



# AS Spanish

## Specification

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Pearson Edexcel Level 3 Advanced Subsidiary GCE in Spanish (8SP0)

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*First teaching from September 2016*

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*First certification from 2017*

Issue 1



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# 1 Introduction

## Why choose Pearson Edexcel AS Level Spanish?

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We believe languages should appeal to all students. Our new Pearson Edexcel AS Level in Spanish has been developed to inspire all students who have an appreciation of the language, literature, film and culture of the Spanish-speaking world.

We've listened to feedback from the languages community – subject associations, academics and advisors, together with hundreds of teachers and students – and have designed a motivating course of study that will enable your students to develop an advanced level knowledge and understanding of the Spanish language, the culture of Spain and other Spanish-speaking countries, as well as practical and valuable language and transferable study skills. This specification will help to prepare students for higher education and enhance their employability profile.

**Inspiring and engaging Themes** – our qualification features familiar and popular Themes as well as some new content that provides clear links to some of the most fundamental and interesting aspects of the culture of the target language country and communities.

**Popular literary texts and films** – we offer a rich choice of literary texts and films that includes contemporary and more classical titles, together with authentic source materials from Spain and the wider Spanish-speaking world.

**Rewards creativity** – our assessments place an emphasis on spontaneity and grammar, as well as providing plenty of opportunities for students to apply their knowledge independently and creatively. Clear mark schemes encourage students to develop ideas and use language to persuade and analyse and give critical responses in their writing and speaking.

**Clear and coherent structure** – our qualification has a straightforward structure with two engaging Themes – *La evolución de la sociedad española* and *La cultura política y artística en el mundo hispanohablante*; to be studied alongside either one literary texts or one film and assessed through two externally-examined papers and one Non-exam assessment (speaking).

**Manageable content** – we have worked closely with teachers and students to ensure that our content is manageable and appropriate, so that you and your students can be confident that you have enough time to cover what you need to at the appropriate depth.

**Continuous progression** – our content builds on the understanding developed at Key Stage 4 and gives students the opportunity to learn and apply important transferable skills in critical thinking and analysis, enabling them to make a smooth transition to the next level of study.

**AS and A Level qualifications that are co-teachable** – co-teaching AS and A Level provides flexibility for you and your students. Centres co-teaching AS and A Level can deliver Theme 1 and Theme 2 and one literary text or film in the first year, allowing students to be entered for the AS at the end of the year.

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# Supporting you in planning and implementing this qualification

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## Planning

- Our *Getting Started Guide*, available on our website, gives you an overview of the new A Level qualification to help you get to grips with the changes to content and assessment and to help you understand what these changes mean for you and your students.
- We will give you an editable **course planner** and **scheme of work** that you can adapt to suit your department.
- **Our mapping documents** highlight key differences between the new and the 2008 qualification.

## Teaching and learning

There will be lots of free teaching and learning support to help you deliver the new qualifications, including:

- support with the new literary text and film elements
- suggested resource lists to help with the teaching of society and culture
- support for spontaneous speaking.

## Preparing for exams

We will also provide a range of resources to help you prepare your students for the assessments, including:

- specimen papers to support formative assessments and mock exams
- marked exemplars of student work with examiner commentaries.

## ResultsPlus

ResultsPlus provides the most detailed analysis available of your students' exam performance. It can help you identify the topics and skills where further learning would benefit your students.

## Get help and support

Our subject advisor service, led by Alistair Drewery, and online community will ensure that you receive help and guidance from us, and that you can share ideas and information with other teachers. You can sign up to receive e-newsletters to keep up to date with qualification updates and product and service news.

Learn more at [qualifications.pearson.com](http://qualifications.pearson.com)

## Qualification at a glance

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### Content and assessment overview

The Pearson Edexcel Level 3 Advanced Subsidiary GCE in Spanish consists of two externally-examined papers assessing listening, reading and writing and a non-examined speaking assessment. The speaking assessment is externally set and conducted by a teacher/examiner\*. All assessments are marked by Pearson.

Students must complete their speaking assessment in April/May and all other assessments in May/June in any single year.

\*It is usual for teachers to conduct the speaking assessment with their students during a timetabled assessment window in April/May, although Pearson offers a visiting examiner facility for centres that have a minimum of ten AS Level students. Timetable and fee information will be available on the Pearson qualifications website [qualifications.pearson.com](http://qualifications.pearson.com)

<b>Paper 1: Listening, reading and translation (*Paper code: 8SP0/01)</b>
<b><i>Written examination: 1 hour and 45 minutes</i></b> <b><i>40% of the qualification</i></b> <b><i>64 marks</i></b>
<b>Content overview</b> This paper draws on vocabulary and structures across both themes. Themes are based on the society and culture of the language being studied and are listed on <i>page 8</i> .
<b>Assessment overview</b> Students are not permitted access to a dictionary during the examination. The examination is made up of: <b>Section A: Listening (24 marks)</b> A listening assessment based on a recording, featuring male and female Spanish speakers. Students will respond to comprehension questions based on a variety of contexts and sources. <b>Section B: Reading (28 marks)</b> A reading assessment based on a variety of text-types and genres where students will have to respond to comprehension questions. <b>Section C: Translation into English (12 marks)</b> An unseen passage to be translated from Spanish to English.

**Paper 2: Written response to works and translation (\*Paper code: 8SP0/02)**

**Written examination: 1 hour and 40 minutes**

**30% of the qualification**

**60 marks**

**Content overview**

This paper requires students to translate a previously unseen passage from English into Spanish.

This paper also draws on the study of one discrete Spanish work: either one literary text or one film. The work must be taken from the list provided in *Appendix 2: Prescribed literary texts and films*. The literary texts listed include a range of plays, novellas and novels. All of the films are feature length.

**Assessment overview**

This paper includes a translation exercise and an extended response on either one literary text **or** one film listed in *Appendix 2: Prescribed literary texts and films*.

Students are not permitted access to a dictionary or any documentation relating to the works during the examination.

Students complete Section A and **one** question from either Section B or C.

**Section A: Translation (20 marks)**

Students translate an unseen passage from English into Spanish.

**Section B: Written response to works (literary texts) (40 marks)**

Students select one question from a choice of two for their chosen literary text. If a student answers a question in this section then they **do not** complete Section C.

**OR**

**Section C: Written response to works (films) (40 marks)**

Students select one question from a choice of two for their chosen film. If a student answers a question in this section then they **do not** complete Section B.

**Paper 3: Speaking (\*Paper code: 8SP0/03)**

***Internally conducted and externally assessed***

***Total assessment time: between 27 and 30 minutes, which includes a single period of 15 minutes' formal preparation time***

***30% of the qualification***

***72 marks***

**Content overview**

Task 1 requires students to read and respond to two short texts based on Theme 1: *La evolución de la sociedad española* and then hold a discussion.

Task 2 is based on a discussion from Theme 2: *La cultura política y artística en el mundo hispanohablante*.

Students will be assessed on their ability to use a range of language accurately, communicate and interact effectively, summarise and understand written sources in speech, and show knowledge and understanding about the culture and society where the language is spoken.

**Assessment overview**

Students complete two tasks – Task 1 is worth 42 marks and Task 2 is worth 30 marks.

**Task 1 (responding to written language and discussion based on Theme 1)**

Students are provided with two texts and respond to questions on them, followed by a wider discussion on the theme.

**Task 2 (discussion on Theme 2)**

Students will choose to discuss one sub-theme drawn from the main theme.

\*See *Appendix 7: Codes* for a description of this code and all other codes relevant to this qualification.

## 2 Subject content and assessment information

### Qualification aims and objectives

The aims and objectives of this qualification are to enable students to:

- enhance their linguistic skills and promote and develop their capacity for critical thinking on the basis of their knowledge and understanding of the language, culture and society of the country or countries where the language is spoken
- develop control of the language system to convey meaning, using spoken and written skills, including an extended range of vocabulary, for both practical and intellectual purposes as increasingly confident, accurate and independent users of the language
- develop their ability to interact effectively with users of the language in speech and in writing, including through online media
- develop language learning skills and strategies, including communication strategies to sustain communication and build fluency and confidence
- engage critically with intellectually stimulating texts, films and other materials in the language, developing an appreciation of sophisticated and creative uses of the language and understanding them within their cultural and social context
- develop knowledge about matters central to the society and culture, past and present, of the country or countries where the language is spoken
- mediate between cultures and between speakers of the language and speakers of English
- foster their ability to learn other languages
- equip themselves with transferable skills such as autonomy, resourcefulness, creativity, critical thinking and linguistic, cultural and cognitive flexibility that will enable them to proceed to further study or employment.

## Themes and sub-themes

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Papers 1 and 3 will be based on content from the following themes.

The themes address a range of social issues and trends, as well as aspects of the political and artistic culture of Spain and Spanish-speaking countries.

Theme 1 focuses on aspects of society of Spain only. Theme 2 requires students to broaden their knowledge across **any** Spanish-speaking country/countries and/or community/communities.

Each theme is broken into three sub-themes (highlighted in bold). These sub-themes are each exemplified further.

### Theme 1: La evolución de la sociedad española

Theme 1 is set in the context of Spain only. This theme covers social issues and trends.

- **El cambio en la estructura familiar**

La evolución de las actitudes hacia el matrimonio, las relaciones y las familias.

- **El mundo laboral**

La vida laboral en España y las actitudes hacia el trabajo; las oportunidades de trabajo para los jóvenes; la igualdad de género.

- **El impacto turístico en España**

El impacto económico; las oportunidades que ofrece el turismo; el impacto socio-ambiental.

### Theme 2: La cultura política y artística en el mundo hispanohablante

Theme 2 is set in the context of Spanish-speaking countries and communities. This theme covers artistic culture (through music and festivals and traditions) and political and artistic culture (through media).

- **La música**

Los cambios y las tendencias; el impacto de la música en la cultura contemporánea.

- **Los medios de comunicación**

La televisión y las telenovelas: los medios de comunicación escritos y en internet; el impacto en la sociedad y la política.

- **Los festivales y las tradiciones**

Los festivales, las fiestas, las costumbres y las tradiciones.

# Paper 1: Listening, reading and translation

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## Content

Students will be assessed on their understanding of spoken and written Spanish from a variety of types of authentic texts and listening material, as well as their ability to translate accurately from Spanish into English.

Texts and recordings vary in length to include some extended passages. All spoken and written materials are culturally relevant to Spain and Spanish-speaking countries and are drawn from the two themes (listed on *page 8*).

Students should be able to:

- understand main points, gist and detail from spoken and written material
- infer meaning from complex spoken and written material
- assimilate and use information from spoken and written sources, including material from online media
- summarise information from spoken sources, reporting key points and subject matter
- translate from Spanish into English.

## Listening

The listening section will be made up of spoken passages covering different registers and types, including authentic communication involving one or more speakers. Sources will include material from online media.

## Reading

The reading section will be made up of texts containing both factual and abstract content and will be authentic or adapted from authentic sources. The texts will include contemporary, historical, literary, fiction and non-fiction, written for different purposes and audiences.

## Translation into English

The content of the translation will be taken from one of the two themes.

## Assessment information

- First assessment: May/June 2017.
- The total assessment time is 1 hour and 45 minutes. Recommended timings for each section are given below.
- The assessment is out of 64 marks.
- There are three sections in the paper, they cover the assessment of listening, reading and translation skills in Spanish.
- Students must answer all questions in each section (A, B and C).
- The use of dictionaries is not permitted.

- For Section A (listening), 45 minutes (recommended timing), 24 marks:
  - o there are four questions in this section made up of multiple-choice and open-response questions, including questions testing summary skills. All questions, with the exception of Q4(b), are set in Spanish and must be answered in Spanish, Q4(b) is set in English and must be answered in English
  - o students will listen to a recording featuring Spanish-language speakers who will speak at a speed appropriate for the expected understanding at this level
  - o recordings will be issued on CD-ROM audio format or as digital sound files accessed via a secure download
  - o students will have individual control of the recording and may stop, revisit and replay sections of the recording as they wish.
- For Section B (reading), 45 minutes (recommended timing), 28 marks:
  - o students respond to five questions based on the texts provided
  - o questions comprise both multiple-choice and open-response questions; all questions are set in Spanish and must be answered in Spanish.
- For Section C (translation into English), 15 minutes (recommended), 12 marks:
  - o students are given one unseen text in Spanish and must translate it into English.

The recommended timings have been given to enable the student to complete each section in sufficient time.

### **Sample assessment materials**

A sample paper and mark scheme for this paper can be found in the *Pearson Edexcel Level 3 Advanced Subsidiary GCE in Spanish Sample Assessment Materials (SAMs)* document.

## Paper 2: Written response to works and translation

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### Content

Students should be able to:

- develop a detailed understanding and appreciation of the works studied, by writing critical responses in the language of study to the works taken from the prescribed list given (see *Appendix 2: Prescribed literary texts and films*)
- produce responses that relate to aspects such as the form and the technique of presentation, key concepts and issues and the social context, as appropriate to the work studied
- present viewpoints, develop arguments, persuade, and analyse and evaluate in writing
- manipulate language accurately through translating an unseen passage from English into Spanish.

Students must study one discrete Spanish work: either one literary text **or** one film. The work must be taken from the list in *Appendix 2: Prescribed literary texts and films*.

- The literary texts listed include a range of novels and a series of short stories.
- All of the films are feature length.
- The content of the translation will be a passage based on one of the two themes.

### Assessment information

- First assessment: May/June 2017.
- The total assessment time is 1 hour and 40 minutes. Recommended timings for each section are given below.
- The assessment is out of 60 marks.
- There are two parts to this paper, Section A (translation into Spanish) and Sections B and C (written response to works).
- For Section A (translation), 25 minutes (recommended timing), 20 marks:
  - o students are given one unseen text in English and must translate it into Spanish for 20 marks.
- For Sections B and C (written response to works), 1 hour and 15 minutes (recommended timing), 40 marks:
  - o students must write one essay, **either** one selected from Section B (literary texts) **or** one from Section C (films)
  - o there will be a choice of two questions for each literary text and film. It is recommended that, in order to give a detailed analysis of the work, students write between 275–300 words for each essay, giving justified points of view, arguments and conclusions with evidence from the work. The whole essay will be marked regardless of length
  - o students are expected to provide a critical response by presenting and justifying points of view, developing arguments and drawing conclusions based on an understanding of the work studied
  - o no credit will be given for essays on literary texts that are based on film versions adapted from the texts. Evidence given in the essay to justify viewpoints and arguments **must** be based on the original literary text.
- All questions will be set in Spanish and must be answered in Spanish.
- The use of dictionaries is not permitted.
- Students **must not** take any documentation relating to the works into the examination.

The recommended timings have been given to enable the student to complete each section in sufficient time.

### **Sample assessment materials**

A sample paper and marking criteria (including guidance on how these criteria are applied) for this paper can be found in the *Pearson Edexcel Level 3 Advanced Subsidiary GCE in Spanish Sample Assessment Materials (SAMs)* document.

### **Marking guidance**

Marking guidance has been written to accompany the SAMs and is included with the SAMs booklet. Please note that this guidance is for the use of the Pearson-appointed external examiner. They are printed for reference in the specification to aid understanding of how the assessment criteria will be applied.

## Marking guidance for Paper 2: Written response to works and translation

This marking guidance is for the use of Pearson-appointed external examiners. The guidance has been included for teacher reference to aid understanding of how the assessment criteria will be applied.

### Section A – Question 1 (translation) into assessed language

This task is marked using a points-based mark scheme in which 1 mark is given for each correct individual section of language. Please see the *Pearson Edexcel Level 3 Advanced Subsidiary GCE in Spanish Sample Assessment Materials (SAMs)* document for an example of how the translation will be marked.

### Sections B and C, Questions 2–15 (written response to works)

There are two levels-based mark grids to be applied to the essay that constitutes the written response to works. The mark grids are:

- critical response (AO4)
- accuracy and range of grammatical structures and vocabulary (AO3).

## General guidance on using levels-based mark schemes

### Step 1: Decide on a band

- The examiner will first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level, the examiner will look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme, then the examiner will use a 'best fit' approach for defining the level and use the variability of the response to help decide the mark within the level. For example, if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

### Step 2: Decide on a mark

- Once the examiner has decided on a band they will need to decide on a mark within the band.
- They will decide on the mark to award based on the quality of the answer; they will award a mark towards the top or bottom of that band depending on how the student has evidenced each of the descriptor bullet points.
- The examiner will modify the mark based on how securely the trait descriptors are met at that band.
- They will need to go back through the answer as they apply the mark scheme to clarify points and assure themselves that the band and the mark are appropriate.

### Critical response (A04)

This mark grid assesses students' ability to respond critically to the aspect of the literary work or film outlined in the question. To provide a critical response, students should present and justify points of view, develop arguments and draw conclusions based on understanding.

When deciding how to reward an answer, examiners will consult this mark grid as well as the indicative content associated with each question, which can be found in the *Pearson Edexcel Level 3 Advanced Subsidiary GCE in Spanish Sample Assessment Materials (SAMs)* document. Indicative content contains points that students are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points, as long as students provide alternative responses that fulfil the requirements of the question.

Marks	Description
0	No rewardable work.
1–4	<ul style="list-style-type: none"><li>• Points of view are made but any evidence from the work is descriptive; statements are mostly unjustified or show misunderstanding or confusion.</li><li>• Limited ability to form arguments or arguments break down with frequent inconsistencies; any conclusions rarely link to the argument.</li><li>• Response relates to the work but has limited focus on the question.</li></ul>
5–8	<ul style="list-style-type: none"><li>• Points of view are made but evidence from the work used for justification is often descriptive; statements are often made in isolation without justification or show misunderstanding or confusion.</li><li>• Arguments are made but with some inconsistencies; conclusions are sometimes unclear or do not link to the argument.</li><li>• Response relates to the work but often loses focus on the question.</li></ul>
9–12	<ul style="list-style-type: none"><li>• Points of view sometimes show a critical response to the question through some justification with appropriate evidence from the work; occasionally statements are made that are not justified or show misunderstanding or confusion.</li><li>• Arguments are made with the occasional inconsistency; some conclusions are drawn but are occasionally unclear or do not relate to the arguments.</li><li>• Response is relevant to particular aspects of the question, occasional loss of focus.</li></ul>
13–16	<ul style="list-style-type: none"><li>• Points of view show a critical response to the question through frequent justification, with appropriate evidence from the work.</li><li>• Arguments are made that mostly link with valid conclusions.</li><li>• Predominantly relevant response to the question.</li></ul>
17–20	<ul style="list-style-type: none"><li>• Points of view show a critical response to the question through consistent justification, with appropriate evidence from the work.</li><li>• Arguments are made that link with valid conclusions.</li><li>• Relevant response to the question throughout.</li></ul>

### Accuracy and range of grammatical structures and vocabulary (A03)

This mark grid assesses students' ability to use a range of grammatical structures and vocabulary accurately in order to produce articulate written communication with a range of expression.

Marks	Description
0	No rewardable language.
1–4	<ul style="list-style-type: none"><li>Limited variation of straightforward grammatical structures and vocabulary with much repetition; communication is restricted because of lack of range.</li><li>Limited use of terminology appropriate for critical response to the literary or cinematic work.</li><li>Limited sequences of accurate language, resulting in lapses in coherence; errors occur that often prevent meaning being conveyed.</li></ul>
5–8	<ul style="list-style-type: none"><li>Occasional variation of vocabulary and grammatical structures; mostly straightforward language with the occasional complex structure; often repetitive and stilted.</li><li>Occasional use of terminology appropriate for critical response to the literary or cinematic work.</li><li>Some accurate sequences of language, resulting in some coherent writing; errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed.</li></ul>
9–12	<ul style="list-style-type: none"><li>Some variation in vocabulary and grammatical structures; evidence of some recurrent complex structures, producing sections of articulate writing with occasionally stilted phrasing.</li><li>Some use of terminology appropriate for critical response to the literary or cinematic work.</li><li>Frequent sequences of accurate language resulting in generally coherent writing; errors occur that occasionally hinder clarity of communication.</li></ul>
13–16	<ul style="list-style-type: none"><li>Frequent variation of vocabulary and grammatical structures, including some examples of complex language, resulting in sequences of articulate writing.</li><li>Frequent use of terminology appropriate for critical response to the literary or cinematic work.</li><li>Accurate use of language throughout most of the essay, resulting in generally coherent writing; errors occur that rarely hinder clarity of communication.</li></ul>
17–20	<ul style="list-style-type: none"><li>Consistent variation of vocabulary and grammatical structures, including different types of complex language; expressing ideas in a variety of ways to produce articulate writing.</li><li>Consistent use of terminology appropriate for critical response to the literary or cinematic work.</li><li>Accurate use of language throughout, resulting in coherent writing; any errors do not hinder clarity of communication.</li></ul>

## Additional guidance

**Variation of vocabulary and grammatical structures:** the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. Examiners will judge which mark band to place students in and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become, (see definition of *articulate* below).

Examples of a variety of grammatical structures and vocabulary are: a selection of different verbs, tenses, adjectives, vocabulary (including to express literary and cinematic analysis – (see further detail below), complex language (see definition below) for a variety of purposes, including to present and justify points of view, develop arguments, draw conclusions based on understanding.

**Articulate:** articulate communication is fluent, effective and coherent as students control/manipulate the language to say what they want to say rather than what they can say, for a number of different purposes. If students are restricted to what they can say, they may not be able to express themselves for all purposes, for example to develop arguments.

**Terminology for literary and cinematic critical response:** vocabulary for critical response according to the work being studied, for example 'plot', 'character'; figures of speech such as 'metaphor', 'similes'; to describe theme and style such as, 'camera technique', 'hand-held camera', 'use of black and white', 'first person narrative'.

**Complex language:** considered to include the following.

- Conceptually challenging tenses such as the pluperfect, future perfect.
- Passive voice.
- Subjunctive mood.
- Use of relative pronouns.
- Using extended sentences to express abstract ideas/convey justified arguments that require a range of lexis and structures, for example conjunctions and pronouns.
- Using synonyms and a variety of expressions to say things in different ways.

**Straightforward language:** considered to be:

- simple sentences with limited linking of sentences and clauses
- high-frequency grammatical structures and vocabulary.

**Errors:** students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that ***prevent meaning being conveyed***:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB These are examples only and do not constitute a finite list.

## Paper 3: Speaking

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### Content

Students should be able to demonstrate:

- their ability to summarise information from the written source provided
- their ability to respond in speech to the written language in the two texts provided
- their knowledge and understanding of the cultural context, demonstrated by giving examples and information on two Themes
- their ability to express viewpoints, justify opinions and develop informed arguments relating to the cultural and social context
- their ability to interact and hold a natural discourse
- their skill in manipulating the language accurately.

These aspects are assessed via two distinct tasks covering two themes and conducted entirely in the target language. They are carried out in consecutive order in one session. The content for Task 1 will be based on one of the sub-themes from Theme 1 and the content for Task 2 will be taken from one of the sub-themes from Theme 2, listed in the section *Themes and sub-themes* in the specification.

### Assessment information

#### General information

- First assessment: April/May 2017.
- Timing for the speaking assessment:
  - Task 1: 7 to 9 minutes (recommended)
  - Task 2: 5 to 6 minutes (recommended)
  - Total assessment time: 27 to 30 minutes, (12 to 15 minutes of speaking plus 15 minutes' preparation time for both tasks).

Recommended timings have been given for each task to enable the student to complete each one in sufficient time to access the full range of assessment criteria for both tasks.

- The assessment is out of 72 marks.
- Students complete two tasks – Task 1 is worth 42 marks and Task 2 is worth 30 marks.
- Assessments will be conducted by teachers/examiners in centres in one session within a prescribed five-week assessment period. This will take place in April and May in any single year. Dates for the assessment period will be confirmed in our *UK Information Manual* at the start of each academic year. The assessment period will not always be continuous or be the same period each year, for example it will need to accommodate the Easter break, which changes each year.

#### Roles of the teacher/examiner and invigilator

- As well as supervising students during their 15 minutes' preparation time, the invigilator is responsible for giving students the two stimulus cards for the assessment, one for each task, based on the sequencing grid provided by Pearson (see example sequencing grid in *General instructions to the teacher/examiner* included in the *Pearson Edexcel Level 3 Advanced Subsidiary GCE in Spanish Sample Assessment Materials (SAMs)* document).
- The teacher/examiner is responsible for conducting the assessment. They are not responsible for providing the stimulus cards.

### Allocation of stimulus cards

- Stimulus cards are allocated immediately before the preparation time begins.
- The stimulus cards will be issued on a random basis in the order prescribed by Pearson in the sequencing grid provided. Neither the invigilator nor the teacher/examiner chooses the order of the cards. There are six stimulus cards for Theme 1 (two for each sub-theme) and six stimulus cards for Theme 2 (two for each sub-theme).
- For Task 1, one card will be allocated to the student using the sequence outlined by Pearson. Students do not have a choice for this task.
- For Task 2, the invigilator will inform the student of the two sub-themes, the student must choose one sub-theme to talk about, using the sequence outlined by Pearson. The choice of sub-themes is presented to the student in English using the wording for the sub-themes given on the sequencing grid, for example 'You may choose 'media' or 'festivals and traditions'. The student is then given a card based on their chosen sub-theme.

### Preparation time and notes

- Students have 15 minutes to prepare for **both** tasks. The preparation time **must** be supervised and must take place immediately before the assessment takes place. It must take place outside of the examination room with an invigilator.
- Students are permitted to make notes (up to a maximum of one side of A4) during the 15 minute preparation time. Students may refer to these notes during the assessment. The notes should be used for reference only and students should not read out whole, prepared sentences. Students are not permitted to write on the stimulus cards.

### Task 1 (responding to written language and discussion, based on Theme 1)

Students have approximately 7 to 9 minutes' for this task.

- Task 1 is based **only** on content from Theme 1.
- The stimulus card for this task contains two short texts relating to the sub-theme.
- The student is asked **four** compulsory questions by the teacher/examiner in the order they are written:
  - **Question 1** requires the student to summarise the first text
  - **Question 2** requires the student to answer a comprehension question on the first text
  - **Question 3** requires the student to respond to information in the second text or both texts
  - **Question 4** will stimulate wider discussion of the cultural and social context of the sub-theme beyond the focus of the texts on the stimulus card. The teacher/examiner must ask follow-up questions for the remainder of the task time. The teacher/examiner can use the bank of optional generic questions provided by Pearson as a guide to ensure that the nature of the questioning allows the student to demonstrate their knowledge and understanding of the cultural and social context and to give a critical response to issues discussed. These can be found in the *Pearson Edexcel Level 3 Advanced Subsidiary GCE in Spanish Sample Assessment Materials (SAMs)* document.
- Questions may be repeated, but rephrasing is not allowed.

## Task 2 (discussion on Theme 2)

For this task students have approximately 5 to 6 minutes' discussion time.

- Task 2 is based **only** on content from Theme 2.
- The stimulus card for this task contains a statement on the sub-theme that will act as a springboard for the discussion. The student can choose to support the statement or disagree with it during their discussion.
- There are two parts to the discussion:
  - o **Part 1** – the teacher/examiner asks the two compulsory questions on the card. The teacher/examiner then helps to develop the discussion by asking appropriate follow-up questions relating to the subject matter on the stimulus card
  - o **Part 2** – for the second half of the time allocated, the teacher/examiner broadens the discussion by moving on to any other aspect(s) of the same sub-theme. The teacher/examiner can use the bank of optional generic questions provided by Pearson as a guide to ensure that the nature of the questioning allows the student to demonstrate their knowledge and understanding of the cultural and social context and to give a critical response to issues. See guidance to interaction mark grid in the *Pearson Edexcel Level 3 Advanced Subsidiary GCE in Spanish Sample Assessment Materials (SAMs)* document).

In **both** tasks, students are expected to ask questions that elicit opinions as part of the natural discourse and to confirm that their own points of view have been understood (see guidance provided on *Elicit points of view/check for understanding* beneath the mark grids for *Interaction (AO1)* in the specification and the *Pearson Edexcel Level 3 Advanced Subsidiary GCE in Spanish Sample Assessment Materials (SAMs)* document). Students are also expected to take lead in the discussions. However the teacher/examiner's response should be brief and take up the minimum amount of assessment time.

The teacher/examiner will cover all parts of each task and ask appropriate questions to ensure that the student is able to access the maximum amount of marks available. The speaking assessment will last between 12 to 15 minutes in total and the teacher/examiner will ensure that timings are followed. The timing of the assessment begins with the student's first utterance in relation to Task 1. Once the maximum stipulated assessment time has passed, the teacher/examiner will bring the assessment to a natural end, allowing the student to complete their last sentence. They will turn off the recording device at that point. Centres should be aware that students will not receive any marks for any conversation that takes place beyond the maximum time allowed.

## Marking guidance for Paper 3: Speaking

This marking guidance is for the use of Pearson-appointed external examiners. The guidance has been included for teacher reference to aid understanding of how the assessment criteria will be applied.

For this paper, there are a number of levels-based mark schemes to be applied to each task.

### General guidance on using levels-based mark schemes

#### Step 1: Decide on a band

- The examiner will first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level, the examiner will look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme, then the examiner will use a 'best fit' approach for defining the level and use the variability of the response to help decide the mark within the level. For example, if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

#### Step 2: Decide on a mark

- Once the examiner has decided on a band they will need to decide on a mark within the band.
- They will decide on the mark to award based on the quality of the answer; they will award a mark towards the top or bottom of that band depending on how the student has evidenced each of the descriptor bullet points.
- The examiner will modify the mark based on how securely the trait descriptors are met at that band.
- They will need to go back through the answer as they apply the mark scheme to clarify points and assure themselves that the band and the mark are appropriate.

### Guidance on timing of the speaking assessment

The teacher/examiner will cover all parts of each task and ask appropriate questions to ensure that the student is able to access the maximum amount of marks available. The speaking assessment will last between 12 to 15 minutes in total and the teacher/examiner will ensure that timings are followed. The timing of the assessment begins with the student's first utterance in relation to Task 1. Once the maximum stipulated assessment time has passed, the teacher/examiner will bring the assessment to a natural end, allowing the student to complete their last sentence. They will turn off the recording device at that point. Centres should be aware that students will not receive any marks for any conversation that takes place beyond the maximum time allowed.

## Task 1 (responding to written language and discussion based on Theme 1)

Four mark grids are applied to this task:

- responding to written language in speech (AO2)
- knowledge and understanding of society and culture (AO4)
- accuracy and range of language (AO3)
- interaction (AO1).

### Responding to written language in speech (AO2)

This grid assesses the student's response to the first three questions **only**, it is not applied to the discussion that follows the questions. The first three questions assess the student's ability to understand and respond in speech to written language drawn from a variety of sources and to summarise information from written sources in speech. The written sources are the two texts on the stimulus card given to students at the start of the exam.

When deciding how to reward an answer, examiners will consult both this mark grid as well as the AS Speaking Task 1: indicative content grid for Questions 1–3. This can be found in the *Pearson Edexcel Level 3 Advanced Subsidiary GCE in Spanish Sample Assessment Materials (SAMs)* document. There is an indicative content grid associated with each question. Indicative content contains points that students are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points, as long as students provide alternative responses that fulfil the requirements of the question.

Marks	Description
0	No rewardable language.
1–3	<ul style="list-style-type: none"> <li>• Limited ability to summarise; over-reliance on indiscriminate repetition of source material.</li> <li>• Limited relevant response to questions on the texts; little evidence of understanding of texts.</li> </ul>
4–6	<ul style="list-style-type: none"> <li>• Summary makes reference to some main points/ideas but relies frequently on indiscriminate repetition of source material.</li> <li>• Partially relevant responses to questions on the texts; some misunderstanding of text or texts evident.</li> </ul>
7–9	<ul style="list-style-type: none"> <li>• Mostly clear summary of text, giving a generally clear outline of main points/ideas; occasional indiscriminate repetition of source material.</li> <li>• Mostly relevant responses to questions on the texts, showing a generally clear understanding of the texts.</li> </ul>
10–12	<ul style="list-style-type: none"> <li>• Clear summary of text, giving a clear outline of main points/ideas; avoids indiscriminate repetition of source material.</li> <li>• Relevant responses to questions on the texts, showing a clear understanding of the texts.</li> </ul>

## Task 1 (responding to written language and discussion based on Theme 1) (continued)

### The knowledge and understanding of society and culture (A04)

This mark grid assesses students' ability to communicate information about, and demonstrate appreciation of, different aspects of culture and society related to the countries/communities where the language is spoken. Students are also assessed on their ability to respond critically to different aspects of the culture and society by presenting and justifying points of view, developing arguments and drawing conclusions based on understanding.

When deciding how to reward an answer, examiners will consult this mark grid as well as the AS Speaking Task 1: indicative content grid for Question 4. This can be found in the *Pearson Edexcel Level 3 Advanced Subsidiary GCE in Spanish Sample Assessment Materials (SAMs)* document. There is an indicative content grid associated with each question. Indicative content contains points that students are likely to use to construct their answer, though they may provide alternative responses that fulfil the requirements of the question.

Marks	Description
0	No rewardable material.
1–3	<ul style="list-style-type: none"> <li>Occasionally relevant, straightforward ideas supported by information/examples/references that are sometimes stereotypical; often loses focus on the cultural and social context.</li> <li>Viewpoints expressed with limited justification; arguments and conclusions limited and may be contradictory; response relies on general description.</li> </ul>
4–6	<ul style="list-style-type: none"> <li>Relevant, straightforward ideas supported by information/examples/references; loses focus on the cultural and social context in places; occasional irrelevance.</li> <li>Viewpoints expressed with straightforward justification; occasional argument briefly developed, leading to straightforward conclusion.</li> </ul>
7–9	<ul style="list-style-type: none"> <li>Relevant ideas predominantly focused on the cultural and social context and supported by information/examples/references.</li> <li>Viewpoints and arguments on some aspects are developed and justified, leading to some convincing conclusions.</li> </ul>
10–12	<ul style="list-style-type: none"> <li>Relevant ideas, some of which are perceptive, consistently focused on the cultural and social context and supported by information/examples/references.</li> <li>Viewpoints and arguments consistently well developed and justified, leading to convincing conclusions.</li> </ul>

### Additional guidance

**Perceptive:** demonstrates an in-depth understanding by making connections between ideas and information; goes beyond the standard, predictable response; shows insight/originality.

**Ideas:** include thoughts, feelings, impressions and opinions.

**Straightforward ideas:** considered to be thoughts and opinions that give the standard, predictable response.

## Task 1 (responding to written language and discussion based on Theme 1) (continued)

### Accuracy and range of language (A03)

This mark grid assesses students' ability to use a range of grammatical structures and vocabulary in order to produce articulate communication with a range of expression. It also assesses students' ability to apply grammar and syntax accurately, and accuracy of pronunciation.

Marks	Description
0	No rewardable language.
1–3	<ul style="list-style-type: none"> <li>Occasional variation of straightforward grammatical structures and vocabulary, with some repetition of expression; communication is sometimes constrained.</li> <li>Accurate sequences of straightforward language, less accurate when using complex language; errors occur that often hinder clarity of communication and sometimes prevent meaning being conveyed.</li> <li>Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.</li> </ul>
4–6	<ul style="list-style-type: none"> <li>Some variation of grammatical structures and vocabulary, resulting in some variation of expression; mostly straightforward language with intermittent, repetitive examples of complex and idiomatic language; communication is occasionally constrained.</li> <li>Frequent sequences of accurate language, though errors sometimes occur that hinder clarity of communication and may occasionally prevent meaning being conveyed.</li> <li>Pronunciation and intonation are intelligible, though sometimes inaccurate.</li> </ul>
7–9	<ul style="list-style-type: none"> <li>Frequent variation of grammatical structures and vocabulary, with examples of complex structures and idiomatic language, frequent variation of expression; sequences of articulate communication.</li> <li>Language is mostly accurate, resulting in mostly coherent speech; infrequent errors occur that may hinder communication.</li> <li>Pronunciation and intonation are intelligible and mostly accurate.</li> </ul>
10–12	<ul style="list-style-type: none"> <li>Consistent variation of grammatical structures and vocabulary, including complex structures and idiomatic language, expressing ideas in a variety of ways; articulate communication.</li> <li>Language consistently accurate, resulting in coherent speech; any errors do not hinder clarity.</li> <li>Pronunciation and intonation are accurate, intelligible and authentic sounding.</li> </ul>

### Additional guidance

**Complex language:** considered to include the following.

- Conceptually challenging tenses such as the pluperfect, future perfect.
- Passive voice.
- Subjunctive mood.
- Use of relative pronouns.
- Using extended sentences to express abstract ideas/convey justified arguments that require a range of lexis and structures, for example conjunctions and pronouns.
- Using synonyms and a variety of expressions to say things in different ways.

**Variation in use of grammatical structures and vocabulary:** the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. Examiners should judge which mark band to place students in and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become, (see definition of *articulate* below).

Examples of a variety of grammatical structures and vocabulary are: a selection of different verbs, tenses, adjectives, vocabulary and complex language (see above for definition of complex language) for a variety of purposes such as to present and justify points of view, develop arguments, draw conclusions based on understanding and evaluating issues.

**Articulate:** articulate communication is fluent, effective and coherent as students control/manipulate the language to express with some ease what they want to say for a number of different purposes. If students are restricted by their language skills they may not be able to express themselves for all purposes, for example to develop arguments.

**Errors:** students are not expected to produce perfect, error-free speech in order to access the top band. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity:**

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood) or errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed:**

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person or the verb
- mother-tongue interference.

NB These are provided as examples only and do not constitute a finite list.

## Task 1 (responding to written language and discussion based Theme 1) (continued)

### Interaction (AO1)

This mark grid assesses students' ability to interact with the examiner by giving relevant responses based on what they have heard, by initiating communication and eliciting points of view.

Marks	Description
0	No rewardable material.
1–2	<ul style="list-style-type: none"> <li>• Responds to questions and statements with inconsistent spontaneity, needs regular prompting; may rely on rehearsed language not relevant to the question; sustains some of the conversation using communication strategies if necessary but often relies on the examiner's lead.</li> <li>• Occasionally initiates communication by developing the conversation, often relies on the examiner's lead; may elicit points of view/check for understanding, though this may appear contrived.</li> </ul>
3–4	<ul style="list-style-type: none"> <li>• Interacts spontaneously by responding readily to most questions and statements, with occasional prompting; sustains most of the conversation using communication strategies if necessary; some hesitation.</li> <li>• Frequently initiates communication by developing the conversation, occasional intervention by examiner needed; elicits points of view/checks for understanding although occasionally at an inappropriate moment.</li> </ul>
5–6	<ul style="list-style-type: none"> <li>• Interacts spontaneously by responding readily to questions and statements; able to sustain conversation, using communication strategies if necessary; minimal hesitation.</li> <li>• Consistently initiates communication, developing the conversation without reliance on examiner intervention; elicits points of view/checks for understanding appropriately at different points in the conversation.</li> </ul>

### Additional guidance

**Interacts spontaneously:** responds to questions and statements that arise as a natural part of the conversation; gives a relevant, impromptu response based on what they have heard.

**Communication strategies:** strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

**Elicit points of view/check for understanding:** as part of the language of genuine discourse, students are required to engage the examiner in the conversation by asking for their points of view and checking that their own point of view has been understood. They are expected to do this throughout the oral assessment at appropriate points during the conversation.

This constitutes questions such as:

- '¿Comprendes/sabes lo que digo?'
- '¿no te parece?'
- '¿estás de acuerdo?'
- '¿entiendes mi punto de vista?'

The timing of the assessment means that the teacher/examiner should contribute only brief opinions in response to these types of questions, in order to give students the maximum length of assessment time.

## Task 2 (discussion on Theme 2)

Three mark grids are applied to this task:

- knowledge and understanding of society and culture (AO4)
- accuracy and range of language (AO3)
- interaction (AO1).

### Knowledge and understanding of society and culture (AO4)

This mark grid assesses students' ability to communicate information about and demonstrate appreciation of different aspects of culture and society related to the countries/communities where the language is spoken. Students are also assessed on their ability to respond critically to different aspects of the culture and society by presenting and justifying points of view, developing arguments and drawing conclusions based on understanding.

When deciding how to reward an answer, examiners should consult both this mark grid as well as the AS Speaking Task 2: indicative content which is associated with each question. This can be found in the *Pearson Edexcel Level 3 Advanced Subsidiary GCE in Spanish Sample Assessment Materials (SAMs)* document. Indicative content contains points that students are likely to use to construct their answer, though they may provide alternative responses that fulfil the requirements of the question.

Marks	Description
0	No rewardable material.
1–3	<ul style="list-style-type: none"><li>• Occasionally relevant, straightforward ideas supported by information/examples/references that are sometimes stereotypical; often loses focus on the cultural and social context.</li><li>• Viewpoints expressed with limited justification; arguments and conclusions limited and may be contradictory; response relies on general description.</li></ul>
4–6	<ul style="list-style-type: none"><li>• Relevant, straightforward ideas supported by information/examples/references; loses focus on the cultural and social context in places; occasional irrelevance.</li><li>• Viewpoints expressed with straightforward justification; occasional argument briefly developed, leading to straightforward conclusion.</li></ul>
7–9	<ul style="list-style-type: none"><li>• Relevant ideas predominantly focused on the cultural and social context and supported by information/examples/references.</li><li>• Viewpoints and arguments on some aspects are developed and justified, leading to some convincing conclusions.</li></ul>
10–12	<ul style="list-style-type: none"><li>• Relevant ideas some of which are perceptive, consistently focused on the cultural and social context and supported by information/examples/references.</li><li>• Viewpoints and arguments consistently well developed and justified, leading to convincing conclusions.</li></ul>

### Additional guidance

**Perceptive:** demonstrates an in-depth understanding by making connections between ideas and information; goes beyond the standard, predictable response; shows insight/originality.

**Ideas:** include thoughts, feelings, impressions and opinions.

**Straightforward ideas:** considered to be thoughts and opinions that give the standard, predictable response.

## Task 2 (discussion on Theme 2) (continued)

### Accuracy and range of language (A03)

This mark grid assesses students' ability to use a range of grammatical structures and vocabulary in order to produce articulate communication with a range of expression. It also assesses students' ability to apply grammar and syntax accurately and accuracy of pronunciation.

Marks	Description
0	No rewardable language.
1–3	<ul style="list-style-type: none"> <li>Occasional variation of straightforward grammatical structures and vocabulary with some repetition of expression; communication is sometimes constrained.</li> <li>Accurate sequences of straightforward language, less accurate when using complex language; errors occur that often hinder clarity of communication and sometimes prevent meaning being conveyed.</li> <li>Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.</li> </ul>
4–6	<ul style="list-style-type: none"> <li>Some variation of grammatical structures and vocabulary, resulting in some variation of expression; mostly straightforward language with intermittent, repetitive examples of complex and idiomatic language; communication is occasionally constrained.</li> <li>Frequent sequences of accurate language though errors sometimes occur that hinder clarity of communication and may occasionally prevent meaning being conveyed.</li> <li>Pronunciation and intonation are intelligible, though sometimes inaccurate.</li> </ul>
7–9	<ul style="list-style-type: none"> <li>Frequent variation of grammatical structures and vocabulary, with examples of complex structures and idiomatic language; frequent variation of expression; sequences of articulate communication.</li> <li>Language is mostly accurate, resulting in mostly coherent speech; infrequent errors occur that may hinder communication.</li> <li>Pronunciation and intonation are intelligible and mostly accurate.</li> </ul>
10–12	<ul style="list-style-type: none"> <li>Consistent variation of grammatical structures and vocabulary, including complex structures and idiomatic language, expressing ideas in a variety of ways; articulate communication.</li> <li>Language consistently accurate, resulting in coherent speech; any errors do not hinder clarity.</li> <li>Pronunciation and intonation are accurate, intelligible and authentic-sounding.</li> </ul>

### Additional guidance

**Complex language:** considered to include the following.

- Conceptually challenging tenses such as the pluperfect, future perfect.
- Passive voice.
- Subjunctive mood.
- Use of relative pronouns.
- Using extended sentences to express abstract ideas/convey justified arguments that require a range of lexis and structures, for example conjunctions and pronouns.
- Using synonyms and a variety of expressions to say things in different ways.

**Variation in use of grammatical structures and vocabulary:** the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. Examiners should judge which mark band to place students in and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become, (see definition of *articulate* below).

Examples of a variety of grammatical structures and vocabulary are: a selection of different verbs, tenses, adjectives, vocabulary and complex language (see above for definition of complex language) for a variety of purposes such as to present and justify points of view, develop arguments, draw conclusions based on understanding and evaluating issues.

**Articulate:** articulate communication is fluent, effective and coherent as students control/manipulate the language to express with some ease what they want to say for a number of different purposes. If students are restricted by their language skills they may not be able to express themselves for all purposes, for example to develop arguments.

**Errors:** students are not expected to produce perfect, error-free speech in order to access the top band. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity:**

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood) or errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed:**

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person or the verb
- mother-tongue interference.

NB These are provided as examples only and do not constitute a finite list.

## Task 2 (discussion on Theme 2) (continued)

### Interaction (AO1)

This mark grid assesses students' ability to interact with the examiner by giving relevant responses based on what they have heard, by initiating communication and eliciting points of view.

Marks	Description
0	No rewardable material.
1–2	<ul style="list-style-type: none"> <li>Responds to questions and statements with inconsistent spontaneity, needs regular prompting; may rely on rehearsed language not relevant to the question; sustains some of the conversation using communication strategies if necessary but often relies on the examiner's lead.</li> <li>Occasionally initiates communication by developing the conversation, often relies on the examiner's lead; may elicit points of view/check for understanding, though this may appear contrived.</li> </ul>
3–4	<ul style="list-style-type: none"> <li>Interacts spontaneously by responding readily to most questions and statements, with occasional prompting; sustains most of the conversation using communication strategies if necessary, some hesitation.</li> <li>Frequently initiates communication by developing the conversation, occasional intervention by examiner needed; elicits points of view/checks for understanding although occasionally at an inappropriate moment.</li> </ul>
5–6	<ul style="list-style-type: none"> <li>Interacts spontaneously by responding readily to questions and statements able to sustain conversation, using communication strategies if necessary; minimal hesitation.</li> <li>Consistently initiates communication, developing the conversation without reliance on examiner intervention; elicits points of view/checks for understanding appropriately at different points in the conversation.</li> </ul>

### Additional guidance

**Interacts spontaneously:** responds to questions and statements that arise as a natural part of the conversation; gives a relevant, impromptu response based on what they have heard.

**Communication strategies:** strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

**Elicit points of view/check for understanding:** as part of the language of genuine discourse, students are required to engage the examiner in the conversation by asking for their points of view and checking that their own point of view has been understood. They are expected to do this throughout the oral assessment at appropriate points during the conversation. This constitutes questions such as:

- '¿Comprendes/sabes lo que digo?'
- '¿no te parece?'
- '¿estás de acuerdo?'
- '¿entiendes mi punto de vista?'

The timing of the assessment means that the teacher/examiner should contribute only brief opinions in response to these types of questions, in order to give students the maximum length of assessment time.

## Administration and general information about the conduct of the speaking assessment

- A pack of assessment materials will be sent to centres in advance of the prescribed five-week assessment period, which is during April and May. This must be kept in secure conditions by the Examinations Officer until it is given to the teacher/examiner responsible for the conduct of the speaking assessment. Students must not gain access to these materials before the assessment commences. The teacher/examiner may open the pack three working days before the day scheduled for the start of the speaking assessment in order to be familiar with the material and to prepare questions in advance. The assessment materials in this pack must not be removed from the centre premises.
- The teacher/examiner responsible for the conduct of the oral examinations is required to preserve the confidentiality of the examining materials: these materials must be handed back to the Examinations Officer on completion of the tests and must be kept secure.
- Complete, unedited recordings of all assessments must be submitted to Pearson examiners for external marking on USB or CD-ROM.
- All assessments will be marked against assessment criteria that can be found in the *Pearson Edexcel Level 3 Advanced Subsidiary GCE in Spanish Sample Assessment Materials (SAMs)* document.
- Centres must have procedures in place to verify the identity of all students at the time of the assessment. They need to confirm this in the *Candidate speaking authentication sheet (CS3)* in *Appendix 1*. Centres are required to submit to Pearson one completed CS3 form for all students.
- A teacher who teaches the subject being examined, or a senior member of teaching staff who has had overall responsibility for the students' preparation for the examination **cannot** act as an invigilator during the examination (JCQ document *Instructions for conducting examinations, 2015-2016*, paragraph 6.3, page 18).
- Students must return their notes and stimulus card to the teacher/examiner at the end of the assessment.
- Any notes made during the preparation time must be kept securely by the centre until the end of October.
- Students cannot have access to a dictionary, or any other resource, during the preparation time.
- The teacher/examiner must test that both the machine used for recording the speaking assessment and the backup machine are working before the assessment begins. Both machines should be used in order to mitigate against any problems with the recordings, and recordings should be checked after the assessment to ensure they have worked.

### Visiting examiners

It is usual for teachers to conduct the speaking assessment with their students during a timetabled assessment window in April/May, although Pearson offers a visiting examiner facility. Timetable and fee information will be available on our website.

### Sample assessment materials

Sample candidate and teacher/examiner cards for the tasks and marking criteria (including guidance of how these criteria are applied) can be found in the *Pearson Edexcel Level 3 Advanced Subsidiary GCE in Spanish Sample Assessment Materials (SAMs)* document.

Marking guidance has been written to accompany the SAMs and is included with the SAMs booklet. Please note that this guidance is for the use of the Pearson-appointed external examiner. They are printed for reference so as to aid understanding of how the criteria is applied.

## Assessment Objectives

Students must:		% in GCE AS
<b>AO1</b>	Understand and respond: <ul style="list-style-type: none"> <li>• in speech to spoken language, including face-to-face interaction</li> <li>• in writing to spoken language drawn from a variety of sources</li> </ul>	20
<b>AO2</b>	Understand and respond: <ul style="list-style-type: none"> <li>• in speech to written language drawn from a variety of sources</li> <li>• in writing to written language drawn from a variety of sources</li> </ul>	30
<b>AO3</b>	Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure	30
<b>AO4</b>	Show knowledge and understanding of, and respond critically to, different aspects of the culture and society of countries/communities where the language is spoken	20
<b>Total</b>		<b>100%</b>

## Breakdown of Assessment Objectives

Paper	Assessment Objectives				Total for all Assessment Objectives
	AO1 %	AO2 %	AO3 %	AO4 %	
Paper 1: Listening, reading and translation	15	25	—	—	40%
Paper 2: Written response to works and translation	—	—	20	10	30%
Paper 3: Speaking	5	5	10	10	30%
<b>Total for GCE AS Level</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>20</b>	<b>100%</b>

## 3 Administration and general information

### Entries

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Details of how to enter students for the examinations for this qualification can be found in our *UK Information Manual*. A copy is made available to all examinations officers and is available on our website.

### Forbidden combinations and discount code

Centres should be aware that students who enter for more than one GCE qualification with the same discount code will have only one of the grades they achieve counted for the purpose of the School and College Performance Tables – normally the better grade (please see *Appendix 7: Codes*).

Students should be advised that, if they take two qualifications with the same discount code, colleges, universities and employers are very likely to take the view that they have achieved only one of the two GCEs. The same view may be taken if students take two GCE qualifications that have different discount codes but which have significant overlap of content. Students or their advisers who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

### Access arrangements, reasonable adjustments, special consideration and malpractice

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Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

### Language of assessment

Assessment of this qualification will be in Spanish. All student work must be in Spanish, except for the following areas in Paper 1:

- final question in Section A, in which students respond to questions summarising information heard
- the translation question in Section C, which requires a response in English.

## Access arrangements

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability, without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.

## Reasonable adjustments

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a person with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular person may be unique to that individual and, therefore, might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, which will include:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, timeframes or affects the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

## Special consideration

Special consideration is a post-examination adjustment to a student's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate their level of attainment in an assessment.

## Further information

Please see our website for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration, please refer to the JCQ website: [www.jcq.org.uk](http://www.jcq.org.uk)

## Malpractice

### Candidate malpractice

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in examinations **must** be reported to Pearson using a *JCQ Form M1* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)). The form can be emailed to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

### Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ Form M2a* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)). The form, supporting documentation and as much information as possible can be emailed to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More-detailed guidance on malpractice can be found in the latest version of the document *JCQ General and Vocational qualifications: Suspected Malpractice in Examinations and Assessments*, available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)

## Awarding and reporting

This qualification will be graded, awarded and certificated to comply with the requirements of Ofqual's General Conditions of Recognition.

The raw marks for Paper 1 and 2 in this qualification will be scaled by Pearson to represent the relative weighting of 40% for Paper 1 and 30% for Paper 2.

Paper	Weighting	Raw marks	Scaling factor	Scaling mark
1	40%	64	1.500	96
2	30%	60	1.200	72
3	30%	72	1.000	72

This AS Level qualification will be graded and certificated on a five-grade scale from A to E, using the total subject mark. Individual papers are not graded.

Students whose level of achievement is below the minimum judged by Pearson to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

The first certification opportunity for this qualification will be 2017.

## Student recruitment and progression

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Pearson follows the JCQ policy concerning recruitment to our qualifications in that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

### Prior learning and other requirements

There are no prior learning or other requirements for this qualification.

Students who would benefit most from studying this qualification are likely to have a Level 2 qualification such as a GCSE in Spanish.

### Progression

This qualification offers a suitable progression route from Key Stages 3 and 4 and GCSE, focusing on the development of all four language skills, listening, speaking, reading and writing. Grammar and the mastering of linguistic features are key elements of this qualification as is the inclusion of authentic written and spoken sources, responding through writing to literature and film.

Students are expected to be able to develop knowledge and understanding of the social issues and trends and political and artistic culture of the target language country and communities. They should be able to express and justify their own opinions, develop arguments, and persuade, in speech and writing, building on the fluency and spontaneity developed at Key Stages 3 and 4.

The skill of translation will be developed from those skills practised at Key Stages 3 and 4. The range of topics promotes a clear progression in grammar, vocabulary, and cultural knowledge and understanding from Key Stages 3 and 4, and will increase linguistic and cognitive demand. The grammar list illustrates the level required for this qualification.

This qualification offers a suitable progression route to A level Spanish and to further study at university level. In addition, the study of one language at GCE can facilitate and help promote the learning of other languages. The qualification may also add to an individual's employability profile, particularly for UK organisations trading overseas as well as with international companies based in the UK and globally. Students can progress to a wide range of careers in areas such as journalism and media, education, science, medicine, the civil service, sales, marketing, retail, and charities.

Students will be able to apply their knowledge, skills and understanding to authentic, real-life contexts. They will develop transferable skills that support study of other GCE subjects, higher education study, and the transition to employment, together with an understanding and appreciation of Spanish-speaking countries and their cultures.



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## Appendix 1: Candidate speaking authentication sheet (CS3)

<b>Pearson Edexcel Level 3 Advanced Subsidiary GCE in Spanish</b>	<b>8SP0/03</b>
Centre name:	Centre number:

Candidate name	Candidate number	Declaration and permissions signature*	Date
Teacher name	Declaration and permissions signature **		Date

### Candidate declaration

*\*I certify that the work submitted for this assessment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice. I agree to my work being used to support Professional Development, Online Support and Training of both teacher/examiners.*

### Teacher declaration

*\*\*I declare that the above examinations have been carried out in line with Pearson and JCQ documentation for the conduct of the examinations and agree to this work being used to support teachers and examiners.*

### Please photocopy and continue on a separate sheet as necessary

A version of this form in Word format is available on our website.

If you need any advice on completing the CS3 form, please email:  
languagesassessment@pearson.com

## Appendix 2: Prescribed literary texts and films

For Paper 2, students are required to study one work from the list below. This can be either one literary text **or** one film.

### Literary texts

- *Bodas de sangre*, Federico García Lorca, 1932 (play)
- *Como agua para chocolate*, Laura Esquivel, 1989 (novel)
- *El coronel no tiene quien le escriba*, Gabriel García Márquez, 1961 (novella)
- *La casa de Bernarda Alba*, Federico García Lorca, 1936 (play)
- *Nada*, Carmen Laforet, 1943 (novel)
- *Primera memoria*, Ana María Matute 1959 (novel)
- *Réquiem por un campesino español*, Ramón J. Sender, 1953 (novella)

### Films

- *Diarios de motocicleta*, dir. Walter Salles (2004)
- *El laberinto del fauno*, dir. Guillermo del Toro (2006)
- *La lengua de las mariposas*, dir. José Luis Cuerda (1999)
- *La misma luna*, dir. Patricia Riggen (2007)
- *Mar adentro*, dir. Alejandro Amenábar (2004)
- *También la lluvia*, dir. Icíar Bollaín (2010)
- *Volver*, dir. Pedro Almodóvar (2006)

## Appendix 3: Grammar list

Students at AS are expected to have studied the grammatical system and structures of the language during their course. Knowledge of the grammar and structures specified for GCSE is assumed.

In the examination, students will be required to use, actively and accurately, grammar and structures appropriate to the tasks set, drawn from the following lists. The mention of an item in these lists implies knowledge of both its forms and its functions at an appropriate level of accuracy and complexity.

The examples in italics in parentheses are indicative, that is they serve to illustrate the part of speech or structure that the students must know and hence do not represent an exhaustive specification of the required grammatical knowledge. For items marked (R), receptive knowledge only is required.

### Nouns

- Gender
- Singular and plural forms
- Plural of male/female pairs (e.g. *los Reyes*)
- Affective suffixes (R)

### Articles

- Definite and indefinite
- El with feminine nouns beginning with stressed a (*el agua*)
- Lo + adjective

### Adjectives

- Agreement
- Position
- Apocopation (e.g. *gran, buen, mal, primer*)
- Comparative and superlative (e.g. *más fuerte; mejor, peor, mayor, menor*)
- Use of adjectives as nouns (e.g. *una triste, la roja, las norteamericanas*)
- Demonstrative (e.g. *este, ese, aquel*)
- Indefinite (e.g. *alguno, cualquiera, otro*)
- Possessive (weak and strong forms) (e.g. *mi/mío*)
- Interrogative and exclamatory (e.g. *¿cuánto?/¡cuánto!, etc., including use of ¿qué?/¡qué!*)
- Relative (*cuyo*) (R)

### Numerals

- Cardinal (e.g. *uno, dos*)
- Ordinal 1-10 (e.g. *primero, segundo*)
- Agreement (e.g. *cuatrocientas chicas*)
- Expression of time and date

### Adverbs

- Formation of adverbs in -mente
- Comparative and superlative (e.g. *más despacio*)
- Use of adjectives as adverbs (e.g. *rápido, claro*)
- Adjectives as equivalents of English adverbs (e.g. *Salió contenta*)

- Interrogative (e.g. *¿cómo?, ¿cuándo?, ¿dónde?*)

### **Quantifiers/intensifiers**

- (e.g. *muy, bastante, poco, mucho*)

### **Pronouns**

- Subject
- Object: direct and indirect; use of *se* for *le(s)*; 'redundant' use of indirect object (e.g. *Dale un beso a tu papá*)
- Reflexive
- Unstressed/stressed forms (e.g. *me/mí*)
- Position and order
- Relative (*que, quien, el que, el cual*)
- Demonstrative (*este, ese, aquel; esto, eso, aquello*)
- Indefinite (e.g. *algo, alguien*)
- Possessive (e.g. *el mío, la mía*). Expression of possession by the use of the indirect object pronoun (*Le rompió el brazo*) must also be included.
- Interrogative

### **Verbs**

- Regular conjugations of -ar, -er and -ir verbs, including radical-changing (e.g. *recordar/recuerdo, pedir/pido*) and orthographic-changing (e.g. *abrazar/abracé*) verbs, in all tenses and moods, finite and non-finite forms
- Regular and Irregular verbs, in all tenses and moods, finite and non-finite forms
- Agreement of verb and subject
- Use of *hay que* in all tenses
- Use of tenses
  - Present
  - Preterite
  - Imperfect
  - Future
  - Conditional
  - Perfect
  - Future perfect
  - Conditional perfect
  - Pluperfect
- Use of the infinitive, the gerund and the past participle
- Verbal paraphrases and their uses. These include but are not limited to the following:
  - *ir a* + gerund
  - *estar* + gerund
  - *acabar de* + infinitive
  - *estar para* + infinitive
  - *llevar* + gerund
  - *ir* + gerund (R)
  - *venir* + gerund (R)

- Use of the subjunctive
  - o Commands
  - o Conditional sentences
  - o After conjunctions of time
  - o After *para que, sin que*
  - o In relative clauses (R)
  - o After other subordinating conjunctions (R)
  - o With verbs and verbal expressions of wishing, commanding, influencing, emotional reaction, doubt, denial, possibility, probability (R)
- Voice
  - o Use of the reflexive as a passive (e.g. *El puente se construyó para unir a las comunidades*)
  - o Use of the reflexive to express an impersonal subject (e.g. *¿Cómo se llega a la estación?*)
  - o Use of *ser* + past participle
  - o Use of *estar* + past participle
- 'Nuance' reflexive verbs (e.g. *caerse, pararse*)
- Modes of address (*tú, usted; vos* (R))
- Constructions with verbs
  - o Verbs followed directly by an infinitive (e.g. *querer, poder*)
  - o Verbs followed by a preposition plus an infinitive or noun phrase (e.g. *insister en, negarse a*)
  - o Verbs followed by a gerund (e.g. *seguir*)
  - o Verbs of perception (e.g. *Vi asfaltar la calle*)
- Uses of *ser* and *estar*

### **Prepositions**

- All prepositions, both simple (e.g. *bajo*) and complex (e.g. *encima de*)
- 'Personal' *a*
- Discrimination of *por* and *para*

### **Conjunctions**

- Coordinating conjunctions (e.g. *y, o, pero*)
- Subordinating conjunctions. These include but are not limited to the following:
  - o Cause (*porque*)
  - o Purpose (*para que*)
  - o Proviso (*con tal que*)
  - o Supposition (*a no ser que*)
  - o Time (*cuando*)
  - o Concession (*aunque*)
- Use of *que* to introduce a clause (e.g. *¡Cuidado, que se va a quemar la tortilla!*) (R)

### **Negation**

### **Questions**

### **Commands**

**Word order**

- Subject following verb (*Ha llegado el profesor; Me gustan las patatas*)
- Focalisation (*Tú ¿qué opinas?; A Cristiano lo odian*) (R)

**Other constructions**

- Time expressions with *hace/hacía and desde hace/hacía*
- Cleft sentences (*Fue en Madrid donde nos conocimos*)
- Comparative constructions. These include but are not limited to the following:
  - o *tan... como...*, etc.
  - o *más... que...*, etc.
  - o *Tiene más dinero de lo que creía* (R)
- Indirect speech

**Discourse markers**

- (e.g. *Es que..., Por ejemplo, Ahora bien...*)

**Fillers**

- (e.g. *pues, bueno*)

## Appendix 4: The context for the development of this qualification

All our qualifications are designed to meet our World Class Qualification Principles<sup>[1]</sup> and our ambition to put the student at the heart of everything we do.

We have developed and designed this qualification by:

- reviewing other curricula and qualifications to ensure that it is comparable with those taken in high-performing jurisdictions overseas
- consulting with key stakeholders on content and assessment, including higher-education academics and teachers to ensure this qualification is suitable for a UK context
- reviewing the legacy qualification and building on its positive attributes.

This qualification has also been developed to meet criteria stipulated by Ofqual in their documents *GCE Qualification Level Conditions and Requirements* published in April 2015 and *GCSE/GCE Subject Level Conditions and Requirements for Modern Languages (French, German, Spanish)*, published in July 2015.

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<sup>[1]</sup> Pearson's World Class Qualification Principles ensure that our qualifications are:

- **demanding**, through internationally benchmarked standards, encouraging deep learning and measuring higher-order skills
- **rigorous**, through setting and maintaining standards over time, developing reliable and valid assessment tasks and processes, and generating confidence in end users of the knowledge, skills and competencies of certified students
- **inclusive**, through conceptualising learning as continuous, recognising that students develop at different rates and have different learning needs, and focusing on progression
- **empowering**, through promoting the development of transferable skills, see *Appendix 5: Transferable skills*.

## From Pearson's Expert Panel for World Class Qualifications

“The reform of the qualifications system in England is a profoundly important change to the education system. Teachers need to know that the new qualifications will assist them in helping their learners make progress in their lives.

When these changes were first proposed we were approached by Pearson to join an 'Expert Panel' that would advise them on the development of the new qualifications.

We were chosen, either because of our expertise in the UK education system, or because of our experience in reforming qualifications in other systems around the world as diverse as Singapore, Hong Kong, Australia and a number of countries across Europe.

We have guided Pearson through what we judge to be a rigorous qualification development process that has included:

- Extensive international comparability of subject content against the highest-performing jurisdictions in the world
- Benchmarking assessments against UK and overseas providers to ensure that they are at the right level of demand
- Establishing External Subject Advisory Groups, drawing on independent subject-specific expertise to challenge and validate our qualifications
- Subjecting the final qualifications to scrutiny against the DfE content and Ofqual accreditation criteria in advance of submission.

Importantly, we have worked to ensure that the content and learning is future oriented. The design has been guided by what is called an 'Efficacy Framework', meaning learner outcomes have been at the heart of this development throughout.

We understand that ultimately it is excellent teaching that is the key factor to a learner's success in education. As a result of our work as a panel we are confident that we have supported the development of qualifications that are outstanding for their coherence, thoroughness and attention to detail and can be regarded as representing world-class best practice. ”

### **Sir Michael Barber (Chair)**

Chief Education Advisor, Pearson plc

### **Professor Lee Sing Kong**

Director, National Institute of Education, Singapore

### **Bahram Bekhradnia**

President, Higher Education Policy Institute

### **Professor Jonathan Osborne**

Stanford University

### **Dame Sally Coates**

Principal, Burlington Danes Academy

### **Professor Dr Ursula Renold**

Federal Institute of Technology, Switzerland

### **Professor Robin Coningham**

Pro-Vice Chancellor, University of Durham

### **Professor Bob Schwartz**

Harvard Graduate School of Education

### **Dr Peter Hill**

Former Chief Executive ACARA

# Appendix 5: Transferable skills

## The need for transferable skills

In recent years, higher education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.'<sup>[1]</sup>

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council's (NRC) framework as the most evidence-based and robust skills framework. We adapted the framework slightly to include the Program for International Student Assessment (PISA) ICT Literacy and Collaborative Problem Solving (CPS) Skills.

The adapted National Research Council's framework of skills involves the following.<sup>[2]</sup>

## Cognitive skills

- **Non-routine problem solving** – expert thinking, metacognition, creativity.
- **Systems thinking** – decision making and reasoning.
- **Critical thinking** – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.
- **ICT literacy** – access, manage, integrate, evaluate, construct and communicate.<sup>[3]</sup>

## Interpersonal skills

- **Communication** – active listening, oral communication, written communication, assertive communication and non-verbal communication.
- **Relationship-building skills** – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.
- **Collaborative problem solving** – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.

## Intrapersonal skills

- **Adaptability** – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.
- **Self-management and self-development** – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.

Transferable skills enable young people to face the demands of further and higher education, as well as the demands of the workplace, and are important in the teaching and learning of this qualification. We will provide teaching and learning materials, developed with stakeholders, to support our qualifications.

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<sup>[1]</sup> OECD – *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)

<sup>[2]</sup> Koenig J A, National Research Council – *Assessing 21st Century Skills: Summary of a Workshop* (National Academies Press, 2011)

<sup>[3]</sup> PISA – *The PISA Framework for Assessment of ICT Literacy* (2011)

# Appendix 6: Level 3 Extended Project qualification

## What is the Extended Project?

The Extended Project is a stand-alone qualification that can be taken alongside GCEs. It supports the development of independent learning skills and helps to prepare students for their next step – whether that be university study or employment. The qualification:

- is recognised by universities for the skills it develops
- is worth half of an Advanced GCE qualification at grades A\*–E
- carries UCAS points for university entry.

The Extended Project encourages students to develop skills in the following areas: research, critical thinking, extended writing and project management. Students identify and agree a topic area of their choice for in-depth study (which may or may not be related to a GCE subject they are already studying), guided by their teacher.

Students can choose from one of four approaches to produce:

- a dissertation (for example an investigation based on predominantly secondary research)
- an investigation/field study (for example a practical experiment)
- a performance (for example in music, drama or sport)
- an artefact (for example creating a sculpture in response to a client brief or solving an engineering problem).

The qualification is coursework based and students are assessed, in English, on the skills of managing, planning and evaluating their project. Students will research their topic, develop skills to review and evaluate the information, and then present the final outcome of their project.

The Extended Project has 120 guided learning hours (GLH) consisting of a 40-GLH taught element that includes teaching the technical skills (for example research skills) and an 80-GLH guided element that includes mentoring students through the project work. The qualification is 100% internally assessed and externally moderated.

## How to link the Extended Project with languages

The Extended Project creates the opportunity to develop transferable skills for progression to higher education and to the workplace, through the exploration of either an area of personal interest or a topic of interest from within the language qualification content. The project must be written in English.

Through the Extended Project, students will develop skills that support their study of Spanish, including:

- conducting, organising and using research
- independent reading in the subject area
- planning, project management and time management
- defining a hypothesis to be tested in investigations or developing a design brief
- collecting, handling and interpreting data and evidence
- evaluating arguments and processes, including arguments in favour of alternative interpretations of data and evaluation of experimental methodology
- critical thinking.

In the context of the Extended Project, critical thinking refers to the ability to identify and develop arguments for a point of view or hypothesis and to consider and respond to alternative arguments. This supports the development of evaluative skills, through evaluating different arguments, and using qualitative and quantitative evidence to support informed judgements and propose evidence-based solutions to issues.

## Types of Extended Project related to languages

Students may produce a dissertation on any topic that can be researched and argued, for example a controversial issue such as 'equality', 'unemployment', 'the impact of Immigration' or the 'Role of Europe'.

A dissertation might involve an investigation such as:

- the impact of tourism on the Spanish economy
- an investigation into the success of the wine industry in Spain.

The dissertation uses secondary research sources to provide a reasoned defence or a point of view, with consideration of counter-arguments.

An alternative might be an investigative project or field study involving the collection of data from primary research, for example:

- a study of the impact of emigration on a local community in South America
- a statistical survey of changing social attitudes towards the role of the Church in Spain.

A field study might consider an issue that lends itself to primary research, for example an investigation into the impact of government subsidies in the Cuban Health care system.

## Using the Extended Project to support breadth and depth

In the Extended Project, students are assessed on the quality of the work they produce and the skills they develop and demonstrate through completing this work. Students should demonstrate that they have extended themselves in some significant way beyond what they have been studying in Spanish. Students can demonstrate extension in one or more dimensions:

- **deepening understanding** – where a student explores a topic in greater depth than in the specification content. This could be an in-depth exploration of one aspect of the Themes
- **broadening skills** – where a student learns a new skill. This might be learning how to design a website or learning a new statistical technique that can be used in the analysis of either primary or secondary data collected by the student
- **widening perspectives** – where the student’s project spans different subjects. A student studying Spanish with business may wish to research the importance of coffee export on a particular region in South America. A student studying Spanish with history may wish to analyse the lasting impact of the European conquest of Latin America.

Information to support the delivery and assessment of the Extended Project, including the specification, can be found on our website.

## Appendix 7: Codes

Type of code	Use of code	Code
Discount codes	Every qualification is assigned to a discount code indicating the subject area to which it belongs. This code may change. See our website ( <a href="http://qualifications.pearson.com">qualifications.pearson.com</a> ) for details of any changes.	FKS
National Qualifications Framework (NQF) codes	Each qualification title is allocated an Ofqual National Qualifications Framework (NQF) code.  The NQF code is known as a Qualification Number (QN). This is the code that features in the DfE Section 96 and on the LARA as being eligible for 16–18 and 19+ funding, and is to be used for all qualification funding purposes. The QN will appear on students' final certification documentation.	The QN for this qualification is:  601/8707/4
Subject codes	The subject code is used by centres to enter students for a qualification. Centres will need to use the entry codes only when claiming students' qualifications.	A Level – 8SP0
Paper codes	These codes are provided for reference purposes. Students do not need to be entered for individual papers.	Paper 1: 8SP0/01 Paper 2: 8SP0/02 Paper 3: 8SP0/03



## **Edexcel, BTEC and LCCI qualifications**

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualification websites at [www.edexcel.com](http://www.edexcel.com), [www.btec.co.uk](http://www.btec.co.uk) or [www.lcci.org.uk](http://www.lcci.org.uk). Alternatively, you can get in touch with us using the details on our contact us page at [qualifications.pearson.com/contactus](http://qualifications.pearson.com/contactus)

## **About Pearson**

Pearson is the world's leading learning company, with 40,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at [qualifications.pearson.com](http://qualifications.pearson.com)

*References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include literary texts, journals, magazines and other publications and websites.)*

*All information in this specification is correct at time of publication.*

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