complex areas of the discussion.

Mark band: 9-12

### Understanding (Stimulus specific)

The student clearly understood the thrust of the questions and tended to read the response from the original passage with little attempt to express her answers in her own words. There was the occasional attempt to use synonyms - *aliar* instead of *compaginar* for instance - but most of the response was verbatim. Nevertheless the answers given were correct and fully developed.

Mark: 2

### Understanding (General topic area)

The student clearly understood the drift of the conversation, responded well to all the questions asked of her and developed full answers. The views and opinions that she expressed were relevant and clear despite imperfect language.

Mark band: 5-6

## Candidate 2

### The world around us – sample stimulus 1



#### Comments on the oral assessment

The test began with the examiner carefully following the four prescribed questions and patiently waiting for the candidate to respond. The candidate began very hesitantly and the examiner repeated the first question clearly and more slowly so that the student could gather her thoughts and check through the passage to find the answer. The response to the second question showed that the candidate was beginning to grow in confidence and the two more general questions were answered with less hesitation.

Section A, the prescribed questions, lasted for two minutes. The examiner developed the discussion by asking whether campaigns to promote awareness environmental issues were successful, allowing the candidate to respond by explaining that there is no alternative to the use of petrol in cars. Widening the conversation further, the examiner asked whether there were alternatives to fossil fuels, enabling the candidate to identify various forms of renewable energy that she had clearly read about. When asked about the practicality of these forms of alternative energy, the candidate was able to focus on solar energy and different kinds of solar panels which captured and stored solar energy even in countries where there is infrequent sunshine. The examiner then tried to steer the candidate towards other kinds of renewable energy and patiently rephrased the question until she came up with wind energy. The candidate was invited to explain what this means and became more confident as she was clearly on ground that she had prepared. When asked about the disadvantages of this kind of energy she was able to mention the unsightliness of the windmills and the destruction of the countryside but explained that they could be positioned in areas where there were few people.

The examiner then extended the conversation to ask about what we can do to protect the environment apart from using renewable energy and the candidate was able to mention ways of saving energy such as unplugging electrical devices and turning off taps. The examiner then tried to probe further into why it was necessary to save water but the candidate found it difficult to respond to the examiner, then changed tack within the general topic area and directed the conversation towards animal conservation. The candidate was able to explain how human beings destroy the natural habitats through global warming, which affects the ice fields, and deforestation. Finally the examiner tried to present the opposite view, that we also need to protect the human beings who earn their livelihood from the forests where they live and the candidate, after some hesitation, tried to suggest that we should re-plant trees where others have been felled. The whole test lasted for 9 minutes 10 seconds, which falls within the 8-10 minutes prescribed in the specification.

Throughout the test the examiner kept strictly to the guidelines, repeating but not rephrasing the prescribed questions in Section A and gradually leading the conversation away from the issues presented in the stimulus but keeping closely to the general topic area.

#### Assessment feedback

##### Quality of language (Accuracy)

Despite basic errors, the candidate was able to communicate her ideas and arguments successfully. Her pronunciation and intonation were variable but this did not detract from comprehensibility.

Mark band: 4-5

### Quality of language (Range of Lexis)

The candidate had clearly read around the topic area and was able to use advanced vocabulary, especially to do with alternative forms of renewable energy. Even when the conversation moved away from the stimulus material she was able to use vocabulary such as *derretir*, *campos de hielo*, *selvas* and *deforestación*.

Mark band: 6-7

### Response

The test began with hesitation and there were some moments during the conversation when the candidate tried and was unable to frame a response. However, despite the few incidences of prompting, for much of the test she was able to sustain the discussion and develop a reasonably fluent discourse.

Mark band: 5-8

### Understanding (Stimulus specific)

After the shaky start it was clear that the candidate understood the four prescribed questions and, to her credit, was able to provide answers without reading word for word from the text.

Mark: 2

### Understanding (General topic area)

The candidate followed the conversation throughout most of the test, although there were a couple of occasions when she failed to respond. Nevertheless she could provide relevant ideas and opinions and demonstrated a good understanding of the general topic area.

Mark band: 5-6

## Candidate 3

### Lifestyle: health and fitness – sample stimulus 1



#### Comments on the oral assessment

The examiner began with the four prescribed questions exactly as they are printed in the handbook, only one of which required repetition. The examiner was careful not to paraphrase. Section A lasted for 2 minutes 5 seconds.

Following on from the last of the four questions, the examiner then extended the discussion by asking whether smoking should be banned. The candidate suggested that a ban would only encourage people to smoke and when challenged explained that it would be a form of rebellion. Although she found difficulty in expressing this idea, the examiner hastened to reassure her by saying *Ah sí, entiendo*.

The conversation moved on to ask about healthy lifestyles, allowing the candidate to suggest ideas such as exercising, taking vitamins, avoiding the smoking habit and eating well, particularly fruit and fish. This prompted the examiner to ask about the Mediterranean diet, regarding which the candidate was able to talk about the cultural importance of the diet and in particular the reliance on fruit. The examiner expanded the topic to ask whether the drinking of wine, which is also part of the Mediterranean culture, was a good thing and the candidate was able to explain that it is a way of relaxation and not a deliberate attempt to drink excessively. When asked about the risks of alcohol, the candidate was able to link it with smoking as a form of addiction and to discuss the long lasting adverse effects such as depression.

The examiner widened the discussion to ask whether young people drink too much nowadays and the candidate was able to relate this to her own experience of seeing them drinking in the street when she was younger. When asked why young people behaved in this way she was able to explain that it was part of the fashion and the examiner provided friendly reassurance once more by saying *Ah sí, entiendo*. The examiner probed further by asking what could be done about the problem and the candidate was able to answer from her own experience of the school's education policy on providing information on alcohol abuse. The conversation then naturally turned to the linked issue of drug abuse and the candidate once again could relate to her own experience of the school's education programme which included visits from the police and from addicts who were able to talk freely about their addiction. Finally, when asked what effect this school education policy had on her and her friends, the candidate was able to confirm that it had convinced her never to take drugs. The test ended with friendly reassurance from the examiner - *Muy bien. Muchas gracias. Ha sido muy interesante*. The whole test lasted for 8 minutes 20 seconds, clearly within the specification guidelines of 8-10 minutes.

Throughout the test the examiner listened carefully to the candidate's responses, gave appropriate encouragement and steered the conversation towards issues that evolved from the opening stimulus but were firmly within the general topic area.

## Assessment feedback

### Quality of language (Accuracy)

The accuracy was variable but did not get in the way of comprehension. The candidate was able to use tenses other than the present successfully - *fumarán, cuando yo tenía 15 años* - but sometimes struggled to express her ideas clearly - *Porque como es un rebeo (rebelde)*. There was also specific confusion, for instance between *conocer* and *saber*. Nevertheless, it was not difficult to follow the drift of the conversation and the views expressed.

Mark band: 4-5

### Quality of language (Range of Lexis)

The candidate was able to use specific advanced vocabulary during the conversation - *pulmones, borracho, depresión* (although this word appeared in the stimulus text), *felicidad* - but most of the vocabulary used was straightforward. She was able to develop longer sentences which made sense despite some basic errors.

Mark band: 4-5

### Response

There was some hesitation at times during the course of the conversation but the candidate was able to respond spontaneously to all the questions asked and developed cogent and fairly fluent answers and opinions.

Mark band: 9-12

### Understanding (Stimulus specific)

The candidate clearly understood the thrust of the four specific questions and was able to frame sensible responses without reading verbatim from the text. There were some basic errors of language in her replies but there was no doubt that she had understood the questions clearly.

Mark: 2

### Understanding (General topic area)

The candidate was able to follow the general conversation and give views and opinions in answer to the questions levelled at her. She was also able to relate some of her answers to her own experience and there was evidence that she had studied material relevant to the general topic area.

Mark band: 5-6

## List of suggested questions for use in the AS Unit 1 Oral Test Section B

Listed below are indications of the type of questions teacher/examiners might use in Section B of the AS Unit 1 speaking test.

In Section B of the AS Unit 1 test, the teacher/examiner should develop a discussion about the general topic area chosen by the student. This discussion should move away from the focus of the stimulus used in Section A to the general topic area and its linked subtopics. There is no requirement to cover all of the subtopics. The teacher/examiner may choose one or more of these subtopics for discussion. The number of subtopics covered will depend on the student's response and the student may have more opportunity to demonstrate the extent of his or her knowledge and linguistic ability through a thorough discussion on one or two subtopics than a superficial discussion of several.

Section B will last for not less than 4 minutes, as part of the overall test which lasts 8-10 minutes.

These questions are not prescriptive, but indicate the type of question that a teacher/examiner might ask. An example is given for each of the prescribed subtopics. Open questions should be used where possible in order to elicit a full response from the candidate.

The general principle of the discussion should always be to start by asking more straightforward, accessible questions and then to move on to questions that can progressively take students towards their 'linguistic ceiling'. The teacher/examiner should encourage the student to expand his or her answers and to give reasons for his or her opinions.

Students will have chosen to be tested on one of the following general topic areas and their subtopics, as listed on page 22 of the specification.

- **Youth culture and concerns**
  - Music and fashion
  - Technology (eg MP3/blogs/mobile phones/internet/games)
  - Relationships (family/friendships and peer pressure)
  - Drink, drugs, sex
- **Lifestyle: health and fitness**
  - Sport and exercise
  - Food and diet
  - Health issues (eg smoking, skin cancer, health services)
- **The world around us: travel, tourism, environmental issues and the Spanish-speaking world**
  - Tourist information, travel and transport
  - Weather (eg natural disasters, climate change)
  - Pollution and recycling
- **Education and employment**
  - Education (schooling and higher education)
  - Education policy and student issues
  - The world of work (eg the changing work scene, job opportunities and unemployment)

## **Youth culture and concerns**

### **Music and fashion**

Do you think that young people spend too much money on music/fashion?

*En tu opinión los jóvenes de hoy, ¿gastan demasiado dinero en la música/la moda?*

### **Technology (eg MP3/blogs/mobile phones/internet/games)**

What are the advantages and disadvantages of technology?

*¿Cuáles son las ventajas y las desventajas de la tecnología?*

### **Relationships (family/friendships and peer pressure)**

Who has more influence on young people, family or friends?

*¿Quién tiene más influencia sobre los jóvenes, la familia o los amigos?*

### **Drink, drugs, sex**

Why do young people smoke/take drugs/drink alcohol?

*Los jóvenes, ¿por qué fuman/se drogan/beben alcohol?*

## **Lifestyle: health and fitness**

### **Sport and exercise**

What role does sport play in society today?

*¿Qué papel hace el deporte en la sociedad de hoy?*

### **Food and diet**

Do you think that it is important to eat a healthy diet?

*¿Crees que es importante comer una dieta sana?*

### **Health issues (eg smoking, skin cancer, health services)**

Are you for or against the smoking ban in public places in the UK?

*¿Estás a favor o en contra de la prohibición del fumar en sitios públicos?*

## **The world around us: travel, tourism, environmental issues and the Spanish-speaking world**

### **Tourist information, travel and transport**

Do you often travel abroad?

*¿Viajas al extranjero a menudo?*

### **Weather (eg natural disasters, climate change)**

People often travel these days. Do you think that this affects the climate?

*La gente frecuentemente viaja hoy en día. ¿Opinas que esto afecta al clima?*

### **Pollution and recycling**

Are young people interested in the environment?

*Los jóvenes, ¿les interesa el medio ambiente?*

### **Education and employment**

**Education (schooling and higher education)**

Which are the most important school subjects?

*¿Cuáles son las asignaturas más importantes en el colegio?*

**Education policy and student issues**

Do you agree that students should pay for university education?

*Los estudiantes deberían pagar los gastos de su educación en la universidad. ¿Estás de acuerdo?*

**The world of work (eg the changing work scene, job opportunities and unemployment)**

Which professions are (un)popular today?

*¿Cuáles son las profesiones (im)populares hoy en día?*

## A2 Unit 3 specimen tests and commentaries

### Candidate 4



#### Comments on the oral assessment

The examiner began by inviting the candidate to start the debate by presenting the topic and to take a stance in favour of a ban on smoking. *¿Quieres comenzar tu presentación?* After the initial introduction the examiner began to suggest arguments to protect the rights of smokers and was clearly listening intently to the student's reply in order to probe a little more deeply into the points that were made.

The examiner then developed the discussion further by suggesting the positive reasons why smokers found benefit in their habit and allowing the candidate to respond with counter arguments. When the candidate made a point suggesting there might be other ways of relaxation, the examiner pressed for clarification *¿Qué por ejemplo?* The examiner moved the discussion forward by homing in on the impracticality of a total ban on smoking and the candidate's response rather supported this idea, as the examiner pointed out - *Exacto*. The candidate then referred to the success of the anti-smoking campaign in Spain and the examiner, not very convinced, suggested that banning something does not necessarily cure the problem. Throughout the first part of this oral test the examiner built on the candidate's responses and developed counter arguments, encouraging the candidate to think quickly and to frame opposing opinions in answer to the points made.

The examiner then changed tack and moved on to another aspect of the general topic area, inviting the candidate to consider health issues in general and to suggest ways of keeping healthy. The candidate offered a balanced diet and exercise and the examiner took up this suggestion to ask whether young people did enough exercise nowadays. The candidate's short answer was followed up with *¿Por qué no?* and this prompted the candidate's reference to laziness and the consumption of fast food. Again responding to the candidate's reply, the examiner pressed for opinions about junk food and elicited a longer response. The candidate was unable to respond to a question about Mediterranean diet so the examiner immediately moved to a more familiar area and invited views on a balanced diet. The candidate felt more at home with this and with the problem of alcohol which was also introduced by the examiner. The candidate seemed to warm to expressing views on binge drinking and the causes of it and the examiner successfully drew information and opinions on these issues from the candidate. The problem of stress was introduced by the candidate and the examiner developed this idea by asking what parents could do to help. Finally the discussion was moved on to consider why young people were tending to continue living with their parents rather than seeking independence and what problems might ensue.

Throughout the examiner acted as a prompt, showed interest in what the student was saying and encouraged the student to participate actively and fully in the discussion and to express views and opinions. Every opportunity was given to allow the student to respond to open questions and to frame arguments. The ending was positive - *Muy bien, gracias. Ha sido muy interesante.* - allowing the student to leave the exam room thinking that the experience had been a success.

The test lasted for 12 minutes, which falls exactly into the 11-13 minutes prescribed in the specification.

## Assessment feedback

### Response

The candidate began well with a prepared introduction but subsequently struggled to express herself in clear, simple, accurate language. She responded to all the points and questions levelled at her but rarely took the initiative. Mispronunciation and broken language contributed to the difficulty in following some of the arguments that she offered.

Mark band: 5-8

### Quality of language

There was substantial incidence of error which at times impeded communication. Incomplete words - *independe* for instance - and misuse of words - *rico* instead of *caro* - combined with errors of gender, agreement and verbs all contributed to the impression of a candidate struggling with basic syntax and grammatical accuracy. There was also evidence of confusion with other languages - *mais* instead of *pero* and the anglicized *amounto*. As a result sentences were frequently incomplete or flawed.

Mark band: 3-4

### Reading and research

There was some evidence, particularly in the introduction, that the candidate had consulted articles and statistics about smoking and reference was made to the anti-smoking laws in Spain and their effects. However most of the discussion was general rather than specific.

Mark: 4

### Comprehension and development

The candidate appeared to understand the arguments and questions put to her and tried to frame appropriate responses. However, because of the difficulties she experienced in expressing her thoughts and opinions in straightforward, simple, accurate Spanish, the development was limited.

Mark band: 5-7

## Candidate 5



### Comments on the oral assessment

The examiner began by inviting the candidate to introduce the topic she had chosen, that of renewable energy, and allowed the candidate to argue in favour of alternative sources of energy that do not harm the environment. The examiner listened carefully and introduced the counter argument of practicality, to which the candidate readily agreed. The examiner probed further with specific reference to the impracticality of solar energy in a country such as the UK and the candidate successfully argued against this by suggesting modified ways of capturing solar energy. The examiner moved the debate on to energy obtained from wind farms and allowed the candidate to argue in favour of them using statistical evidence and taking Denmark as an example. The argument that we must continue using fossil fuels in the short term prompted the candidate to take up the problem of short term use and to provide specific information about the limited life of oil. The examiner persisted with the personal need for car use, allowing the candidate to focus on alternative energy such as solar power and to emphasise the problem of short-term reliance on fossil fuels.

Having explored in depth the candidate's prepared topic, the examiner then widened the debate to ask about other things that could be done to protect the environment, a wide area that enabled the candidate to talk more generally about switching off electrical appliances and lights. When asked who should take responsibility for protecting the environment, the candidate responded by saying that we all share that responsibility.

Probing further, the examiner introduced a link question about education programmes in schools, providing the candidate with familiar ground to talk from experience. Looking at the general topic area more widely, the debate moved on to wider questions about other serious problems facing the world other than fossil fuels and gave the opportunity to the candidate to introduce a further topic that she had prepared, that of acid rain. However, further follow-up questions about acid rain met with little response so the examiner turned the attention to more general issues, that of the pressure and stress on students nowadays. Seeing that the candidate was struggling to reply, the examiner prompted with a simpler question about what young people do to relax. Met with increasingly short answers, the examiner tried to introduce a succession of questions about the problem of alcohol and drugs and, finally, about how to stay healthy, but the candidate was clearly losing confidence and the discussion ended.

Throughout, the examiner listened carefully to what the candidate was saying, tried hard to introduce ideas that could be taken up and tried to find topics within the general topic area that might appeal to the candidate. Plenty of opportunity was given to stimulate the debate and the test ended on a positive note - *Bueno, muchas gracias*. The test lasted for 12 minutes 10 seconds, which falls exactly into the 11-13 minutes prescribed in the specification.

### Assessment feedback

#### Response

The candidate began quite confidently with the prepared introduction and sustained the debate successfully to begin with as the examiner probed into the research that the candidate had undertaken around the topic of renewable energy. Clearly she had prepared an impressive amount of advanced vocabulary and specific information which gave her the confidence to frame arguments and counter-arguments and to talk knowledgeably about the topic. When the conversation widened into other aspects of the general topic area, however, the candidate became increasingly uncertain and the spontaneous discourse began to dry up.

Mark band: 9-12

### Quality of language

On familiar, prepared ground the candidate was articulate and produced sustained sentences, albeit with some hesitation. At times she struggled to express herself cogently - *donde no hay visible* - but even in the wider discussion there was evidence of the use of advanced vocabulary - *desenchufar*, *dióxido de azufre*.

Mark: 4

### Reading and research

The candidate had clearly prepared a good deal of information about renewable energy and was able to use technical vocabulary and specific statistical information - for instance that 30% of Denmark's energy comes from wind farms. She also displayed evidence of wider reading in the unprepared, wider discussion and was able to talk about uranium, sulphur dioxide and other elements that make up acid rain.

Mark band: 5-6

### Comprehension and development

The candidate clearly understood the arguments levelled against her point of view and, certainly in the prepared debate, was able to frame and develop arguments to support her own stance on the issues discussed. Towards the end of the test, however, she became increasingly unsure and hesitant and struggled to respond to the questions asked.

Mark band: 8-10

## Candidate 6



### Comments on the oral assessment

The teacher begins with a friendly greeting and invites the candidate to begin the presentation on the subject of animal rights. The arguments centre upon endangered species and the destruction of natural habitats and includes the use of animal skins by fashion designers. The examiner homes in on the consequent economic and business implications of interrupting the trade, prompting the candidate to offer counter arguments. To the suggestion that human beings need to earn their livelihood from cutting trees, the candidate responds with the consequent damage to the environment and to the habitats of animals, suggesting that new trees should be planted to replace those that are felled. The examiner widens the issue by introducing the rights of domestic, as opposed to wild, animals and gives the opportunity to the candidate to reflect on the rights of pet dogs kept indoors all day and who need freedom to live as normal a life as possible. Pursuing this theme, the examiner asks whether animals in different countries share the same rights as those in other countries and the candidate argues that they should all have the same rights wherever they live.

This prompts the examiner to narrow the debate to the specific issue of Spain and bullfighting, encouraging the candidate to refer to websites where people defend the rights of the bulls and the suggestion that a *corrida* does not have to end with the death of the bull. Although the candidate finds difficulty in expressing the point, the examiner sympathetically reassures her - *Muy bien, entiendo*. Asked whether there should be a ban on the screening of bullfights on television the candidate responds that it is part of the Spanish tradition and should not be banned but returns to the assertion that the death of the bull is not necessary.

At this point the examiner makes a smooth transition from the specific topic of animal rights to other issues within the general topic area, and introduces the over-exposure of sport on television. The candidate explains that the vast coverage of sport is largely due to the many channels devoted to sport. The debate is widened to a discussion on whether there is too much money in sport allowing the candidate to mention the subject of football and the fact that football stars are paid more than, for example, scientists. The examiner pursues the topic by asking whether famous people who earn vast sums also have a responsibility in the way they live and behave. Clearly this subject appeals to the candidate, whose responses begin to become longer as she dwells on the profligacy of the spending behaviour of famous people. Asked whether young people need role models nowadays, the candidate argues that other people's success can be an inspiration for the young.

The debate widens to whether or not young people attach too much interest to money and the candidate agrees, detailing how many of them have part-time jobs to fund their shopping and travel. Finally, the examiner asks whether young people spend enough time with their families and elicits a lengthy response describing how many parents have to work long hours and also do the housework, whilst the young people have to do homework and their part-time jobs which means that less time nowadays is spent as a family unit.

Throughout, the examiner responds to what the candidate is saying, encourages a fruitful discussion and guides the debate through linked areas that appeal to the candidate. The conversation flows naturally and covers several issues from the general topic area. The test lasted for 12 minutes 45 seconds, which falls exactly into the 11-13 minutes prescribed in the specification.

## Assessment feedback

### Response

There is a good deal of evidence of spontaneous discourse from this candidate, even towards the end of the test where she elaborates at length on the points she is making. There is a good range of vocabulary and structure and she deals with abstract concepts quite adequately.

Mark band: 13-16

### Quality of language

The accuracy of the language is inconsistent with some basic errors, although the pronunciation and intonation are generally good. Occasionally the candidate struggles to express her ideas - *la muerte del toro deben un mímico en lugar de la muerte* - and comprehension is occasionally impaired as a result, although her meaning can be deduced.

Mark: 4

### Reading and research

The candidate has clearly read articles about the conservation of endangered animals and about environmental damage and can express informed opinions on these issues. She has also explored websites on these issues and can talk knowledgeably about the opinions expressed on them.

Mark band: 5-6

### Comprehension and development

Apart from the occasional hesitation, the candidate follows the drift of the debate well and responds appropriately to the arguments presented. She is prepared to elaborate her points of view, produce cogent opinions and develop the conversation appropriately.

Mark band: 11-13

## Candidate 7



### Comments on the oral assessment

The examiner began by inviting the candidate to introduce the subject of the debate and to take a stance on the issue of the relevance of the Spanish royal family in modern Spanish society. The opening presentation was allowed to continue for one minute with specific arguments being raised. The examiner then focused on the symbolic importance of the royal family, enabling the candidate to respond with the view that this may have been true in the past but was no longer relevant. Pursuing the point, the examiner argued in favour of the stabilizing influence of the royal family, giving an opportunity for the candidate to point out that the laws of the country nowadays are in the hands of the elected government rather than the monarchy.

Probing further, the examiner highlighted the regular change of government every ten years and the fact that the royal family provided continuity and stability. The candidate was then prompted to argue against the extravagant lifestyle of the royal family in comparison with that of politicians. The examiner countered with the economic value of the royal family attracting tourist revenue, enabling the candidate to argue that the country would be better off without extravagant spending on the royal family, even when taking the tourism issue into account. The examiner then moved on to debate the value of the royal family as a model, an ideal to which ordinary people can aspire. The candidate responded by agreeing that a role model for the people was important but that the royal family did not fulfil that ideal, especially as the Crown Prince had married a divorcee.

The examiner then directed the discussion to wider issues within the general topic area, beginning with a discussion on the importance of religion in the life of the Spanish people. The candidate argued that although still a Catholic country, religion is less important than it was in the past, with fewer regular churchgoers. The examiner encouraged and reassured the candidate with positive comments such as *Es interesante*. To the suggestion that the modern cults of celebrity and wealth had replaced orthodox religion, the candidate was able to agree that society had become more materialistic and brought the discussion back to the role of the transition in bringing about this change. The examiner guided the debate towards the pressures on people today, affording them less time for practicing their religion. This allowed the candidate to take up this line of argument and to agree that the pressure on young people to get good jobs is a modern phenomenon, whereas in the past they would join the family business. The examiner pursued the question of how much stress young people were subjected to nowadays, giving the candidate the opportunity to discuss specific, familiar forms of stress such as exams. When asked how young people responded to modern stress, the candidate was able to talk about the increase in crime and truancy. Finally the examiner moved on to discuss the prevalence of drug-taking amongst the young as an escape from stress, allowing the candidate the opportunity of highlighting the problems of binge drinking in clubs and bars and peer pressure to take drugs. The test ended on a positive note with the examiner thanking the candidate and saying how interesting the discussion had been.

Throughout the examiner followed closely the issues and points of view raised by the candidate and directed a natural discussion that enabled the candidate to debate knowledgeably from the material she had prepared and carefully extended the debate to wider but linked issues within the general topic area. The test lasted for 11 minutes 45 seconds, which falls exactly into the 11-13 minutes prescribed in the specification.

## **Assessment feedback**

### **Response**

The candidate demonstrated a willingness to respond spontaneously and fully to the questions asked, carefully framing convincing arguments and using a good range of vocabulary and structures.

Mark band: 13-16

### **Quality of language**

There were some basic errors in the language used but they presented no barrier to comprehension. The candidate's pronunciation and intonation were consistently good.

Mark: 5

### **Reading and research**

The candidate demonstrated the results of specific reading and research in the course of the debate. For instance, she was up to date with knowledge of the marriage of the Prince of Asturias and was able to present statistics to reveal that while 80% of the population claimed to be Catholic, only 50% regularly attended church.

Mark band: 5-6

### **Comprehension and development**

The candidate clearly understood all the questions presented to her and gave full and detailed responses, developing her arguments comprehensively and convincingly.

Mark band: 11-13

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Authorised by Roger Beard  
Prepared by Alice Jones

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