

Examiners' Report January 2007

GCE

GCE Spanish (8590/9590)

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UNIT 1 (6811) - LISTENING AND WRITING (1 hour; AS 30%, AL 15%)**Candidates' Responses**

In general, the candidates' answers reflected a positive response to the Listening and Writing test. It was pleasing to see such a good performance. Centres had clearly prepared candidates well and most scripts reflected an appropriate level of competence and knowledge. The majority of candidates were able to finish the paper within the allotted time and there were few examples of unfinished scripts.

Extract 1 was a radio announcement for a musical show and required the selection of four correct statements about it out of eight given. Few candidates scored low marks here but statement (f) was sometimes believed to be true, which was not the case.

Extract 2 involved a radio item about famous women and had two exercises set on it. The first involved matching sentence halves. This exercise was generally done well, with (B) - correct answer 3 sometimes confused with answer 7 (*ocupa el puesto noveno* confused with *el puesto número 90*) and (D) - correct answer 5 confused with answer 1 (*vicepresidenta* and *presidenta*). The second exercise involved inserting words from the original Spanish text: (a) was answered correctly by most candidates; (b) *empresaria* was sometimes written as *empresa* or *impresaria*; (c) *haber* - a perennial comprehension problem - was transcribed in a variety of forms such as, *a ver*, *haver*, *aber*, etc.; (d) was, surprisingly, the weakest answer: *adquirió* was often not heard or understood - answers such as *ha crio*, *hacriado*, etc.; (e) *entidades*, most candidates identified the correct word, but some added the final letter "s" of the previous word *primeras* and wrote *sentidades*.

Extract 3, the interview with Pilar and Ricardo, two Spaniards who had each won a large amount of money in the Spanish lottery, had two exercises set on it, with a total of 28 marks. The first exercise, involving straightforward Spanish questions to be answered in Spanish, was generally well done. The test is marked positively and the objective is to communicate the correct response, but not to reproduce the original text word for word. All the relevant information must be given but candidates are not required to answer in full sentences. The Examiners only mark what is correct. All irrelevant and superfluous information is disregarded, unless it adversely affects the correct target information. Nevertheless, there was evidence of weaker candidates attempting to transcribe the material without really understanding it.

Question 3(i) involved questions and answers in Spanish. Although many candidates understood the material in the passage, some found difficulty in understanding the concepts, firstly, through lack of cultural knowledge, eg. a small bar in a Spanish village selling partial lottery tickets and how the winnings are divided out; and, secondly, through some lack of general financial awareness, eg. money earning interest in a bank, debts, investment, etc. In Qu(a) most candidates identified the two businesses that Pilar and her husband ran, but there was a surprisingly wide range of mis-spellings of *panadería*, which is a common GCSE word; In Qu(b) there was some confusion as to who had won the money and the verb *repartir* was often not known or candidates were not able to conjugate it properly in the preterite. Some candidates also confused *cifra* with *fecha*; The expression *les había tocado* caused some difficulty in Qu(c), whereas Qu(d) was generally understood well, although a

few candidates attempted to transcribe the text without comprehension; for Qu(e) most candidates identified that Pilar continued with the bakery; most candidates answered Qu(f) well with a positive adjective, but some candidates failed to answer with *una palabra* and wrote long answers; Qu(g) - probably the weakest replies, with few candidates understanding the point about the money earning interest in the bank, rather, believing that this was the amount of money that Ricardo had won; Qu(h) - generally good answers, but some transcribing without comprehension, producing phrases such as *mal los calculus* and *la gente en deseable*; Qu(j) - many gave an appropriate answer expressing regret but some candidates were confused with the tense in *todo nos habría ido mejor dejando el dinero en el banco*, believing, on the contrary, that Ricardo was happy because he had saved the money, which was not true.

The second exercise, requiring candidates to write personal responses to the questions arising from the listening extract, produced a wide range of answers. Qu(a) required opinions about Pilar's and Ricardo's different experiences. Most candidates made correct references to the stimulus material and had opinions about it. Some weaker candidates misunderstood the material, believing that Pilar and Ricardo were married to each other, others that Pilar gave away all her money, etc. The Content mark was generally better for the more open-ended (b), although many candidates simply referred to what they would buy or do with the money, rather than how they would react (surprise, elation, etc). Language in (a) was generally better, as it was mainly present and preterite tenses, whereas in (b) some candidates tried to force into their answers complicated subjunctive constructions and frequently made mistakes. Surprisingly few candidates were confident using the irregular future and conditional forms of common verbs such as *hacer, decir, tener, poder, poner*, etc. .

The two personal responses are worth 16 out of the total 50 marks for the paper. It is essential, therefore, that candidates should understand what is required of them. The examiners seek a personal response, giving opinions and with some reference to the stimulus material that has been heard. On the other hand, material that is simply transcribed from the text will not gain marks. The first question will usually make a direct reference back to the stimulus text and the second question will generally be more open-ended. Candidates are also advised to use their own words and not fill the response with pre-learned set phrases. Without doubt, however, it is pleasing to see how well most candidates deal with this exercise.

Extract 4, an interview with Elena, a young Spanish policewoman who works as a schools liaison officer, required candidates to produce a guided English summary within a limit of 60 words. Specific information is required, as is full information. Many candidates lost marks for the sloppiness of their English expression, rather than for the lack of comprehending the Spanish material. Most candidates appeared to understand the material which referred to problems in schools. For Qu(a) it was necessary to identify the types of problems that Elena has to deal with (drug selling, truancy, teenage fights). Most candidates identified some or all of these, but a few relied on guesswork and gave answers such as bullying and teenage pregnancy. For Qu(b), most candidates scored 1 or 2 marks, but not all were able to explain how attitudes to the police change between younger children and teenagers; Qu(c) was the weakest answer, often misunderstood, especially *llamamos a un policía uniformado*. Many candidates guessed that Elena wore a uniform to show her

authority or that a police uniform puts the wearer at risk; Qu(d) was generally answered well, with a range of material to choose from. In general, this exercise was done well, with most candidates able to comprehend the material, but some had difficulty in explaining their answers in English.

Advice and Guidance

There were some very good performances in this Listening and Writing unit. Nevertheless, several points of guidance could be made to enable centres to improve candidates' performance.

- Use of Spanish. Candidates should practise searching for Spanish synonyms and expressing answers in their own words. Transcribing information from the text (often without understanding) should be discouraged. It is also necessary to stress that correct Spanish grammar must be used in the answers. At AS level, candidates must always be able to use present, preterite and imperfect verb forms correctly.
- Spanish vocabulary and spelling. Dictionaries are not allowed in this examination, so it is essential that candidates should build up their vocabulary knowledge during their preparation, ensuring that they have covered the relevant sections in the General Topic Areas. Basic spelling rules must be adhered to and should be practised.
- Knowledge of Spain. The Assessment Objectives for this Unit no longer require candidates to include an awareness of the target-language country/countries while writing their personal responses. Nevertheless, the Listening passages will all be taken from authentic sources, so it is still essential that candidates have a general knowledge of Spanish geography, life and culture.
- General listening skills. Candidates are encouraged to practise listening to authentic Spanish recordings in preparation for this examination and to consider Spanish speech patterns. This could help avoid such errors as writing *haber* as *a ver*, *les había tocado* as *le sabía tocado*, and *gente indeseable* as *gente en deseable*
- Word limits. The two personal responses to Texto 3 and the guided summary for Texto 4 have word limits. Credit cannot be given for material that appears beyond the stated length. Conciseness in answering questions is important. For example, it is not necessary to repeat the question when formulating an answer.
- Time management. Candidates have control over their cassettes: they may stop, rewind and replay at will. But they should be trained to use the time sensibly. Most candidates finished the examination in the allotted time, but some rushed the last question and did not do it full justice.
- Tidiness of presentation. This year this Unit was marked on-line, with the candidates' scripts scanned into the computer system. There were problems with the occasional use of pencil and of scripts where the candidate had first written in pencil and had then written over in ink, leaving the answers illegible. All candidates are encouraged to present their work as tidily as possible, to write their answers in the designated

spaces and, in particular, to take care that the Examiners can read the difference between the vowels a, e and o.

AS SPANISH UNIT 2: READING AND WRITING

Candidates are required to read authentic printed Spanish material and to retrieve and convey information given in the material by responding to a range of mainly Spanish questions. In the last question, they are required to write 140 - 160 words in Spanish (letter, report or article) based on a short printed Spanish stimulus and involving the development of specific points from Spanish instructions.

Assessment principles

Up to 40 marks are awarded positively for correct information, successfully retrieved and conveyed in response to the Spanish and English questions. The quality of language is only an assessment factor in so far as it impedes communication. Superfluous information, information not contained in the stimulus information and self-contradictory combinations of correct and incorrect information cannot gain credit. The last question requiring an answer of 140 -160 words of Spanish is marked positively out of 40 using the grids printed in the syllabus.

Candidates' responses

Text 1. Q1.

A text about the fiftieth anniversary of RTVE, from which candidates were asked to decide if 4 statements were true, false or not mentioned in the text. Candidates are familiar with this type of exercise, but can be misled by focusing on single words rather than total sense. In (a) for example many spotted 50 años and decided the statement must be true without looking at the time frame. It is important to look closely at tenses and the global sense.

Text 2. Q2i

This was a text about Spaniards' holiday trends. In this first exercise candidates had to extract factual information from the text to complete a grid. Many candidates performed well, but there were quite a number of candidates who confused (b) and (g), especially bearing in mind the answers always come chronologically in the passage. Some experienced problems with a costa de in (a) or failed to spot there were problems both on roads and at airports.

Text 2. Q2ii.

Candidates were required to find synonyms in the passage for 5 words / phrases. Again this is a familiar question and those candidates who are well rehearsed find few problems, being well aware that they need to look for a similar looking word and not provide more than is necessary. (d) and (e) tended to cause most problems through a lack of precision, excess conciseness in (d) and over elaboration in (e).

Text 3. Q3.

This was an article about how the Fundación RAIS helps people who live on the streets, concentrating on the plight of one man saved from alcohol dependency. The ability to manipulate the original language is necessary, and many candidates are increasingly able to do this effectively. Less and less candidates are simply lifting sections in the hope of hitting on the correct answer. A forlorn hope, as all direct lifts are given no credit. Candidates produced good answers in many cases, even in the potentially difficult (d), where often enough comprehension was shown to earn the mark. The manipulation of past tense forms was achieved much better than has often been the case with present tenses. The most problems were encountered with (c) where the idea of begging in a church was missed. Apart from this difficulty for some candidates, there were some very well expressed, concise and accurate answers. As mentioned in the summer report, lack of basic grammar for some candidates still creates insurmountable problems.

Text 4. Q4.

This question required English answers to questions on a passage about an author and his thoughts on the experience of writing a book and getting it published. There appeared to be few vocabulary difficulties apart from 'cajón', often rendered as box or safe and 'concurso' which was interpreted as a course. There were a lot of good answers which reflected a sound understanding of the passage, but some candidates still let themselves down with poor English expression or lack of detail. In (h) perseverance on occasions became preservation, whether through bad spelling or misinterpretation. In general the candidates seem to be tackling this type of question with greater confidence and a better understanding of what is required to gain full marks in each answer. Clearly many candidates were quite at home with this topic and the relevant vocabulary.

Text 5. Q5.

Candidates were asked to respond to a stimulus about a road accident they had witnessed. Many candidates were able to tackle the bullet points successfully, even if road vocabulary was sometimes limited. Few were unable to apportion blame, many correctly using 'culpa', and were able to outline measures that might help to reduce accidents in the future. Candidates often seemed happier dealing with the opinion points rather than the narrative elements. The best candidates were able to give very fluent descriptions with well thought out opinions which achieved very high marks. As mentioned in earlier reports, the inability to use the first person of particularly the preterite tense is a major handicap. Some candidates even persevere with third person endings

throughout their account, rendering much of it meaningless. It is surprising that, at AS level, there are candidates who cannot manage correct versions of 'I went', 'I saw' and other such common expressions, something that was specifically referred to in the summer report, and yet there were still many examples of 'viste', 'vio', 'fuiste' and 'fue'. There is still the problem with those who persist in writing far too many words, and so inevitably penalise their own content mark, although it was less in evidence than previously. Writing to a word limit is part of the task, and therefore must be observed. Candidates should also try to produce a well presented and legible final version. Writing it in pencil and going over it in ink makes the on screen version very difficult to decipher.

Advice and guidance

All candidates should be familiar with instructions for answering the different types of questions. It is advisable for them to have seen past papers to make sure they understand fully what is required.

Basic grammar mistakes still cause many candidates major problems. It is recommended that candidates are able to use "gustar" and the preterite tense, make adjectives agree successfully, distinguish between 'ser' and 'estar' and between 'podía' and 'podría'. If they can then master subjunctive constructions, compound tenses and other colloquial usage, this will be of great benefit to them.

Candidates need to be familiar with a variety of writing registers and should target their reading to this end. Equally, when they practise writing they should be encouraged to write factually about events and to offer their own views and opinions on the issues raised.

UNIT 3 (6813): PREPARED ORAL TOPIC (10-12 MINUTES; AS 30% A 15%)

Candidates are required to present and to discuss with the examiner for 10 to 12 minutes a topic of their choice related to Spain, or a Spanish-speaking country or community. In the course of the discussion they must demonstrate knowledge and understanding of contemporary society or the cultural heritage of the relevant country or community.

Assessment Principles

The test is assessed positively out of 60 using the grid printed in the Specification: Quality of Language 20 marks, Response 20 marks, Knowledge and Understanding 20 marks.

Candidates' Responses

Most of the candidates showed a good understanding of the requirements for this unit. They had researched their topics well and had sufficient information and ideas to deal confidently with the questions posed by the examiner. In the majority of cases the performance was highly satisfactory.

A really wide range of topics, associated with Hispanic life, culture and history, was presented this time. A few candidates opted for popular topics such as Bullfighting, Flamenco, Immigration and the Position of Women in Spain and sometimes found new angles and approaches. Presentations about Fiestas were fairly frequent but tended to be restricted to *Las Fallas*, *San Fermín* and *La Tomatina*. Many studied artists, particularly Dalí and Picasso, the architect Gaudí, or film directors such as Almodóvar. It was gratifying to note that those candidates who chose to concentrate on a particular Spanish speaking country avoided the generalised overview and limited themselves to one particular aspect. For example, with regard to Argentina, we had *La decadencia*; *Argentina y las Malvinas*; *Boca Juniors y River Plate*. There was similar variety with regard to Cuba, *Relaciones con los EEUU*; *La música y baile de Cuba*; *Las tres revoluciones*; *Relaciones con Venezuela y Bolivia*. Unfortunately some topics involving regions, such as Andalucía or El País Vasco, were too broad to enable the candidates to demonstrate detailed knowledge, and some studies of tourism in a particular area did not progress beyond holiday reminiscences. The following were some of the interesting new topics presented this time: *El motocross en España*; *Bucear en España*; *Los accidentes de tráfico en España*; *Los molinos de viento en la costa de la luz*; *La nueva asignatura de ciudadanía*; *Los incendios forestales*; *Mecano*.

There is an inherent danger of straying into material that is not unique to the Spanish speaking world when topics relating to social problems are chosen. In this category one would place alcohol, smoking, obesity, drugs, crime, immigration. If candidates choose such topics they must ensure that all the material presented is uniquely relevant to the Hispanic context.

It was pleasing to note that those few candidates who presented topics related to pre-Hispanic civilisations, such as the Aztecs, the Incas or the Mayas, were able to establish their relevance by examining their legacy in contemporary Latin-America. This suggests that centres were aware of comments about this matter that were made in previous reports.

There were some cases where oral forms had been misused and instead of

headings they included prompts such as factual information, statistics, beginnings of sentences and even whole sentences. Material such as this, if reproduced in the test, is discounted by examiners when arriving at an assessment.

The majority of candidates had prepared their topics very thoroughly. Examiners found evidence of thorough research, using a variety of sources, for example books, magazines, films, television, newspapers, the Internet, surveys and personal experience. Candidates who demonstrated detailed and extensive factual knowledge, combined with clear analysis and well-founded opinion achieved very high marks.

When the topics had been thoroughly prepared, the candidates were able to approach the test with confidence and to respond readily and fluently to the questions asked. They were able to develop their replies, without too much reliance on the prompting of the examiner. Good candidates took advantage of the two-minute introduction to provide an outline of the topic and to set the framework within which the subsequent discussion would take place. In most cases the introduction was of the correct length. But some candidates had clearly learnt it by heart and recited it with little attention to appropriate phrasing, intonation and pronunciation. This approach should not be encouraged.

Those candidates who clearly knew more about the chosen subject than they were able to deliver in the time available were usually very successful, in that they were able to deal fully and confidently with any aspect of the topic that was selected by the examiner.

Centres should be aware of factors that can seriously affect the marks awarded to candidates. They are rewarded for their ability to engage in a natural conversation. When a test has clearly been totally scripted, memorised and rehearsed, few marks can be awarded for response. If an attempt is made to recite pre-learnt material, it is incumbent upon teacher examiners to interrupt the candidate and divert him or her into a more spontaneous mode. Not to do so would be to disadvantage the candidate to a considerable degree. Every opportunity must be given to the candidates to display their ability to talk naturally and fluently about a subject that they know well, but in a situation where the exact questions had not been predicted. Over preparation is counter-productive and detrimental to the candidate.

The timing of some of the tests was faulty. If a test falls significantly short of the ten minute minimum, pro rata deductions are applied to the marks awarded.

Most of the candidates could communicate in Spanish with sufficient fluency and accuracy to sustain the discussion. The level of language, however, was very variable and was sometimes rather basic and more akin to what is expected at GCSE. But many possessed a range of vocabulary that was appropriate for their purposes and sufficient linguistic structures to enable them to present the material they had prepared. It is still obvious, however, that the correct use of the subjunctive and of the passive voice is unfamiliar to a large number of students at this level.

The incidence of basic error was unfortunately rather high for a significant number of candidates and as a result communication was sometimes seriously

impaired.

Faulty stress was particularly common. Communication was impaired when verbs were wrongly stressed. A third person preterite *llegó* became a first person present *llego*. The future *empezará* became the present subjunctive *empezara*. Examiners were again astonished to discover that candidates could misplace the stress on the names of the individuals who were the subjects of their presentation, *Gaudí*, *Dalí* and *Almodóvar*. Other frequent pronunciation errors included the voicing of silent *h*, *voy a (h)ablar*, and a *w* sound after *g*, *gwerra* for *guerra*.

Genders and adjectival agreements caused many problems, even with some very familiar words. Wrong verb endings were common in all tenses. *Fui* and *fue* were frequently confused. Many candidates still fail to distinguish between *ser*, *estar* and *haber*. The correct use of *gustar*, even in its simpler forms created problems.

Parts of speech, adjectives, adverbs, nouns and verbs, were often confused and one heard a number of examples of the following: *es muy calor*, *es vale*, *es muy importa*, *mucho interesante*, *es puede*.

Advice and Guidance

- Centres are reminded that the oral forms submitted by the candidates should contain only a title and brief headings in the target language. The purpose of this is to provide guidance to the examiner and a reminder to the candidate of those aspects of the subject that s/he wishes to discuss. They must not contain lists of facts, dates, statistics or useful vocabulary. Examiners have been instructed to discount any material that is written on the oral form and re-produced in the discussion when arriving at an assessment of performance.
- No materials other than the oral forms are allowed in the examination room. This includes supplementary notes and visual aids. Reading of any part of the test, including the introduction, constitutes a breach of examination regulations.
- The correct timing of the tests must be observed. Marks are deducted when tests are significantly short, and candidates whose tests are longer than necessary are subjected to excessive demands and consequently may also lose marks.
- Care must be taken with the recording of the tests. It is essential that the examiner and the candidate can be clearly heard and that there is an absence of interference or external noise. Examiners should ensure that the tape does not run out before the test is concluded. All tapes must be checked before they are dispatched to examiners, and if a candidate has not been recorded, the examination must be taken again.
- The appropriate paper work must be used and forwarded with the tapes. At the start of each tape the centre name and number must be announced, and the name and number of each candidate must be stated in English at the start of each test. Tapes must be clearly labelled with the name and number of the

centre and the names and numbers of the candidates, and should be rewound to the start of side A.

- Care should be taken with the packaging and dispatch of tapes. A number of them were broken when examiners received them.

UNIT 4: PAPER 1 (6814.1): ORAL DISCUSSION OF ISSUES (15 MINUTES; A 15%)

Candidates are required to demonstrate a definite stance on a chosen issue and to use the language of debate and argument to discuss the issue with the examiner. Candidates are further required to demonstrate the ability to continue a discussion that moves on and away from the initial issue.

Assessment Principles

The test is assessed positively out of 60, using the grid printed in the Specification: Quality of Language, 20 marks, Response, 20 marks, Grasp of the Issue, 5 marks, Justification and Debate, 15 marks.

Candidates' Responses

Most candidates had a good understanding of the requirements of this unit and responded well to its demands. Some very pleasing performances were noted. A small minority lost marks because the Teacher Examiner failed to engage the candidates in debate, or because the discussion did not move beyond the initial issue.

Issues debated included, among others: Abortion, Euthanasia, Death Penalty, Bullfighting, Immigration and Homosexual Marriages. Issues surrounding smoking and drinking were particularly popular this time. The involvement of Britain and the U.S. in Iraq continued to be debated. New issues this session included the Salic law and the new driving licence in Spain.

Candidates were rewarded for their ability to defend their point of view, to justify their opinions and to engage in debate with the examiner. When the Teacher Examiner did not present a challenge to their views, they were unable to demonstrate their skills in this area. Sometimes the examination was conducted as if it were another AS Unit 3, in which knowledge, information and clarification rather than opinion were sought. As a result the candidates scored few marks for Justification and Debate.

It is a further requirement of this unit that candidates demonstrate their ability to engage in a natural and unpredictable conversation with the examiner. Two thirds of the examination, ten minutes in all, must be spent on the discussion of at least two further issues, in which the candidate continues to express opinions and justify views. In a few cases, the Teacher Examiner allowed the discussion of the initial issue to occupy the full fifteen minutes, and as a result the candidates were seriously disadvantaged.

It is essential that the discussion should be natural and spontaneous and that the candidate should have no advance knowledge of the issues to be raised. In most instances this appeared to be the case. The most successful tests were those in which the examiner skilfully linked the unpredictable issues to the topics that had gone before. It should be noted that areas such as leisure time activities or plans for the future, that do not give rise to an exchange of views, have no place in this test.

Well-prepared candidates, who had thought seriously about the issue they defended and had anticipated counter arguments, were able to deal

successfully with the opposing arguments put to them. The majority of examiners were able to stimulate their students to animated debate.

The quality of language employed by almost all of the candidates was of a good standard. They used a wide range of appropriate vocabulary and structures without committing too many grammatical errors, and they had become familiar with the language of debate. Pronunciation and intonation was generally good.

However, even at this level, a number of basic errors such as faulty agreements between noun and adjective and subject and verb were noted, as was confusion between the verbs, *ser*, *estar* and *haber*. Only the very best candidates were totally at ease with the subjunctive mood or with the rendering of the passive.

Advice and Guidance

- The topic declaration form must be completed indicating the issue and the stance that the candidate intends to take, the topic presented for Unit 3 and the topics or texts studied for Unit 5. The candidate must also sign it. The current version of the declaration form must be used.
- No materials other than the topic declaration form and, if required, an article in the target language are allowed in the examination room. This includes supplementary notes and visual aids. Reading of any part of the test, including the introduction, constitutes a breach of examination regulations.
- At least two further issues must be introduced and must not be known to the candidate in advance.
- Careful attention must be paid to the timing of the different parts of the test, five minutes for the initial issue and ten minutes for the unpredictable areas.
- Candidates must choose a controversial issue that lends itself to debate.
- The views of the candidates must be challenged so that they can demonstrate their ability to argue a case and justify their opinions.
- Care must be taken with the recording of the tests. It is essential that the examiner and the candidate can be clearly heard and that there is an absence of interference or external noise. Examiners should ensure that the tape does not run out before the test is concluded. All tapes must be checked before they are dispatched to examiners, and if a candidate has not been recorded, the examination must be taken again.
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Statistics

Unit 1 Listening and Writing

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	50	34	30	27	24	21
Uniform boundary mark	90	72	63	54	45	36

Unit 2 Reading and Writing

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	80	60	53	46	40	34
Uniform boundary mark	120	96	84	72	60	48

Unit 3 Prepared Oral Topic

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	45	39	34	29	24
Uniform boundary mark	90	72	63	54	45	36

Unit 4.1 Oral Discussion of Issues

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	47	42	37	32	27
Uniform boundary mark	90	72	63	54	45	36

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