UNIVERSITAT POLITÈCNICA DE VALÈNCIA

DEPARTAMENTO DE LINGÜÍSTICA APLICADA

TESIS DOCTORAL

COMPARATIVE STUDY OF TWO FOREIGN LANGUAGE EXAMINATIONS FOR UNIVERSITY ENTRY IN ENGLAND AND SPAIN

PRESENTADA POR:

Mª DOLORES LÓPEZ NAVAS

DIRIGIDA POR:

DRA. Mª JOSÉ LABRADOR PIQUER

DRA. FRANCES WATTS

VALÈNCIA, 2012

ACKNOWLEDGEMENTS

First and foremost, I would like to express my most sincere gratitude to my supervisors, Mª José Labrador and Frances Watts, for their support, guidance and infinite patience throughout the development of this project.

I am also grateful to Jose Ramón Insa, Carmen Soler and Derek Bacon, who generously gave up some time to provide valuable information that helped me understand key issues related to the development and administration of tests.

Furthermore, I wish to show appreciation to my family and friends for their understanding every time I said 'no' to them during the course of the completion of this work.

And last, but by no means least, I would like to thank Dr. Paul Mitchell for giving me the final push to bring this thesis to an end. You are a true inspiration in my life.

A-level – Advanced Level

ACLES – Asociación de Centros de Lenguas en la Enseñanza Superior

ALTE – Association of Language Testers in Europe

AO – Assessment Objectives

AQA – Assessment and Qualifications Alliance

ANECA – Agencia Nacional de la Calidad y Acreditación

ANEI – Agencia Nacional de Evaluación de Inglés

AVAP – Agencia Valenciana d'avaluació i Prospectiva

AS – Advanced Subsidiary

BOE – Boletín Oficial del Estado

CAMILLE – Computer Assisted Multimedia Language Learning Environment

CC – Communicative Competence

CCEA – Council for the Curriculum, Examinations and Assessment

CEFR – Common European Framework for Languages

CoE – Council of Europe

COU – Curso de Orientación Universitaria

CPE – Certificate of Proficiency in English

CTT– Classical Test Theory

CV – Comunitat Valenciana

DfE – Department of Education

DOCV – Diari Oficial de la Comunitat Valenciana

EALTA – European Association for Language Testing and Assessment

EEC – European Economic Community

EEES – Espacio Europeo de Educación Superior

EF – Education First

ELT– English Language Teaching

EOI – Escuela Oficial de Idiomas

EU – European Union

GCE – General Certificate of Education

G-Theory – generalizability theory

HSC – Higher School Certificate

IELTS – International English Testing System

ILTA – International Language Testers Association

IRT – item response theory

JCQ – Joint Council for Qualifications

JMB – Joint Matriculation Board

KS5 – Key Stage 5

LEAs – Local Education Authorities

LGE – Ley General de Educación

LOGSE– Ley Orgánica de ordenación general del sistema educativo

LOCE – Ley de Calidad de la Educación

LOE – Ley Orgánica de Educación

MFL – Modern Foreign Language

MRLE– Manual for Relating Language Examinations to the Common European
     Framework

MTLDE – Manual for Language Test Development and Examining

NFER – National Foundation for Educational Research

OCR- Oxford, Cambridge and RSA Examinations

Ofqual – Office for qualifications and Examinations regulation

PAU – Pruebas de Acceso a la Universidad

PAI- Prueba de Aptitud en Inglés

PET – Preliminary English Test

PGB – Prueba General de Bachillerato

QCDA – Qualifications and Curriculum Development Agency

RAE – Real Academia de la Lengua Española

RSA – Royal Society of Arts

SC – School Leaving Certificate

SLA – Second Language Acquisition

UK – United Kingdom

UMS – Uniform Mark System

UMS – Uniform Marking System

WJEC – Welsh Joint Education Committee

FIGURES

IMAGES

TABLES

TABLE OF CONTENTS

ABSTRACT

Knowledge of foreign languages provides the individual with an enriched sense of his or her personal identity. In the context of 21st Century Spain, this notion is particularly important, given that more people than ever before are engaged in the formal study of English as a foreign language. Indeed, one consequence of Spain's recent integration in the *Espacio Europeo de Educación Superior* (EEES) is that it is now obligatory for undergraduate students to achieve a minimum intermediate level in a foreign language before they can obtain their degree certificate. This thesis will undertake a comprehensive analysis of the issues involved in high-stakes foreign language testing, including task design, validity and reliability. Unlike previous studies, the current project will be comparative, drawing on the parallels and contrasts that exist between the *Prueba de Acceso a la Universidad* (PAU) and the English A-Level system. In doing so, the flaws in the former may be better illustrated by evaluating the relative successes of the latter. Furthermore, by comparing the nature of the Spanish test with a European equivalent, we may understand the manner in which the PAU can be improved in the future. Therefore, the overarching intention of this study is not simply descriptive, but to propose fundamental (though feasible) modifications to the existing PAU.

RESUMEN

En esta tesis se analizan aspectos relacionados con exámenes de segundas lenguas de alto impacto (*high-stakes*), en base a cuatro hipótesis:

- Los contenidos y los sistemas de evaluación del currículo de lengua extranjera en Inglaterra y en España están lejos de ser comparables, aunque parezcan superficialmente similares.

- No hay una intención explícita ni en España ni en Inglaterra en este momento de adaptar los estudios pre-universitarios a los preceptos del Marco Común Europeo de Referencia de las Lenguas.

- El examen de inglés en la Prueba de Acceso a la Universidad (PAU) no evalúa la competencia comunicativa de los estudiantes, ni es un reflejo de los parámetros establecidos en el currículo de Bachillerato para las lenguas extranjeras.

- Tanto un órgano regulador de la evaluación como un grupo especialista de examinadores son fundamentales para el desarrollo e implantación de exámenes de calidad.

A diferencia de estudios anteriores, se trata de un trabajo de investigación comparativo que toma como referencia los contrastes y las similitudes que existen entre la PAU y el sistema inglés de exámenes *A-levels* en relación a distintos aspectos. Por un lado, se presenta el tema desde una perspectiva histórica de la evolución de los exámenes de acceso a la universidad en cada país. Por otro, se hace un análisis en profundidad de aspectos clave de la evaluación como la validez del constructo, las características de las actividades o ítems y la fiabilidad.

El contraste entre dos realidades evaluadoras diferentes nos permite ilustrar los desaciertos del sistema español mediante una evaluación de los éxitos relativos al procedimiento de evaluación pre-universitario inglés. Además, al comparar la naturaleza de la prueba en España con un equivalente europeo, se pretende comprender la manera en la que la PAU puede ser mejorada en el futuro.

Finalmente, en esta tesis presentamos una propuesta de cambios fundamentales y viables para la prueba de inglés en la PAU actual.

RESUM

En esta tesi s'analitzen aspectes relacionats amb exàmens de segones llengües d'alt impacte (high-stakes) , basant-se en quatre hipòtesis:

- Els continguts i els sistemes d'avaluació del currículum de llengua estrangera a Anglaterra i a Espanya estan lluny de ser comparables, encara que pareguen superficialment semblants.

- No hi ha una intenció explícita ni a Espanya ni a Anglaterra en este moment d'adaptar els estudis preuniversitaris als preceptes del Marc Comú Europeu de Referència de les Llengües.

- L'examen d'anglès en la Prova d'Accés a la Universitat (PAU) no avalua la competència comunicativa dels estudiants, ni és un reflex dels paràmetres establerts en el currículum de Batxillerat per a les llengües estrangeres.

- Tant un òrgan regulador de l'avaluació com un grup especialista d'examinadors són fonamentals per al desenrotllament i implantació d'exàmens de qualitat.

A diferència d'estudis anteriors, es tracta d'un treball d'investigació comparatiu que pren com a referència els contrastos i les similituds que existeixen entre la PAU i el sistema anglès d'exàmens A- levels en relació a distints aspectes. D'una banda, es presenta el tema des d'una perspectiva històrica de l'evolució dels exàmens d'accés a la universitat en cada país. D'altra banda, es fa una anàlisi en profunditat d'aspectes claus de l'avaluació, com ara la validesa del constructe, les característiques de les activitats o ítems i la fiabilitat.

El contrast entre dos realitats avaluadores diferents ens permet il·lustrar els desencerts del sistema espanyol per mitjà d'una avaluació dels èxits relatius al procediment d'avaluació preuniversitari anglès. A més, en comparar la naturalesa de la prova a Espanya amb un equivalent europeu, es pretén comprendre la manera en què la PAU pot ser millorada en el futur. Finalment, en esta tesi presentem una proposta de canvis fonamentals i viables per la prova d'anglès en la PAU actual.

INTRODUCTION

Those who know nothing of foreign languages know nothing of their own

Johann Wolfgang von Goethe

As the quote on the previous page by Goethe illustrates, knowledge of foreign languages provides the individual with an enriched sense of his or her personal identity. In the context of 21st Century Spain, this notion is particularly important, given that more people than ever before are engaged in the formal study of English as a foreign language. Indeed, one consequence of Spain's recent integration in the *Espacio Europeo de Educación Superior* (EEES) is that it is now obligatory for undergraduate students to achieve a minimum intermediate level in a foreign language before they can obtain their degree certificate. Although, as Halbach, Lázaro & Pérez Guerra (2011) indicate, this new requirement is not without problems,[1] it emphasizes the significance that foreign language attainment is now given in Spain. It is precisely because Spain is now recognised as a valuable and active member of the European Community that the nature of its foreign language assessment needs to be put under more scrutiny in order to ensure that it meets the best practices that exist elsewhere across the continent. Of course this has not always been the case and before beginning a more detailed explanation of the particular foci that this thesis will have, it is useful to briefly consider the development of the European Union and the consequences that this has had for foreign language learning.

Since its creation in 1957 as the European Economic Community (EEC) with six founding members,[2] the institution that has now become known as the European Union (EU) has gone through a process of significant development, expanding not only

---

[1] The article explains the heterogeneity among the different institutions of Higher Education in Spain in developing, assessing, certifying and measuring the ability to communicate in a foreign language.

[2] These countries were: Belgium, France, Germany, Italy, Luxembourg and the Netherlands.

in size but also in the scope of its influence.[3] In the nineties, significant progress was made in the opening of frontiers with the collapse of the 'Eastern bloc', the collective of Eastern European countries that had formed part of the Soviet Union until its dissolution in 1989. In 1993 the Single Market came into being with the establishment of the 'four freedoms', the movement of goods, services, money and people— the latter being consolidated by the creation of the *Schengen* area, which allows European citizens to travel throughout the EU community without the need for border controls. However, it is undoubtedly in the last decade, that there has been the largest geographical and linguistic expansion of the EU: in January 2002 the common currency was introduced, making the Euro the legal tender of more than three hundred million European citizens; and between 2004 and 2007 , twelve new countries became a part of the community,[4] bringing the total number of member states to twenty-seven and the number of official languages to twenty-three: Bulgarian, Czech, Danish, Dutch, English, Estonian, Finnish, French, German, Greek, Hungarian, Irish, Italian, Latvian, Lithuanian, Maltese, Polish, Portuguese, Romanian, Slovak, Slovene, Spanish and Swedish.

One important consequence of the increased mobility and linguistic diversity that has been achieved in Europe is the development of the Erasmus programme, which began in 1987. To date, more than two million undergraduates have had the opportunity to study in other EU countries. According to the *Survey of the Socio-Economic Background of ERASMUS Students*, "ERASMUS students value their

---

[3]In addition to the original six member countries, the EU now consists of a further 21 nations. These are: Austria, Bulgaria, Cyprus, Czech Republic, Denmark, Estonia, Finland, Greece, Hungary, Ireland, Latvia, Lithuania, Malta, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden and United Kingdom.
[4]Cyprus, the Czech Republic, Estonia, Hungary, Lithuania, Malta, Poland, Slovakia and Slovenia joined the EU in 2004 and Bulgaria and Romania did so in 2007.

experience abroad highly. They are normally the first in their families to study abroad and assess their period positively in terms of overall experience, learning infrastructure and social integration. They improve their language skills in the languages they already speak and often learn new languages. The period also has a profound impact on their values towards other people, and towards learning and work" (Souto & McCoshan, 2006, pp. iv-v). The number of people participating in the programme rose significantly from 32,614 students between 1987-1990 to 213,266 students between 2009-2010, 177,705 of which were in full-time education and 35,561 of which took internships abroad (European Commission, 2011). In the academic year 2008/2009, Spain alone sent 27,405 students on Erasmus programmes, making it the third highest among the EU member states —behind France and Germany (European Commission, 2010).

As a fully functioning supra-national institution, the EU has legislative powers over an array of matters, but one of the key challenges it faces is to find the right balance between protecting the individual members' languages and encouraging communication and an open exchange of ideas amongst its associates. The Eurobarometer Survey emphasises this position when asserting that "the benefits of knowing foreign languages are unquestionable. Language is the path to understanding other ways of living which in turn opens up the space for intercultural tolerance. Furthermore, language skills facilitate working, studying and travelling across Europe and allow intercultural communication" (European Commission, 2006, p. 1). As this document stresses, the task of learning a foreign language transcends the purely linguistic as it is a means through which individuals can overcome the prejudices that often derive from a lack of cultural understanding. Language learning, therefore, is a powerful socio-political mechanism for engineering greater appreciation of the value

21

of cultural diversity. As such, one of the main tasks of the European Union is to develop coherent national educational policies that will result in the equal and efficient linguistic education of all European citizens.

Not only is European society now in 'the era of technology', in which worldwide communication plays a dominant role, but the EU, through the Council of Europe (CoE), faces the challenge to unify linguistic policies by ensuring that all European countries have an agenda regarding language teaching and assessment that is as similar as possible. To this end, practitioners, academics and policy makers must work together to create a coherent, comprehensive, realistic and unifying European language programme.

The *Common European Framework of Reference for Languages: Learning, Teaching and Assessment* (CEFR) intends to provide guidelines for such language learning by describing all the competences that a foreign language student must attain to be proficient. The levels established in the CEFR attempt to facilitate the validation of qualifications in different countries across Europe by standardizing the level of language competences that can be reached. The nature and significance of this important document will be discussed in detail in Chapter Two of this thesis. However, suffice to say at this point that the reality of CEFR's application is far from unproblematic given that the levels of competence attained by students in different countries do not always seem to be equivalent. Part of the problem stems from the national curricula that each country establishes for foreign languages, and more importantly, from the way students are assessed. Indeed, one reason why this thesis has been undertaken is to demonstrate how a comparison between the English and

22

Spanish language policies reveals a disparity in foreign language students' achievement and in the assessment mechanisms at which they are predicated.

Throughout the thesis, I will concentrate my analysis on the high-stakes university access exams, the English Advanced (or A-levels) and the Spanish *Selectividad* or *Prueba de Acceso a la Universidad* (henceforth PAU), which represent the culmination of a key educational stage — one which prepares students for undergraduate study or to enter the competitive world of work. In this context, England, as part of the first group of European countries that developed guidelines for a common European linguistic policy, is a valuable point of reference for Spain, a country which is still striving to develop its policies regarding foreign language learning and assessment.

This thesis will undertake a comprehensive analysis of the issues involved in high-stakes foreign language testing, including task design, validity and reliability. Unlike previous studies, the current project will be comparative, drawing on the parallels and contrasts that exist between the PAU and the English A-Level system. In doing so, the flaws in the former may be better illustrated by evaluating the relative successes of the latter. Furthermore, by comparing the nature of the Spanish test with a European equivalent, we may understand the manner in which the PAU can be improved in the future. Therefore, the overarching intention of this study is not simply descriptive, but to propose fundamental (though feasible) modifications to the existing PAU. This will build on the work of those academics and practitioners — from Watts (1999) to more recent studies by Fernandez Álvarez (2007) and García Laborda (2012) — who have already advocated important alterations to the PAU examination. However, this thesis will also go beyond previous research because it will suggest that

the revision of PAU examinations is insufficient without a more radical reformulation of Spanish assessment culture as a whole. In short, the current study offers a more holistic understanding of the urgent changes that are required to improve the way in which the PAU operates and, in the final chapter, a structured plan will be outlined for how to implement a new system of assessment.

This thesis is based on the following starting hypothesis:

- The contents and assessment systems of foreign language curricula in England and Spain are far from comparable, although they may seem superficially similar.

- There is no explicit intention at the moment to adapt pre-university studies in either England or Spain to the framework prescribed by the CEFR.

- The PAU examination does not evaluate the communicative competence of students or reflect the established parameters in the *Bachillerato* curriculum for foreign languages.

- A regulatory assessment body for foreign languages and a specialised group of examiners are fundamental for the successful development and implementation of future tests.

The specific aims of this research are:

- To carry out a comparative study, initially from a broad viewpoint, of the parallelisms and differences in the foreign language curriculum at pre-university level in England and Spain.

- To analyse to what extent these curricula in England and Spain are in accordance with CEFR guidelines for the given level.

- To present an in-depth study of final language exams in each country, compare them and analyse the relationship to the curriculum in which they are embedded.

- To propose an alternative evaluative structure within the parameters established by the CEFR.

To begin this investigation, Chapter One will describe the historical evolution of foreign language teaching methodologies from its earliest manifestations in the 19th Century as Grammar Translation and the Direct Method to more recent models such as the Audio-Lingual approach and, the most contemporaneous, Communicative Language Teaching. The intention is to ascertain the specific priorities of each paradigm so as to better understand how foreign language students have been evaluated throughout the course of the last two centuries. For example, the Grammar Translation method places almost exclusive emphasis on the acts of reading and grammatical understanding (and therefore promotes an evaluation paradigm based upon the ability to translate accurately from one language to another and also to apply the rules of grammar). In contrast, Communicative Language Teaching operates on the notion of Communicative Competence, that is to say, language's utility or its real world application. This is reflected by the way in which students who are taught via this methodology are assessed more holistically in terms of the four skills: listening, speaking, reading and writing. In understanding the nuances that differentiate each teaching methodology, one can therefore achieve a fuller appreciation of the issues that confront current assessment trends in high-stakes national testing in England and Spain.

With this in mind, Chapter Two will explore the *Common European Framework of Reference for Languages: Learning, Teaching and Assessment*, a document which has had an enormous impact on recent developments in evaluation practices. In particular, the chapter will detail the rationale for the CEFR, provide an overview of its content and illustrate some of the criticisms that it has received. Nowadays, there are several projects financed by the CoE to research the impact of the CEFR in Europe, given that its system of levels is becoming progressively more recognised in a number of countries[5]. For example, the Spanish Instituto Cervantes has been using the CEFR since 2007 for the purposes of curriculum development; and in England, there have been several publications such as the British Council-EAQUALS core inventory of English about linking language examinations to the CEFR guidelines. This chapter will provide an important background to the rest of the thesis in the sense that the analysis which follows will suggest that, if Spain's testing of foreign language attainment is to become more coherent, CEFR guidelines need to be more integrated at every level of Spanish foreign language curriculum design and assessment.

Chapter Three will focus on the nature of university entrance foreign language examinations in the English and Spanish systems. Initially, there will be a general overview of the Advanced level and *Bachillerato* curricula from a historical perspective. Secondly, the construct definition in the Advanced level Spanish specification and the Spanish Royal Decree for *Bachillerato* will be explained to establish the framework for the comparison between the English and Spanish high-stakes assessment systems.

Following on from this, Chapter Four will demarcate the objectives of the research and its context, as well as outlining the data gathering process and the

---

[5]For more information, see http://www.coe.int/t/dg4/linguistic/

resources employed. Finally, the key characteristics of Bachman and Palmer's model (1996) will be described in terms of construct validity, reliability and task characteristics of the tests.

In Chapter Five, the application of Bachman and Palmer's model to the A-level and PAU exams will begin. Exclusive focus will be given here to the concept of construct validity through an analysis of the specifications in relation to the assessment tasks. Initially, the A-level exam will come under scrutiny before attention then turns to the PAU. At the end of the chapter, the two systems will be compared to reveal the similarities and diversities that exist, particularly in terms of the hierarchical structure on which both are founded. Consideration will also be given to the computerization of the English PAU as a possible innovation to improve its construct validity.

Chapter Six will follow a very similar structure to Chapter Five, but this time in relation to the notions of reliability (such as assessment planning, marker training and the awarding of grades) and task characteristics. As in the previous chapter, exam samples from the Assessment and Qualifications Alliance (or AQA) Spanish exam and the Valencian region's English PAU from the June 2010 series will be evaluated in terms of their correspondence to the construct as defined by the subject specification and the features of the exam questions. The chapter will also engage with some of the controversies surrounding these two high-stakes tests as well as presenting some of the recent proposals that have been made by Fernández Álvarez (2007) and Amengual Pizarro & Mendez García (2012) for modifying the nature of both examinations.

Chapter Seven will present a new proposal for assessing Spanish students' level of English. At the outset, there will be a critical overview of the three main research

trends to date in relation to altering the English PAU exam: the inclusion of an oral component, the possibility of computerised testing, and the need to improve the marking procedures. However, this chapter will conclude with the observation that a redesign of the exam itself is insufficient for greater improvement without a more coherent and overarching support structure and a realistic timeframe. As a result, the chapter will present three alternative strategies for redefining the nature of the English PAU, and also an implementation strategy through which these modifications could take effect.

The final chapter will present a review of the objectives and a verification of the original hypotheses, a summary of the manner in which this thesis adds to and extends the existing research literature, and it will suggest further lines of investigation that result from this study.

.

CHAPTER I

HISTORICAL REVIEW OF LANGUAGE TEACHING METHODOLOGIES AND ASSESSMENT PARADIGMS

To a teacher of languages there comes a time when the world is but a place of many words and man appears a mere talking animal not much more wonderful than a parrot.

Joseph Conrad

Studying a foreign language is an activity at the heart of human cultural experience. Ever since man has been able to travel and, thus, to meet with people of diverse nationalities, there has been an imperative to learn languages other than our own. Historically, second language learning is the bedrock upon which international trade, diplomacy and collaboration has flourished. Such is its centrality to the history of human endeavour, it is probable that foreign language learning is nearly as ancient as human language itself. For as long as we have been able to speak, we have also tried to communicate with others whatever their native tongue. In contrast, second language teaching – in the sense of a set of principles which form a coherent pedagogical paradigm – is a relatively recent construct, having existed for only the last few centuries. However, it has proved to be a dynamic phenomenon, adapting to a range of social and political changes, technological advances and refinements in the ways in which people interact. As Susana Pastor asserts:

> […] puesto que la necesidad de aprender lenguas distintas a la propia es tan antigua como la historia de la cultura, no es de extrañar que desde tiempos antiguos se documenten reflexiones y propuestas sobre el modo supuestamente más adecuado para llevar a cabo esta actividad. (2006, p. 131)

For some, the modern age has witnessed a shift from a product-oriented language teaching methodology to one which is more process-oriented so that emphasis now falls on how students learn rather than exclusively what they learn (Nunan, 1988). Despite this, others such as J. Wagner believe that, irrespective of any theoretical advances, "language teaching traditions in schools tend to be extremely inert […] and this appears to be due to strong resistance to innovation"(1992, p. 290).

It is indisputable, however, that the most important methodological advances in language teaching have taken place in the last century with a range of diverse models being created, popularized and then challenged as new methodologies have arisen. Such innovations have occurred, primarily, owing to the rapid development of new technologies and the free movement of people across Europe which have established the need to learn a second language on a greater scale and for a wider set of purposes than ever before; secondly, the growth of a discreet body of research on Second Language Acquisition (SLA) from 1960s onwards has added another dimension to our understanding of how foreign languages are learnt. As SLA's main focus is "to understand the nature of non-primary language acquisition and the processes involved" (White, 1996, p. 1), it has provided an increasingly sophisticated research literature that raises important questions about how second languages can and should be taught.

Before beginning an historical overview of language teaching practice, it is necessary to explain the difference between a method and an approach, an issue that has been widely discussed by academics. Prabhu, for instance, considers methods as "theories of language teaching" (1990, p. 166), whereas Larsen-Freeman believes that "a method is a way of teaching a language which is based on systematic principles and procedures" (2000, p. xii). In contrast with this latter opinion, Richards and Rodgers define an approach as "a set of beliefs and principles that can be used as the basis for teaching a language" (2001, p. 244). Alternatively, they identify a method as

> […] a specific instructional design or system based on a particular theory of language and of language learning. It contains detailed specifications of content, roles of

teachers and learners, and teaching procedures and techniques. It is relatively fixed in time and there is generally little scope for individual interpretation. Methods are learned through training. The teacher's role is to follow the method and apply it precisely according to the rules" (2001, p. 244).

Therefore, whereas an approach is founded upon a particular philosophical understanding of what should be taught in the second language classroom, a method renders these abstract ideas more concrete by positing how they can be applied in practice. Furthermore, a method is also distinguished from an approach by the rigidity of its principles and by the possibility that practitioners can be trained in its use. Every language teacher of course, in reality, applies both approach and method in the classroom and, as such, establishes a link between specific techniques and principles. Larsen-Freeman has identified these as being related to certain concepts of how teaching and learning occur in real-life contexts. Those aspects that contribute to a deeper understanding of methodology can be summarized in the following questions:

- What are the goals of teachers who use this method?

- What is the role of the teacher? What is the role of the students?

- What are some characteristics of the teaching/learning process?

- What is the nature of student-teacher interaction? What is the nature of student-student interaction?

- How are the feelings of the students dealt with?

- How is language viewed? How is culture viewed?

- What areas of language are emphasized? What language skills are emphasized?

- What is the role of the students' native language?

- How is evaluation accomplished?

- How does the teacher respond to student errors?

  (2000, pp. 7-8)

These concepts are diagrammatically represented in Figure 1 below which shows the inter-relation between a specific teaching methodology and its key constituent elements:
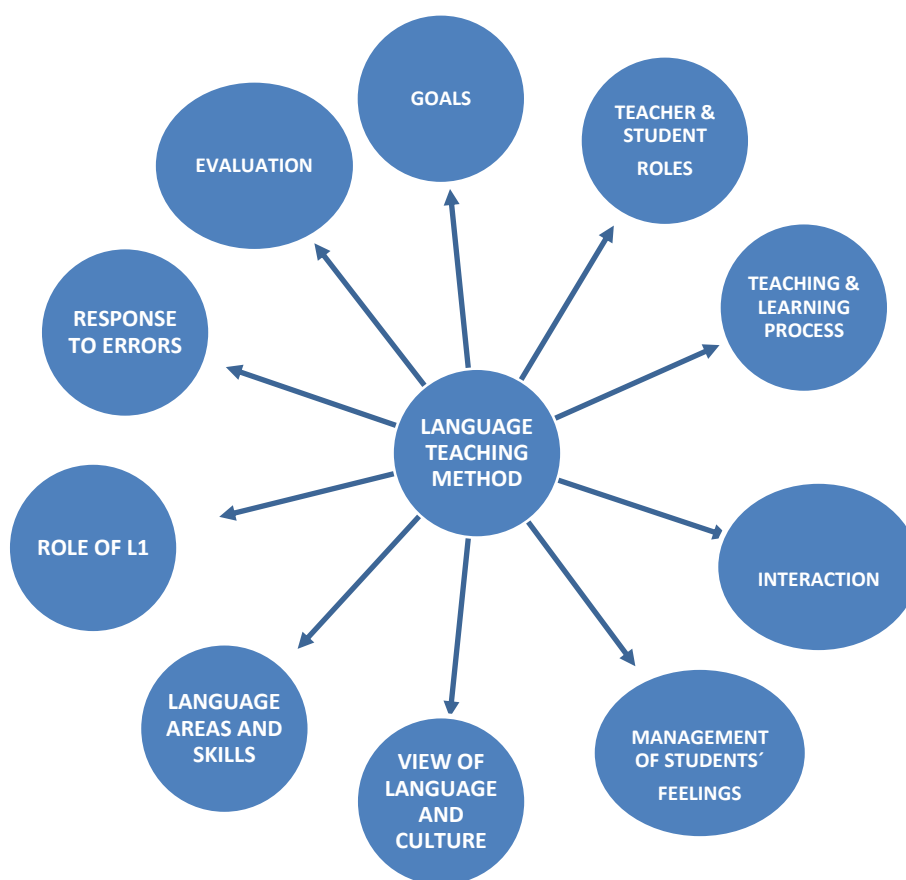
Figure 1. Language teaching methodology and its key components.

It is important to emphasise at this point that, in tandem with the development of language teaching methodologies, there have been equally significant advances made in the nature of second language testing. Indeed, the intrinsic connection

between teaching methods and assessment practices is of paramount importance to this thesis and it is for this reason that attention will be given in this chapter to the historical development of both. The field of language testing has developed considerably in recent years to become what is a well-established profession worldwide. A clear example of the increased specialisation of assessment can be seen by the number of testing associations that now exist, such as the global body, ILTA (International Language Testing Association), and the European organisations, ALTE (Association of Language Testers in Europe) and EALTA (European Association for Language Testing and Assessment). Moreover, the evolution that has taken place from a relatively small, elite group of assessment experts to a more populous and highly professional community has had a major impact on the way that assessment is perceived by stakeholders and utilized by governments and academic institutions in their selection processes around the world. But perhaps more importantly, an increased academic focus on the concept of testing itself has produced a rich and ever expanding research literature about such issues as validity (Valette, 1967; Messick, 1981; Cumming, 1996; Kunnan, 1998; Bachman, 2005; Kane, 2006), reliability (Bachman, 1990; Brennan, 2001; Jones, 2012), fairness (Kunnan, 2000; Shohamy, 2001; Xi, 2010; Scott Walters, 2012) and, more recently, ethics (Davies, 1997; Spolsky, 1997; Hawthorne, 1997; Elder, 1997;Norton & Starfield, 1997; Hamp-Lyons, 1997; Rea-Dickins, 1997; Lynch, 1997, Shohamy, 1997).[1] Because of the important consequences that tests have (affecting the employment and academic opportunities of those who take them), assessors and exam providers have come under even more scrutiny and, as a result, a culture has developed of pro-active appraisal, revision and improvement

---

[1]All of the authors listed collaborated on a special issue of *Language Testing* which dealt with the ethical issues that might affect second language assessment. See Davies (1997).

of the processes involved in assessment. To this extent, second language testing has become one of the most innovative and technologically advanced fields in the whole of linguistics.

A generic concept of language testing has existed for many centuries and, as Stobart points out, there is evidence from the Chinese Chou dynasty (c. 112-256 BC) that selection for administration courses was organized in terms of linguistic merit (2008, pp.30-31). Although the first modern language test is a relatively recent phenomenon, approximately little more than a century old (Spolsky, 1995, p.33), the origins of language testing can be traced as far back as 'The Book of Judges' in the *Bible*. In this text, it is recorded that anyone approaching the River Jordan was asked by the Gileadite army to pronounce the word *shibboleth* in order to ascertain if they were enemies, since Ephraimite, transjordanian dialect speakers, would enunciate *sibboleth*. As Spolsky states, "The Shibboleth test was, technologically, a single-item, objective, oral, phonological test, individually administered: the 42,000 who failed it were slaughtered on the spot" (1995, p. 15). Although this is a somewhat extreme example, it is clear that language testing has always been an important (and potentially controversial) tool for assessing an individual's suitability to become part of any given community – whether that is in the context of ancient Gilead or a modern university campus. Less dramatic than the previous anecdote, Huges also indicates that, in the modern age, the validity of any test has become a fundamental concern:

[Tests are] needed in order to provide information about the achievement of groups of learners, without which it is difficult to see how rational educational decisions can be made. While for some purposes teachers' assessments of their own students are both

36

appropriate and sufficient, this is not [always true]. Even without considering the possibility of bias, we have to recognise the need for a common yardstick, which tests provide, in order to make meaningful comparisons. (1989, p. 4)

From the above, it is clear that teaching methodologies are intrinsically linked to the assessment of second languages. As such, it is necessary to explore the evolution of those principles upon which foreign language teaching has been historically based in order to better understand the how the methods and concepts that underpin second language evaluation have concurrently also developed.

1.1 A BRIEF REVIEW OF LANGUAGE TEACHING METHODOLOGIES AND APPROACHES UNTIL THE 1970s

1.1.1 Grammar-translation method

The Grammar-translation method of second language teaching is the oldest of the models that will be explored in this chapter. Becoming widespread in the early to mid-nineteenth century, its main goal is to prepare students to be able to read in the foreign language (or L2) and, to that end, it concentrates on sentence-level practice. As Richards and Rodgers explain,

As 'modern' languages began to enter the curriculum of European schools in the eighteenth century, they were taught using the same basic procedures that were used for teaching Latin […] By the nineteenth century, this approach based on the study of Latin had become the standard way of studying foreign languages in schools" (2011, p.4)

In actual fact, Grammar-translation is not based upon any particular theory of language learning, other than a belief that translation from the L2 into the student's native tongue is an adequate way to learn a foreign language. Indeed, "there is no literature that offers a rationale or justification for it or that attempts to relate it to issues in linguistics, psychology, or educational theory" (Richards and Rodgers, 2001, p. 7). Under this methodology, the teacher is an unequivocal authority in the classroom and the role model that students must follow in order to acquire the necessary knowledge of the particular language under study. It goes without saying, therefore, that, for the Grammar-translation method to be effective, the teacher must have a very high degree of proficiency in the second language s/he teaches. However, defendants of this methodology also insist that spoken language is not, in actuality, appropriate for academic study as it is an imperfectly realized version of written language, which is typically exemplified in the classroom through canonical works of literature.

Grammar-translation lessons usually start with an immediate focus on grammar that is taught deductively, so that the teacher presents a grammatical rule, the students are provided with illustrative examples that they have to memorize and, afterwards, they have to apply those rules to other examples in order to demonstrate their understanding. The dynamics of this type of classroom also include the memorization of lengthy vocabulary lists and, of course, the translation of texts written in the target language which, over time, evolve progressively in length and complexity. The two skills that are primarily emphasized, therefore, are (silent) reading and writing which play a central role in all classroom activities.

From the perspective of contemporary second language research, there may

seem to be a lack of authenticity in the materials that students use in the Grammar-translation class and also in the repeated emphasis that is given to memorization of grammatical rules but, as stated before, the main aim of this methodology is to develop the students' intellectual facilities by a comparison between the features of the L1 and the L2. In this respect, the choice of materials is consistent with the construct defined by the method. The use of the students' native language (or L1) is very extensive in the classroom, not only because students are engaged in translating passages written in the L2, but also because a deductive methodology nearly always implies the use of L1 to explain the necessary grammatical rules to the students. Therefore, as Stern suggests, "the first language is maintained as the reference system in the acquisition of the second language" (1983, p. 455). The use of the target language in the spoken form in the Grammar-translation classroom is, as a result, practically non-existent. Instead, technical accuracy (in the sense of correctly applying vocabulary and grammar rules) is considered to have extreme importance and, if necessary, the teacher must provide the right answers when necessary so as to ensure that students have the information they will need to complete future exercises with greater independence.

Regarding evaluation, Grammar-translation teachers measure students' progress according to their ability to translate faithfully from one language to another and also to apply the rules of grammar. As such, assessment largely consists of reading comprehension and written exercises. This method belongs to what Spolsky (1977) terms "the pre-scientific stage" in language testing and Weir (1995) labels as "the Garden of Eden". In essence, what both emphasise is that Grammar-translation rather naively takes for granted the expertise of an elite group of teachers — the

"authorised" and "authoritarian" examiners, according to Spolsky (1995, p. 353) — but without any mechanism to determine their appropriateness to fulfill this role. Thus, both validity and reliability are accepted unproblematically as inherent characteristics of Grammar-translation tests.

A typical example of an exam of that period would be the 1913 Certificate of Proficiency in English (CPE). The following table, taken from Weir (2005, p.6), summarises its tasks:

1913 CPE Examination

(i) Written
    (a) Translation from English into French or German   (2 hours)
    (b) Translation from French or German into English, and
           questions on English Grammar.   (2½ hours)
    (c) English essay   (2 hours)
    (d) English Literature   (3 hours)
    (e) English phonetics   (1½ hours)

(ii) Oral
   Dictation   (½ hour)

   Reading and conversation   (½ hour)

Table 1. 1913 CPE task summary

Despite the clear emphasis that this test gives to translation (which accounts for 4½ hours in total) and writing exercises (a further 6½ hours), it is noticeable that, although half of the oral component is actually a dictation, some time is allocated to conversation, an indication that communicative tasks still have a part in Grammar-translation evaluation. Having said that, the priorities of this methodology from a teaching and an assessment point of view are made patently clear by Table 1.

Summarising the key features of the Grammar-translation method, Susana Pastor states:

En el método tradicional, la evaluación se limitaba a un examen final (en la mayoría de los casos, únicamente escrito) que verificaba los conocimientos adquiridos por el alumno. En la medida en que se trata de un tipo de enseñanza que ofrece un modelo de gramática normativa y en el que la lengua se convierte en un fin en sí mismo, que exige una reflexión metalingüística y que se ejemplifica a menudo con modelos literarios, no es de extrañar que dicho examen tenga en cuenta criterios morfológicos y sintácticos y que incluya pruebas de traducción y dictado para comprobar que se ha aprendido el vocabulario y las normas ortográficas. (2006, p. 278)

Although this view of the method is widespread, some academics argue that "los primeros métodos para enseñar idiomas no eran estrictamente gramaticales, sino de índole mucho más práctica; por un lado, porque primero hubo de asentarse la propia reflexión gramatical de las lenguas, y por otro lado, porque eran pocos los que tenían acceso a la enseñanza" (Pastor, 2006, p. 136). From the point of view of the new methodological approaches that will be reviewed below, it is possible to argue that the Grammar-translation method has become so widely derided that it no longer seems to have much relevance at a time when communication has become the main focus of second language instruction. However, it is also true that many Spaniards might recognize some of the classroom norms established by the Grammar-translation method from their own experience as students. Indeed, it is still manifestly true that, in many Valencian secondary schools, English lessons are conducted mainly in the L1 rather than the target language, a principle that is, of course, at the heart of the Grammar-translation method. In fact, Miquel Llobera goes as far as to say that "aún hoy en día es probable que el método de enseñanza de LE más extendido sea el de gramática y traducción, con alguna otra variante" (2000, p.10). Furthermore, in a 2004

article published by *The Daily Telegraph* titled "This is no way to teach languages",

Nicholas Oulton makes a fierce defence of the methodology whilst also directly

criticizing the supposedly superior models that are currently in vogue:

> The criticisms levelled against this method [grammar-translation] of teaching was that,
> while giving pupils an excellent understanding of the grammatical structures on which
> the language was based, it left them with a very limited ability to speak the language.
> And so a new method was introduced that relies essentially in osmosis […] translation
> itself is considered an antiquated, if not elitist, concept, not to be uttered in the
> modern classroom, where pupils learn instead to communicate […] children sit in a
> state of confused paralysis while the teacher follows "good teaching practice" by
> talking to them in the target language and then handing them a worksheet in which
> they match single words to (often unidentifiable) clip-art images. (2004)

Oulton proposes to "get back to basics before is too late" (*ibid.*) and promotes a series

of textbooks (incidentally, published by the company of which he is a managing

director) that, in accordance with the Grammar-translation method, provide students

with grammatical rules written in their own language, extensive vocabulary lists and

exercises of translation from the L1 into the L2. As Oulton concludes, "it may not be

fashionable, but it certainly works. And after all this, when we wish to polish our

speaking skills […] a period spent in the country concerned is the only real answer"

(*ibid.*)

Even more recently, Alastair Pennycook, in a compelling article, condemns the

idea that translation, a skill which is fundamental to second language learning, has

become such a "pariah" (2008, p.35) in the thinking of many contemporary academics

and teaching practitioners. He continues:

> Perhaps the most insidious aspect of this self-interested historicizing was the
>
> construction of 'grammar-translation' – that catch-all concept designed to describe
>
> and denigrate all forms of teaching and learning that taught grammar or brought
>
> other languages into the classroom (i*bid.*)

Pennycook presents a view of translation not as "a means of showing superior teacher

knowledge, or a chance to reduce languages to mere equivalents to each other" (p.

36), but as a way "to open up and explore the many possible meanings that can start

to flow in and out of languages in relation to English" (p. 44) and, moreover, it allows

students to enter what he calls "the global traffic of meaning" (p. 33).

From the above, it is clear that, despite its long history, Grammar-translation

has become a highly controversial methodology in the modern age. What is also

evident, however, is that it is still being utilized in a Spanish teaching context

nowadays, if not in its exact original form, then at least in terms of the emphasis that it

gives to using the students' L1 in the classroom and to grammar and vocabulary

exercises. Regardless of the criticism that the method has endured in the last century,

it remains a valid and useful tool for both teaching and evaluation.

1.1.2 Direct method

Towards the end of the nineteenth century a group of young, Scandinavian

linguists (Otto Jespersen, J.A. Lundell and August Western) created the *Quousque*

Tandem society (meaning "How much longer?") with the specific intention to challenge the dominance of Grammar-translation methods and, thus, to radically alter the landscape of foreign language teaching as it was at the time. Writing in 1882, the phonetician Wilhelm Viëtor, makes clear his own dissatisfaction in his influential pamphlet, *Die SprachunterrichtMußUmkehren!* ('Language teaching must start afresh!'): "This study of grammar is a useless torture! It is certainly not understood; therefore, it can have no effect as far as moulding of the intellect is concerned" (Quoted in Richardson, G. 1983, p.25). The formation of *Quousque Tandem* resulted in the development of various innovative teaching methodologies, one of which is the Direct method. As Pastor states, "Aunque en su momento se le criticó la falta de fundamentos teóricos, tuvo mucha importancia para el desarrollo de métodos posteriores" (2006, p. 140). In contrast to the priorities of Grammar-translation, the main aim of Direct method teaching is to encourage students to think in the target language, by being able to make direct associations between authentic foreign language situations and the linguistic knowledge needed to manage those encounters; in other words, to learn the foreign language without using the filter of the mother tongue. To this extent, advocates of the Direct method have a much more utilitarian view of second language learning than those who utilize Grammar-translation. In essence, rather than emphasizing the centrality of translation, students learn how to communicate orally in the target language and so the spoken production skill is given much greater prominence than in Grammar-translation.

The teacher, who in the original conception of the Direct method must be a native (and, thus, in possession of a near-perfect command of the target language), is no longer the unique "authority" in the classroom in the sense that s/he always knows

the 'correct answer'. Instead, students and teachers work more as partners, negotiating the information that is required to make progress in the L2 through the medium of spoken interaction. In fact, in relation to student errors, Direct method teachers encourage students' self-correction whenever possible – for example, by asking them to make a choice between what they have said and an alternative answer which the teacher supplies, or by repeating the student's answer in a questioning voice that encourages the student to suggest an alternative. As Jespersen's 1904 article, *EnglischeStudien* ('English Study') suggests, "Never tell children anything they can find out for themselves" (Quoted in Richardson, 1983, p.25).

Inverting the priorities of Grammar-translation, the Direct method uses an inductive approach to grammar and the use of *realia*, visual aids such as pictures and flashcards or gestures is promoted in the classroom so as to assist student comprehension of the topic under discussion. Rather than materials that are based on canonical literature or ones that have been created by the teacher to convey a particular aspect of grammar, the Direct method syllabus and its concomitant classroom activities are intended to mirror real life. As a result, practitioners staunchly object to the use of the L1 arguing that to do so is to undermine the fundamental authenticity of a classroom experience that is based upon linguistic immersion or, as Gilbert suggests, "a process of learning in and through language" (Quoted in Richardson, 1983, p.25). The students' native tongue should never, therefore, be used for the purposes of explanation, clarification nor translation. Instead, the Direct method places emphasis on a student's ability to decode what they hear through listening and to engage in productive communication through speaking. Unlike in Grammar-translation which, according to D.W. Harding, fails "to teach an

45

understanding of language in its widest sense" (1967, p.49),teachers must take the time and effort to work with students on their pronunciation skills. In summary, the most important teaching principles of the Direct method can be represented as follows:

1. Classroom instructions occur exclusively in the target language.
2. Initially, only vocabulary and sentences are taught; later, when students have achieved some degree of familiarity with these, grammar, reading and writing exercises are introduced.
3. From the beginning, students are invited to ask questions (as a way to find out the information that they need) as well as to answer them (in order to demonstrate their understanding).
4. Oral communication skills are developed in a carefully managed progression based upon question-and-answer exchanges between teachers and students.
5. New teaching points are always introduced orally.
6. Students should speak more than the teacher, for approximately 80% of each lesson.

Under the Direct method, the evaluation of students has a very different emphasis to that in Grammar-translation as it is based on their ability to use (or produce) the language, not simply on their knowledge of it. In Saussurean terms, this might be understood to be the difference between *parole* and *langue*. Thus, as Larsen-Freeman explains, "the students might be interviewed orally by the teacher or might be asked to write a paragraph about something they have studied" (2000, p. 30). Although, as mentioned previously, Grammar-translation allowed for the possibility of oral testing, it is, in reality, only with the emergence of the Direct method in the early twentieth century that speaking production became regarded as instrumental to foreign language assessment. As such, the Direct method marks an important paradigmatic shift in language testing which culminates, as will be explained below, in the communicative view of second language teaching that has prevalence today.

1.1.3 Audio-lingual method

Before the advent of the communicative period, the Audio-lingual method had a huge impact on the way that second languages were learned and assessed. Developing originally during the Second World War as a way to quickly and efficiently train American servicemen and women in a foreign language, this methodology became particularly popularised during the 1950s. It is grounded on a structuralist understanding of language so that the L2 is divided into discreet lexico-grammatical chunks – for example, 'Good morning' or 'How are you?' – that are repeatedly practised until they have been mastered by students. The syllabus is, thus, carefully planned and organized in terms of the linguistic patterns that are going to be taught in pre-prepared dialogues for students to practise. A typical teaching device derived from structuralism is the use of whole class or individual drill exercises such as repetition, transformation, substitution, restatement and question-and-answer. The differences between these types of activities are exemplified below.

REPETITION   Teacher: I'm feeling happy today

Students: I'm feeling happy today.

TRANSFORMATION   Teacher: I'm feeling happy today.

Students: We're feeling happy today.

SUBSTITUTION   Teacher: I'm feeling happy today.

Students: We felt happy yesterday.

RESTATEMENT   Teacher: Tell me how you feel.

Students: We feel happy.

QUESTION & ANSWER   Teacher: How are you feeling?

Students: We're feeling happy.

47

In his article "The Sequencing of Structural Pattern Drills"published in 1971, C.B. Paulston attempted to provide a classification of how drills function in the Audio-lingual classroom based upon the research available at that time. This framework gives a broad idea of the complexity and diversity that drill exercises have pedagogically but he acknowledges that "in efficient language teaching there needs to be some form of communication built into the drills" (p. 200).
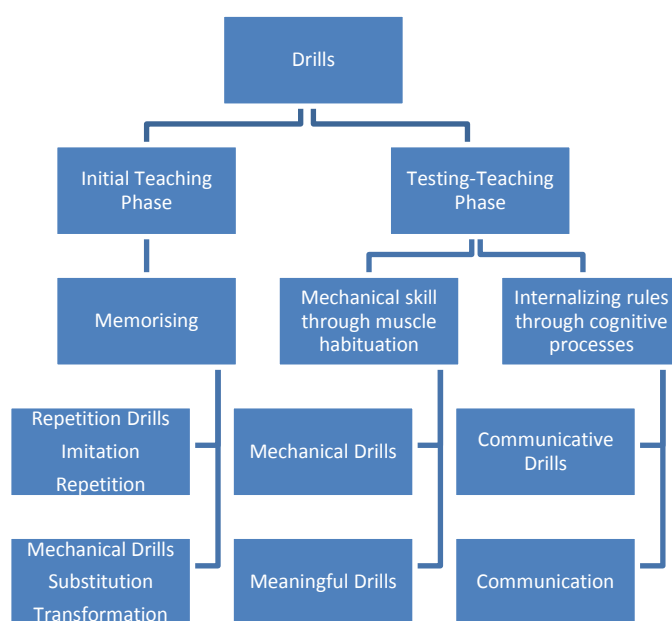
Figure 2.Paulston's classification of drills

Indeed, although placing much emphasis on spoken language and, as in the Direct method, on the accuracy of students' pronunciation, it is also evident that static drilling (of the type labeled in Figure 2 as Mechanical or Repetition drills) grants students little opportunity to use the foreign language creatively. Even though in its original formulation the Audio-lingual method insisted upon use of the L2 at all times in the classroom, students' progress is strictly determined by the rate at which the

teacher introduces new lexical or grammatical items into the repertoire of class drills. As students become more adept, therefore, an increased emphasis must be given to Meaningful or Communicative drills (Figure 2) which allow for greater flexibility in terms of student response.

An important dimension to the Audio-lingual methodology is provided by Behaviourism, the psychological movement developed by B.F. Skinner that flourished in the 1950s. Behaviourism provided a reinforcement (and refinement) of original Audio-lingual practice by arguing that language learning is constituted by the formation of habits and that, as such, it is an aspect of human ability that develops from the systematic application of repetition, correction and reward (or its diametric opposite, punishment). As Paulston suggests, "language is verbal, primarily oral, behaviour and as such [is] learned only by inducing the students to 'behave'" (1971, p.197). Students practice dialogues, imitating and repeating the teacher and, if their outcome is successful in terms of pronunciation, lexis and grammar, their work is positively reinforced by the teacher. Thus, akin to the Direct method, Audio-lingual practitioners place great emphasis on the spoken dimension of foreign language use. But, perhaps even more so than in Grammar-translation, it is a highly teacher-centred methodology as the teacher is not only the sole authority within the classroom but s/he must also, as a matter of didactic principle, correct all errors made by students in his/her charge. The ultimate goal of Audio-lingual teaching is for students to use the foreign language communicatively and automatically, that is to say, without the need to pause for thought. But, as suggested above, the fact that students tend to progress slowly, needing first to have at their disposal a vast mental repository of

conversational chunks for any authentic discourse to become possible, led to increasing criticisms of the method during the 1960s.

One of the most vocal critics of Behaviourism and, thus, by association, of Audio-lingual teaching was Noam Chomsky (as cited in Mitchell and Myles, 1998, p. 25), who challenged some of its foundational principles. Chomsky registers two main objectives: firstly, children learning their native language do not simply reproduce what they hear and so, by extension, the assumption that second language learning occurs through repetition of systematic patterns is false; secondly, Chomsky's research indicated that correction (a central tenet of Audio-lingual practice) has negligible effect on the learning of language. Instead, there are developmental stages involved the learning process, meaning that students will not learn what is taught to them unless they are ready to learn it. More recent criticism of the method (for example, that by Shrum and Glisan, 1994, p. 140) points to the fact that, although Audio-lingual students are engaged in some kind of meaningful communication through the drilled practice of dialogues, the lack of any contextualized input means that they are unable to perform with the same degree of proficiency in spontaneous communication. As Widdowson explains,

> The point, then, is that the structural approach did focus on meaning but on meaning in form, informed meaning, one might say. That is to say, the focus was on semantic meaning, that which is encoded as general concepts and principles in the language itself. The problem is that the demonstration of this semantic meaning, real enough in its own terms, necessarily results in unrealistic uses of language. In other words, what is semantically meaningful is at the same time pragmatically meaningless. For to be pragmatically effective speakers have to use language not so that it duplicates the context but so that it complements it. (1998, p. 707)

Even though the Audio-lingual method has now become largely discredited as a teaching methodology as "drills have assumed a secondary role" (Walz, 1989, p. 160), in relation to evaluation, the Audio-lingual methodology has been hugely significant in instigating what Spolsky terms the "psychometric-structuralist stage" (1995, p.2) of testing. Indeed, it is largely owing to the work of Audio-lingual pioneers that a radical shift in focus occurred during the 1950s and 1960s onto the more scientific principle of objectivity. As Pastor states,

> En el método audio-oral, de base estructuralista, […] la evaluación es considerada desde una perspectiva más rigurosa, al amparo de las últimas aportaciones de la psicometría. En este ámbito se consolidan las pruebas objetivas, que funcionan mediante un gran número de preguntas, con la previa determinación de las respuestas aceptables y la valoración otorgada a cada una de ellas. La evaluación se convierte así en un instrumento o técnica con voluntad de carácter científico. (2006, pp. 278-279)

A highly productive collaboration between psychometrists and linguists was established with the intention of finding objective methods by which to measure, as consistently as possible, an individual's ability to respond to exam items. For the first time, therefore, second language test design became focused on discrete points of language with the overarching objective to establish reliability as an inherent quality of any exam. Two examples of the Certificate of Proficiency in English test from 1966 and 1975 (given below in Tables 2 and 3) will serve to illustrate the changing nature of exam design as well as provide an illuminating contrast to that displayed in Table 1 above:

1966 CPE Examination

(a)	English language composition	(3 hours)
(b)	Either English Literature	(3 hours)
	Or Science Texts	
	Or British Life and Institutions	
	Or Survey of Industry and Commerce	
(c)	Use of English	(3 hours)
(d)	Translation from and into English	(3 hours)

_Table 2._1966 CPE task summary. Adapted from Weir (2005, p.8)

1975 CPE Examination

PAPER 1: Composition	(3 hours)
PAPER 2: Reading Comprehension	(1¼ hours)
PAPER 3: Use of English	(3 hours)
PAPER 4: Listening Comprehension	(30 minutes)
PAPER 5: Interview	(approx. 12 minutes)

_Table 3._1975 CPE task summary. Adapted from Weir (2005, p.9)

Of particular interest here is Part (c) of the 1966 paper and Papers 2, 3 and 4 of the 1975 exam, as these sections utilise multiple-choice formats and, therefore, indicate that, increasingly, such a format for test design was regarded by examiners as a means by which to satisfy the need for greater objectivity in second language testing. As Weir suggests, "The more consistent the items were with each other in terms of how candidates performed on them, the higher the internal reliability" (2005, p.8). What is also surprising is how closely the 1975 format resembles English as a foreign language exams that are still taken today. As such, it is important to emphasise that, with the emergence of the Audio-lingual methodology in the 1950s, language testing entered a

crucial new phase, the impact of which continues in the modern context of Communicative Language Teaching.

1.2 COMMUNICATIVE LANGUAGE TEACHING

In the early 1970s, a clear paradigmatic shift occurred in linguistics, replacing the previous emphasis that Audio-lingual teaching had given to a structuralist view of language with an interest in authentic communicative contexts. This notion has now become known as the Communicative Approach and, over time, its influence on how second languages are taught and assessed has increased exponentially. As Allwright suggests, "The profession moved on from 'getting them talking to each other' to the more complex problems of 'getting them communicating' " (1984, p. 156).

The impact of the Communicative Approach has been enormous — for Pastor, "ha transformado el panorama de enseñanza de segundas lenguas" (2006, p. 155) — because, although both the Direct and the Audio-lingual methods had already established the speaking component as key to students' assessment, the emergence of Communicative Language Teaching radically altered the focus of second language use in terms of its pragmatic meaning; that is, it acknowledged the need for a "transfer of classroom learning to the outside world" (Allwright, 1984, p. 157). In essence, therefore, the 1970s witnessed a refinement of previous methodologies through linguists' intention to better integrate practice of the four skills into the teaching and assessment spheres of foreign languages. A primary objective of Communicative Language Teaching is to motivate students, as they feel that they have a meaningful engagement with the L2 from the beginning of their learning process. As such, this methodology is one of the first to make a connection between a positive student

attitude and a successful learning experience, an element of the Communicative paradigm that makes it highly innovative for the era in which it was created. Littlewood reinforces such an idea, arguing that: "The learners' ultimate objective is to take part in communication with others. Their motivation to learn is more likely to be sustained if they can see how their classroom learning is related to this objective and helps them to achieve it with increasing success" (1990, p. 17).

In fact, the notion of Communicative Competence (CC), on which Communicative Language Teaching is founded, was developed by the American sociolinguist, D. Hymes. To have true CC, Hymes indicates that a student must be in possession of four distinct though also inter-related skills (or 'competences'):

(i) Sociolinguistic competence: that is, an understanding of the sociocultural rules that determine language use and discourse in particular contexts;

(ii) Grammatical competence: through which students master the linguistic forms of a foreign language (including vocabulary, word and sentence formation, pronunciation, orthographic rules and semantics);

(iii) Discourse competence: which involves the coherence and cohesion of messages that are written, read, heard or spoken.

(iv) Strategic competence: in order to compensate for any flaws in communication which are created by such external factors (such as noise).

As Larsen-Freeman explains, Hymes' conceptualisation of Communicative Competence acknowledges, for the first time, the highly complex process of meaning creation and negotiation that using a (foreign) language involves:

[…] students need knowledge of the forms, meanings, and functions [of the L2]. They need to know that many different forms can be used to perform a function and also that a simple form can often serve a variety of functions. They must be able to choose from among these the most appropriate form, given the social context and the roles of the interlocutors. They must also be able to manage the process of negotiating meaning with their interlocutor (2000, p. 131)

In the Communicative Language classroom, the teacher becomes a facilitator, providing students with an array of opportunities for active communication with their peers. As such, his/her role is in diametrical opposition to that first posited by the Grammar-translation method and also markedly different to the authoritarian pedagogue of Audio-lingual theory. Students are regarded primarily as communicators who learn about the target language by using it in the transfer of meaning that results from authentic interactions. Teachers must, thus, allow students to have a voice in the classroom and there is a wide range of activities that can encourage such dynamic learning, such as the use of role-plays, peer-to-peer interviews and surveys/information collection. To be truly communicative, however, these activities must allow students to engage with the target language creatively, rather than merely satisfying a series of responses that have been pre-determined by the teacher. Simply put, the difference between a non-communicative and a communicative question can be illustrated by the difference between asking 'What is the weather like today?' (a question which is limited by what can be observed from the classroom window) and asking 'What will the weather be like next week?' (which is not restricted by any empirical observation at the time).

Breen and Candlin situate the Communicative Language curriculum within a framework that takes into account content, teaching methodology and evaluation, a structure that is represented in Figure 3 below:
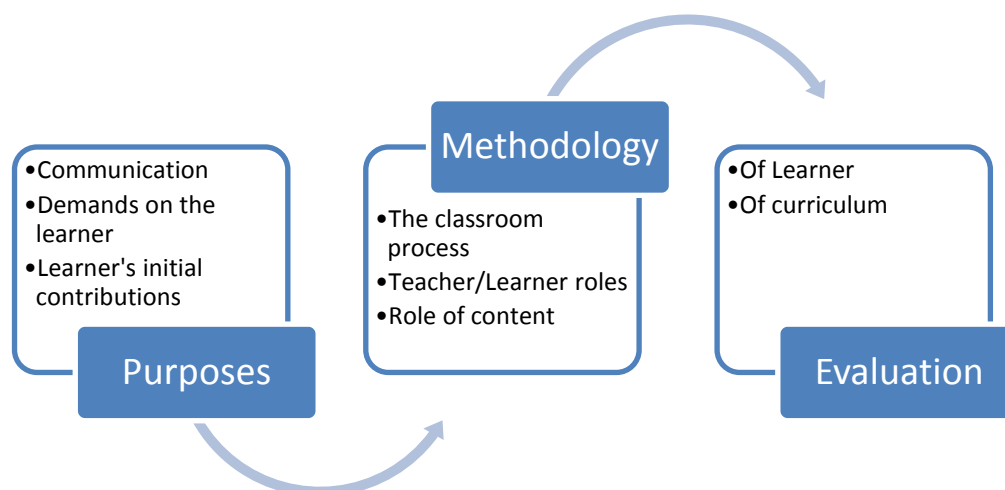
Figure 3. Breen and Candlin's Communicative curriculum (1980, p.90).

The typical framework employed in Communicative Language methodology is the notional-functional syllabus. This type of syllabus, based around linking concepts or notions (such as time) to its real-world application or function (for example, asking a stranger to tell you the time), was first developed by a group of language teaching experts brought together in 1971 by the Council for Cultural Cooperation, which wanted to explore the possibility of a unit-credit system as a result of changes in the educational realities in Europe (a notion that will be developed in more detail in the next chapter). In intention, the aim of the syllabus was to shift language teaching's emphasis on categorical forms (adjectives, verbs, pronouns etc.) to communicative purposes (inviting, requesting, asking, and so on). As Richards mentions, the notional-functional syllabus provides "a convenient framework for the design of teaching

materials, particularly in the domains of listening and speaking" (1974, p.155) and, as such, it serves as a useful device by which to develop communicative practices for foreign language teaching.

Finocchiaro and Brumfit propose the following diagram as an example of the framework within which the notional-functional syllabus works:
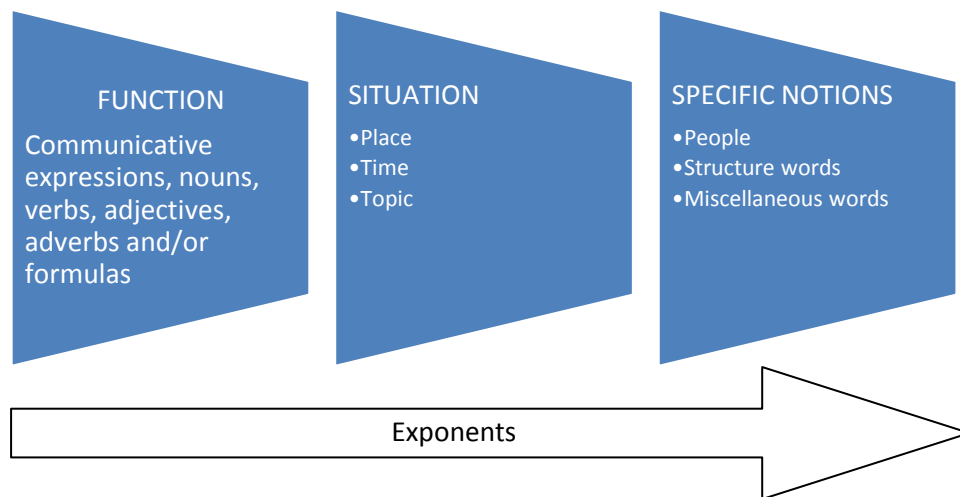
*Figure 4.*Finnochiaro and Brumfit's notional-functional framework (1983, p.17)

According to Johnson, the rationale behind the Council for Cultural Cooperation was that "notions and functions would […] lead to a type of teaching in which each lesson would deal not with a structure, but with a concept of use"(2001, p. 184). In consequence, its purpose was to create coherent language policies in the burgeoning European community and, therefore, to have a direct intervention in the foreign language teaching methodologies of its member states. As will be seen in the next chapter, the modern European Union continues to have a key impact on the design of communicative programmes and textbooks, ensuring that it is one of the most powerful agencies for change in language teaching and assessment throughout the continent.

One of the main criticisms against the notional functional approach is that, rather like the Audio-lingual method it sought to replace, it encourages the learning of language as chunks but others (such as Ur, 1996) have pointed out that the learning of blocks of language in context does not have to be negative as long as the items are conceptualised and can be reinforced through repetition so they are not just isolated fragments in the learner's memory. Finocchiaro and Brumfit follow this assertion when they argue that:

> Students derive essential feelings of achievement and success when they perceive that the same functions and notions can be used not only in multiple utterances but also in diverse sociocultural situations. It is also of tremendous benefit in helping the learners 'internalise' linguistic items, word order, and other features of the target language system. (1983, p. 99)

Wilkins (1979), a key expert member who worked for the Council for Cooperation in the project, also defends the utility of the notional-functional syllabus, suggesting that it is very flexible both in terms of the content it includes and the needs of students. It allows for a cyclic pattern of instruction, in which components like grammar can be revisited in order to expose other uses of a same structure, so that each individual structure is not only associated with a specific function.

For evaluation purposes, the Communicative Language Teaching methodology regards fluency as an all-important criterion so that "this may often entail sacrificing grammatical accuracy in favour of immediate communicative effectiveness"

(Littlewood, 1990, p. 4). This concept translates into a type of assessment through which, according to Pastor,

> […] se comienza a considerar la evaluación como un medio eficaz de mejora del proceso de aprendizaje, en la medida en que permite tomar decisiones que afectan al mismo. El hecho de que se interprete la lengua como un instrumento de comunicación y se potencie el uso de la misma transforma también la noción de cómo valorar ese uso; por ello no se trata sólo de evaluar unos conocimientos, de medir el rendimiento referido a unos contenidos lingüísticos y funcionales establecidos previamente, sino que se dificulta la tarea, pues lo que se ha de evaluar no es tanto la competencia cuanto la actuación, no son tanto los conocimientos cuanto las habilidades, que son, en definitiva, las que se ponen en práctica cuando nos comunicamos en una lengua extranjera. (2006, p. 279)

Such a view of language, as a macro-structure of discourse rather than of its individual components, forced language testers to move away from assessing specific foreign language characteristics (for example, word order) to take into consideration the notion of language as discourse and in its sociolinguistic application, as well as the context in which it communication takes place. Spolsky denominates this as the "psycholinguistic-sociolinguistic period" (1995, p.2) of testing. One of the main idiosyncrasies of such tests is their integrative nature: they consist of both skills (listening, speaking, reading and writing) and components (grammar, vocabulary and pronunciation). The influence of cultural factors on the nature of test items is also taken into account. A clear example of this shift in approach from language as a system of rules to language in use is the 1975 revised format of the Cambridge Certificate of

Proficiency in English (shown in Figure 3 above). The new format of this test has five parts (or papers): Composition; Reading comprehension; Use of English; Listening comprehension; and Oral interview. It is a structure that continues to be widely used for the design of communicative tests around the world and, as such, demonstrates the centrality that integrative testing now has in the modern world.

The proponents of such an assessment format have presented strong arguments to support their belief that integration needs to be a central principle in foreign language exam. These can be summarized in the following three bullet points:

- Language is not a set of unrelated fragments but a coherent totality and therefore its components must be integrated and tested in combination with one another.

- Language learning is purposeful. The purpose is always communicative and what must be tested should be a student's communicative ability and not his/her formal knowledge.

- Tests of formal features are too general to be of true value. What are required are specific tests of language in use (Adapted from Davies, 2003, p. 358).

The view of a language exam as an integrated whole (as opposed to a test in individual linguistic items) is also reflected upon by Margaret Bingham and, as will be discussed later, her words have a great deal of relevance to the context of foreign language attainment in Spain:

Language testing which does not take into account propositional an illocutionary development beyond the sentence level, as well as the interaction between language behavior (verbal and non-verbal) and real-world phenomena, is at best getting at only a part of communicative competence. Small wonder that we often find that a student's success at second language classroom exercises and tests appears to bear little relationship to his or her ability to use the language effectively in a real-world situation. (1983, p. 42)

The defining characteristic of a Communicative Language test, therefore, is its integrative and pragmatic nature. Grammatical competence is not tested via isolated fragments but, holistically, through language in use. Moreover, in order to know what level of attainment students have in a second language, tests are designed to be as authentic as possible. Thus, for example, role-plays will be used to gauge a student's oral performance and genuine real-world material will be used for listening and reading comprehensions. Lastly, there also needs to be a range of situations offered in the exam which allow a student to deploy a variety of language functions according to the test's objectives. This aspect, in particular, adds to the content validity of the assessment by reflecting how students would have to behave in a realistic context. These three main traits — integration, directedness and range — must also be embedded into a framework that guarantees the key features of any test: validity, reliability and feasibility. According to Miyata-Boddy and Langham (2000), however, these fundamental concepts create some potentially problematic issues in relation to the design of Communicative Language tests. Regarding validity, Bachman also argues that in order to be able to make inferences from test performance

61

[…] we need to demonstrate two kinds of correspondences: (a) that the language abilities measured by our language tests correspond in specifiable ways to the language abilities involved in non-test language use, and (b) that the characteristics of the test tasks correspond to the features of a target language use context. The problem of sampling has been recognized and efforts are being made to address it" (1991, p. 681).

Since tests can be considered samples of language, it is clear that the problem inherent to this type of test is how to include a range of contexts and tasks that mirror those which the candidate will encounter in real life.

There are also potential issues with reliability. One aspect that has been particularly explored has been rater reliability, since some of the components of the assessment (namely, the written and oral production parts) are seen as being more vulnerable to subjective marking. Some authors, like Weir (2005), however, have pointed out that nowadays measures are in place (for example, thorough a rigorous programme of rater training) to ensure that the grades awarded by markers have a high degree of reliability. Whereas this may be true in certain contexts, Weir's judgement cannot be applied generically and, indeed, as Chapters 5 and 6 will explain in more detail, Spanish assessment practices remain woefully inadequate in terms of rater reliability.

Communicative Language testing constitutes what Weir (2005) denominates as "The Promised Land" (2005, p.8), the culmination of a refinement of foreign language teaching methodologies that has occurred since the nineteenth century. Nevertheless,

it is clear that there is still a need to continue working on test design in order to improve assessment practices both globally, in the context of individual nations or even, as in the case of Spain, on a regional level. Miyata-Boddy & Langham suggest that "the goal of communicative testing is attainable. However, it is a form of testing which, like any other, has problems associated with it, and it is the responsibility of researchers and teachers to endeavor to find solutions to those problems" (2000, p.81).

1.3 SUMMARY

In this chapter, there has been general overview of the historical field of language teaching methodology and assessment which has experienced significant advances in the last century. The rate of development has increased particularly in the last fifty years when more theoretically based approaches to second language teaching have played a vital role in the evolution of methods adopted by classroom practitioners and by the experience of foreign language students. In essence, the role of the teacher has progressed from that of an authoritarian source of inflexible grammatical knowledge to a facilitator, assisting the students in the progression of their own language attainment. Indeed, students are no longer seen as passive receivers of language but as individuals who, through their engagement in communicative acts, codify and clarify the L2 they use in a systematic process of self-education. There is, of course, as yet no "Promised Land", to use the term adopted by Weir, as all those involved in the research of foreign language teaching and assessment need to continue to test the validity of the latest methodologies in the long term and

to negotiate how to fully integrate the best elements of competing methodologies into a coherent and reliable system of testing.

This survey is far from complete and it has deliberately omitted a number of alternative approaches and methods that emerged mostly during the vibrant period of second language theory during the 1970s and 1980s. The main reason for these omissions is that methods and approaches such as Total Physical Response, The Silent Way, Community Language Learning, (De)Suggestopedia, the Lexical approach or Neurolinguistic Programming will not be relevant for the analysis that will follow in the rest of this thesis. Furthermore, as Richards and Rodgers point out: "rather than starting from a theory of language and drawing on research and theory in applied linguistics, [many of] these methods are developed around particular theories of learners and learning, sometimes the theories of a single theorizer or educator" (2001, p.71).

The major area of concern in this thesis is related to the real application of second language teaching methodologies in the classroom and, ultimately, the impact that these methods have on the learner in terms of their assessment techniques on the learners. Some authors have complained about the reluctance of educational systems to change from traditional teaching method and Littlewood argues (with some justification) that, due to the complex reality of teaching in relation to student idiosyncrasies, "nobody will ever produce a definitive teaching methodology"(1990, p.95). However, it is the goal of academics to propose an effective system that merges theory and practice into a coherent whole so that, as Prabhu suggests, "teachers' and specialists' pedagogic perceptions can most widely interact with each other [then] teaching can become most widely and maximally real." (1990, p.176) Furthermore, it is

the duty of second language experts to continue to develop test design in order that it provides stakeholders with the most feasible, reliable and valid assessment processes available.

Nowadays, worldwide communication plays a dominant role in all aspects of human life but the European Union faces the challenge to unify the linguistic policies of its member states in order to promote the value of each citizen learning at least two foreign languages. This promotion can and will only be effective through the implementation of quality language programmes across Europe and by making sure that all European countries have an agenda regarding language teaching that is as similar as possible. Yet, in order for this to become a reality, professional applied linguistic research and teachers engaged in the application of different methodologies in the classroom are needed as much as a coherent, comprehensive, realistic and unifying European language assessment programme. We are currently in the era when Communicative Language Teaching methodology has most prominence and, as the discussion above illustrates, this is mirrored in the way in which assessment design has adapted to emphasise such components as speaking, listening and social interaction. It is in this context that the Common European Framework of Reference for Languages (hereafter CEFR) develops and this document has done a great deal to enshrine the importance of communication into official European documents. As Bachman stresses:

We find ourselves at a point where we have the resources — theoretical, methodological and technical — to make a strong programme of validation a reality, both as a paradigm of research and as a practical procedure for quality control in the design, development and use of language tests. (2000, p. 2)

65

It is with this in mind, that Chapter 2 will now provide more discussion of the CEFR, a document whose influence on current European language planning cannot be underestimated, and which will form an important element of the comparative analysis of English and Spanish second language test design that follows in the rest of this thesis.

CHAPTER II

EUROPEAN LINGUISTIC POLICIES

I trust that by now it will be clear that the Common European Framework is not a scheme for the *Gleichschaltung* of language education in Europe, but rather a tool for effective, intelligent decision-making as close as possible to the point of learning. Let us make sure that the Framework is indeed used in the way it is intended by ourselves making use of it in our daily professional practice!

John L.M. Trim

2.1 INTRODUCTION

There is a wide range of documents published by the Council of Europe (hereafter, Coe) which relate to linguistic policies at a variety of levels. Their common denominator is an endeavour to promote linguistic diversity and language learning in a multilingual Europe. Foreign language skills, of course, are essential if individuals are to benefit from the opportunities of employment and mobility that Europe now offers but they are also necessary for active participation in the social and political processes which are an integral part of democratic citizenship in CoE member states. Indeed, as the CoE's webpage makes clear, the development of its coherent language education policies specifically aim to promote the following five core values:

- **PLURILINGUALISM**: all are entitled to develop a degree of communicative ability in a number of languages over their lifetime in accordance with their needs

- **LINGUISTIC DIVERSITY**: Europe is multilingual and all its languages are equally valuable modes of communication and expressions of identity; the right to use and to learn one's language(s) is protected in Council of Europe Conventions

- **MUTUAL UNDERSTANDING**: the opportunity to learn other languages is an essential condition for intercultural communication and acceptance of cultural differences

- **DEMOCRATIC CITIZENSHIP**: participation in democratic and social processes in multilingual societies is facilitated by the plurilingual competence of individuals

- **SOCIAL COHESION**: equality of opportunity for personal development, education, employment, mobility, access to information and cultural enrichment depends on access to language learning throughout life

(Council of Europe, 2012)

The Common European Framework (hereafter, CEFR) is unquestionably the document that has had the greatest repercussions on the formation of language policies since its publication in 2001 and, in the context of language learning and

assessment, it has become an indispensable point of reference for anyone interested in second language teaching and testing. The scale and importance of the document is acknowledged by authors of the CEFR themselves and, as such, it is worth quoting at length:

> The Common European Framework is intended to overcome the barriers to communication among professionals working in the field of modern languages arising from the different educational systems in Europe. It provides the means for educational administrators, course designers, teachers, teacher trainers, examining bodies, etc., to reflect on their current practice, with a view to situating and co-ordinating their efforts and to ensuring that they meet the real needs of the learners for whom they are responsible. By providing a common basis for the explicit description of objectives, content and methods, the Framework will enhance the transparency of courses, syllabuses and qualifications, thus promoting international co-operation in the field of modern languages. (Council of Europe, 2001, p. 1)

Through an explicit and comprehensive description of objectives, contents, and methodology, the CEFR intends to make the process of validating qualifications among EU members less onerous – that is, of course, on the proviso that all the countries involved achieve the same standards, a caveat which has, as Chapters Five and Six make clear, significant implications for the Spanish educational system. It could be argued that, it is in this precise notion where the true importance of this document resides: the CEFR attempts to establish a scheme for language teaching, learning and assessment which, while not intending to be prescriptive – and, thus allowing decisions about methodologies and the sequencing of content to be determined by each

member state –it lays the foundations for a pan-European linguistic policy. This objective, in principle, should have two fundamental consequences when it is put into practice:

(i)   It helps to found a validation system between qualifications obtained in different countries, thus increasing mobility and cultural exchanges. It also establishes a scale of levels with which each individual can identify the extent of his/her level of personal foreign language attainment;

(ii)   As it combines different linguistic policies from several countries, in principle, all European citizens can have the same access to foreign language learning. According to the passage from the CoE quoted above, European citizens should have the option to learn at least two languages from any member state.

For the purposes of this thesis, particular attention will be given to the development of policies that intend to establish a commonality of modern language learning, teaching and assessment across European countries. Therefore, primarily, a brief introduction to the historical creation of linguistic policies within the CoE will be presented in order to better understand the context out of which the CEFR emerges. Secondly, the impact of the CEFR on current educational policy will be examined before, finally, exploring some of the concerns raised by academics in relation to the misuse of the CEFR. In this way it will be possible to predict the potential next steps that are needed with regards to European language policy and, to this end, a range of other documents that have become available to complement the CEFR will also be discussed.

The main purpose of this chapter is, therefore, twofold: on the one hand, it aims to provide a comprehensive review of the CEFR in terms of its utility. This information will be needed in later sections of the thesis, when particular attention is given to specific teaching and assessment policies in England and Spain. On the other hand, the outline of on-going research and discussion of those documents that have been recently published by the CoE will be of great value to the ultimate intention of this thesis: to suggest essential systemic improvements to the current assessment practices of the PAU exam in Spain.

2.2 THE PATH THAT LED TO THE CEFR

The CEFR is, in fact, the culmination of a lengthy process that began in 1954, with the foundation of the Council of Europe. Initially, its priority was to undertake a process of reconstruction for European identity after a long period during which armed conflict between continental neighbours had produced deep-rooted divisions. In order to promote a greater sense of mutual understanding and tolerance – and, thereby, to also prevent the escalation of future militarism – the study of foreign languages and cultures was actively encouraged (Trim, 2007b). From this it is clear that, despite whatever personal intellectual benefits may be felt to derive from the learning of a second language, European policies in relation to foreign languages have always had an intrinsic and important political dimension. Thus, from its earliest manifestation, second language teaching has been utilised as a force for increasing social cohesion and inclusivity.

In the early 1960s, initial proposals for a mandatory system of second language learning in European schools were rejected on the basis that the planning and

resources needed to make this idea a reality were not, at that time, fully available. Nevertheless, as an indication of serious future intent, Resolution no. 6 was signed by ministers, thereby encouraging member states to stimulate modern-language teaching at two levels: by supporting academic research and also by analysing the potential problems that would prevent a wider implementation of modern language teaching across Europe. The fruits of the Council of Europe's efforts had an almost immediate impact in the United Kingdom (UK), where "All secondary schools were subsequently equipped with language laboratories; [and] a year abroad was made a universal feature of university degree courses in modern languages, which were lengthened from three to four years" (Trim, 2007b, p.7). This particular example has been chosen to specifically demonstrate that, in the UK (whose 'A' level exam system will be discussed in Chapter Three), there has been a long tradition of and enthusiasm for the implementation of foreign language teaching initiatives developed in Europe. It is no coincidence, therefore, that nowadays the level of expertise in relation to second language testing in the UK is very high, since British academics have been involved in shaping linguistic policy from the very beginning of the CoE's project.

It was not, however, until the publication of Recommendation (69)2 in 1969 that a momentum was established which would ultimately lead to the CEFR. Trim has rightly described Recommendation (69)2 as "a landmark in the history of language in the twentieth century" (2007b, p.26) because it established the intention to allow all European citizens access to language learning programmes that would enable them to communicate freely with one another whilst also "maintaining the full diversity and vitality of [member states'] languages and cultures" (Trim, 2007b, p.13). As such,

Recommendation (69)2 was the first document of its kind that comprehensively sought to engineer foreign language educational processes from primary schools upwards, utilising advances in information technology and improving the mechanisms of teacher training. Perhaps most importantly of all given the focus of this thesis, it also recognized that existing systems of assessment would need to be completely overhauled and new, innovative testing methods to be introduced for European policies to become successful. To this end, Recommendation (69)2 called for a programme of research that would ascertain how this could be achieved and for the result to be cascaded to teachers with greater transparency than before.

Ultimately, Recommendation (69)2 was far too ambitious for the time and, despite the best efforts of several enthusiastic countries to implement its suggestions, the changes envisaged in the document proved harder to apply in real educational contexts than had been originally foreseen. In the UK, a widespread experiment into the benefits of teaching French in primary schools by the National Foundation for Educational Research (NFER) produced only ambiguous results and, thereby, undermined much of the momentum that agitators for educational reform had previously established. In addition, the large scale investment into language laboratories that had resulted from Resolution no.6 was, by 1969, becoming difficult to sustain as the equipment proved to be both highly unreliable and prohibitively expensive.

Nevertheless, the initial setback of Recommendation (69)2 did not stop the endeavour of the Council of Europe, which continued to fund research and encourage the formation of expert committees to give advice about language matters. One of the

lines of research created by the CoE focused on the development of a European credit/unit scheme for adult education. A group of international experts, including John Trim, René Richterich, Jan van Ek, David Wilkins and Antonia de Vigili, began working on the project whose comprehensive remit included teaching and learning strategies, syllabus and examination reform, course design and teacher training. In 1975, their work on the Threshold level was published, which demarcated "the lowest level at which it was possible to speak of a general level of language proficiency" (Trim, 2007b, pp. 19-20). The Threshold level was the first attempt at a notional-functional classification of language and, as a result, its impact went beyond adult education, provoking a series of pilots between 1978-1981 in a variety of educational contexts under the title "Modern Languages: improving and intensifying language learning as factors making for European understanding, co-operation and mobility". One of the conclusions of this project was that "without consensus and a sustained effort, successive attempts at innovation are likely to achieve no more than a partial and transient effect, and ultimately a patchwork of conflicting practices and an overall intellectual confusion" (Trim, 2007b, p.26), a clear indication that the lessons from the failure of Recommendation (69)2 had begun to have an effect.

It is interesting to note that Spain was never involved in any of these projects until the beginning of the 1980s and, thus, unlike the UK, it does not have a particularly significant historical involvement in the formation of language policies and test design. Of course, one of the primary reasons for this is political, a consequence of Spain's non-participation in the CoE during the years of Franco's dictatorship but such a period has had a lasting (and, as will be discussed later, largely detrimental) impact on the

formation of Spanish educational systems. In fact, it was not until 1982 that Spain participated in "Project 12", an initiative in which small groups of experts (such as teacher trainers, administrators and research officers) visited various European countries in order to establish a dialogue and to provide advice about the implementation of a more communicative approach to language teaching and assessment. Spain received a "contact" visit from members of the Schools Interaction Network who were interested in gauging the effects of an educational system that was substantially decentralised.

In 1991, the CEFR and the Language Portfolio came into being, two innovations that have henceforth had an unprecedented impact on shaping European educational policy. At the Rüshlikon Symposium in November of that year, it was decided that a need existed to develop a common framework for language attainment that could be utilised throughout the community. That document had to be comprehensive, transparent, coherent and, probably most importantly, flexible, dynamic and non-dogmatic. In the words of Trim, having such a framework would facilitate "the calibration of qualifications as a contribution to European professional and educational mobility" (2007b, p.39). At last, Europe seemed to have harnessed governments' willingness to become involved in the project with academic expertise and, of course, the resources necessary to make reality an idea that had been unsustainable at the time of Resolution no.6.

One of the defining characteristics of the CEFR is that it is "a concertina-like reference tool, not an instrument to be 'applied'" (North, 2007b, p. 656). As such, at the beginning of the document, care is taken to delineate a specific definition of

language in a learning context. The document provides and extensive but cogent account of what is understood by language use:

> Language use, embracing language learning, comprises the actions performed by persons who as individuals and as social agents develop a range of **competences**, both **general** and in particular **communicative language competences**. They draw on the competences at their disposal in various contexts under various **conditions** and under various **constraints** to engage in **language activities** involving **language processes** to produce and/or receive **texts** in relation to **themes** in specific **domains**, activating those **strategies** which seem most appropriate for carrying out the **tasks** to be accomplished. The monitoring of these actions by the participants leads to the reinforcement or modification of their competences. (CoE, 2001, p. 9)

According to this definition, language is a dynamic tool for communication that is used by "social agents" and, in consequence, for any foreign language education to be effective, individuals must be given an array of opportunities to develop all aspects related to its use. The CEFR is careful not to subscribe to any particular teaching methodology or assessment paradigm. Professionals, it advocates, should use the framework in any way that best suits their own interests according to the characteristics and goals of their students. Its usefulness is in providing a mechanism through which to analyse and record student achievement according to the parameters proposed by the document. However, by explicitly referring to "communicative language competences" as a prime objective for the language learner, the CEFR necessarily adopts a clear ideological position in relation to language in use. As a result, it may be argued that the assumptions made about language and its components, the specific definition of what constitutes language users and the

emphasis given to interactive language tasks are necessarily bound to condition the way foreign languages will be taught, however non-dogmatic the CEFR intends to be. Indeed, as Table 4 illustrates, the sheer number of competences that, according to Chapter 5 of the CEFR an L2 language user should have at their command, demonstrates the centrality that this concept has in the overall document:

Linguistic competences	Sociolinguistic competences	Pragmatic competences
Lexical competence	Linguistic markers of social	Discourse competence
Grammatical competence	relations	Functional competence
Semantic competence	Politeness conventions	
Phonological competence	Expressions of folk wisdom	
Orthographic competence	Register differences	
Orthoepic competence	Dialect and accent	

Table 4. Communicative Competences according to the CEFR

Chapters 4 and 5 of the CEFR are of paramount importance, as they deal with the more specific competences that learners should master in the L2 through a series of illustrative descriptor scales and their correlation with specific A-C levels. These scales are commonly known as "can do" statements and were empirically developed by the Swiss Project which was coordinated by Brian North. The rigorous process that North oversaw is explained by Fulcher:

> The designers collected 30 existing rating scales […] In total these contained 2,000 proficiency level descriptors. Teachers were asked to evaluate the descriptors for relevance to their learners, and then told to put them in piles according to whether

78

they represented "low", "middle", or "high" proficiency levels. The descriptors were then compiled into questionnaires that were presented to teachers, who were asked to decide which descriptors defined a level that was below, at, or above the level of their students. (2004b, p. 257)

Clearly, teachers were a key component of the Swiss development project and the information they provided was utilized in the development of both the levels in the scales (by means of a Rasch analysis) and the formulations used in the descriptors. This approach to the creation of the CEFR descriptor scales highlights its intrinsic nature as a flexible working tool for language practitioners. The foundations are established, therefore, for its potential to have a major impact on classroom content and syllabus specifications for the different linguistic agendas of the member states. In order to demonstrate their utility, these illustrative scales (CoE, 2001, pp. 58-96) will be applied in Chapters Five and Six of this thesis, which are devoted respectively to the English and Spanish curricula, in order to establish the approximate level (when there is no official educational cycle level) students should have attained at the end of the pre-university academic stage.

From the above, it can be seen that the CEFR has had an enormous influence on how foreign language policies have developed in late twentieth century Europe. In highlighting the main features of the document, it has become clear that, despite its intention to be non-dogmatic, the CEFR, in its advocacy of communicative competences, obviously favours a more Communicative Language teaching ideology. However, the document has also established a set of parameters that have proved to be hugely beneficial to those charged with the implementation of foreign language

programmes across Europe. In its non-prescriptive style, the CEFR allows for a wide variety of interpretations (which could itself be potentially problematic) but the document has the great advantage of being adaptable to a series of different educational settings and circumstances. As such, it serves as a unique reference material for all foreign language learning contexts. In summary, the CEFR demonstrates:

- Communicative activities that can be extracted from a vast repertoire of themes and topics and adapted to specific teaching circumstances.

- The main communicative activities and strategies of a given language (the CEFR is not language-specific).

- A unified system of competences for language users which can determine how similar the curricula of different countries are by comparing the scope of the competences that learners are expected to develop.

- A series of general objectives for the learning of an L2, from a definition of what constitutes an L2 learner to advocating an eclectic teaching methodology.

- The use of interactive tasks as an integral part of the learning process.

- A series of levels through which all language users can identify their attainment according to specific evaluation criteria.

2.3 CRITICISMS ABOUT THE CEFR IN LANGUAGE TESTING

The development of the CEFR has been the culmination of the efforts of many countries, ministers of education, academics and teaching practitioners. For many years, the task seemed unattainable, yet the project to construct a unified framework for judging European students' attainment in foreign languages has now become a celebrated reality. Currently, throughout Europe's member states, the nomenclature for the CEFR levels (A1 to C2) is recognised and accepted as what could be termed official 'qualifications currency'. Both private and public organisations have quickly adopted the terminology of the CEFR as well as its language descriptors, which are often shown on the reverse of official certificates as an indication of student achievement in terms of the "can do" statements previously mentioned in this chapter.

However, despite this climate of general acceptance, the CEFR has also received some pointed criticism from the academic community. Authors like Fulcher (2003, 2004a, 2004b), Weir (2005), Kaftanjieva (2007), Moe (2007) or Hulstijn (2007) have all expressed their concerns about certain aspects of the CEFR's development. Furthermore, the way it has been adopted by governments and institutions across Europe, "with contexts often being forced, willy-nilly, to fit it" (Coste, 2007, p.39), has also received criticism. In particular, there is concern about the way the CEFR has been used in relation to assessment and the supposed comparability of qualifications that it promotes. As Little asserts, "the CEFR was designed to assist the development of L2 curricula, the design and implementation of L2 teaching programs, and the assessment of L2 teaching outcomes. To date, its impact on language testing far outweighs its

impact on curriculum design and pedagogy" (2007, p. 648). Fulcher (2004b), for instance, argues that the lack of theoretical basis to the CEFR severely undermines it, yet, as it has become so widely accepted, those involved in language assessment have been forced to link their examinations to it. He claims that this linkage has been done intuitively more than thoroughly, in order for individuals or institutions to gain recognition and to validate their qualifications. Therefore, despite the CEFR's initial intention not to impose a unilateral system of testing, in reality that is precisely what is now happening.

Weir also believes that "in its present form the CEFR is not sufficiently comprehensive, coherent or transparent for uncritical use in language testing" (2005, p.281). Apart from there being issues with the context validity of the scales, he argues that the document is too vague in some areas – for instance, the use of verbs in the comprehension descriptors – and also that some descriptors are too similar even though they belong to different levels. In short, there are some inconsistencies in the document that need to be addressed by test developers in their own contexts (thus, in essence, respecting the flexible nature of the original document). The problem is that the CEFR is becoming the document against which all tests are being measured (Fulcher, 2004a; Díez-Bedmar, 2012;Coste, 2007), even though there is no sufficient evidence to assert that it is in fact a valid tool to develop assessment. Along those lines, Kaftandjieva also raises concerns about the comparability of qualifications across Europe, and makes a strong case for a thorough revision of practice:

> In the urge to link (preferably quickly) the existing language tests in Europe to the
> CEFR, the quality of this link has been often overlooked. It is about time, however, to

focus on the quality of the standard setting methods applied as well as the quality of their implementation, because the established cut-off scores matter and they matter for over five million examinees who annually sit and take high-stake language tests in Europe and pay for it. (2009, p.31)

Therefore, from the point of view of the critical voices, there are two main issues that need resolving: first of all, there is a need to acknowledge that the CEFR is an unfinished document, and therefore academics, teachers and test developers need to continue redefining it so it becomes a more useful tool for those professionals involved in language education and assessment; and secondly, thorough procedures must be in place when it comes to standard setting and the comparability of tests across Europe. At the moment, the CoE has published several documents (which will be discussed later in this chapter) to help countries and institutions to establish the necessary parallelisms between their exams and the CEFR levels. However, Little still believes that "the existence of this manual and associated support materials cannot possibly ensure that all tests claiming to be, say, B1 really are B1" (2007, p.649).

Whereas this may be true, the real problem involves the lack of an overarching expert organisation at either European or (individual) national level which can certify whether the linkage of exams to the CEFR is being done methodically, or even whether it is being done at all. As Alderson states, "the Council of Europe has refused to set up an equivalent mechanism [to the Validation Committee for European Language Portfolios] to validate or even inspect the claims made by examination providers or textbook developers" (2007, p.661). After so many setbacks in the lengthy process of creating the CEFR, it would be a great shame if all the effort and positive intentionality

of the document was hindered by an urgency to gain recognition as part of the "A to C" level system. As North acknowledges, "unfortunately, in many contexts, a CEFR level […] continues to be 'plucked out of the air' without an assessment of the realism of the objective or a consideration of the investment that would be necessary to achieve it" (2007a, p.25). Puig also reinforces such a view, claiming "la comparabilidad entre las certificaciones de distintas instituciones nacionales o europeas, sólo es posible si cada una de ellas ha realizado ese trabajo de relacionar sus exámenes con los niveles del Marco" (2008, p. 86).

Consequently, while acknowledging its virtues and since "as a centralized transnational framework, it is virtually impossible for institutions to resist seeing the world through the same spectacles as the COE" (Shohamy, 2001, as cited in Fulcher, 2004b, p.263), language professionals – and test developers in particular – should continue raising awareness of the problematic aspects of the CEFR with the ultimate purpose of creating thorough and reliable procedures to be able to truly assert the validity of national language qualifications and their comparability among European educational systems.

2.4 CURRENT IMPACT OF THE CEFR IN EDUCATIONAL POLICIES AND ASSESSMENT

In the previous sections, attention has been given to providing a general description of the CEFR and also on presenting its virtues as well as its shortcomings. Whether one holds a positive or a negative view of the CEFR, it is undeniable that it has become an important reality. Indeed, one could go further and assert that the

CEFR has become *the* reality in terms of foreign language qualifications across Europe. According to Little (2007),

> There are two ways in which the CEFR can influence official curricula and curriculum guidelines. On the one hand, desired learning outcomes can be related to the common reference levels; […] On the other hand, the CEFR's descriptive scheme can be used to analyse learners' needs and specify their target communicative repertoire in terms that carry clear pedagogical implications (p. 649).

Before proceeding to analyse how the CEFR has impacted upon the current foreign language policies of England and Spain (in Chapters Five and Six), it is perhaps useful to consider four brief examples of the impact the CEFR has already had in other European countries.

In Slovenia, where, as Pizörn (2009) acknowledges, the national curriculum was in need of thorough revision, the CEFR has had a great impact in the shift towards a Communicative Language Teaching methodology. Contrarily, in Sweden, a country with a long tradition of centralised national testing and a very democratic assessment system, the CEFR has been used to modify existing education policies. As Erickson explains,

> The development of the national testing and assessment materials of foreign languages is based on publicly available principles […] with systematic involvement of different categories of stakeholders, all of them contributing their own special expertise. The most important partners in the process are teachers, teacher educators, researchers form different disciplines, and, perhaps most importantly, students of different ages. (2010, p.37)

Recent attention has been given in Sweden to aligning the stages within the current educational system to CEFR levels, particularly the national tests that occur at the end of compulsory education. This work has been carried out by a collaborative research group consisting of twelve experts from twelve different countries. In Ireland, the CEFR has been applied with a great degree of innovation to develop the English Language Proficiency Benchmarks by reformulating some of the CEFR level descriptors so they can be used in primary classrooms with pupils from immigrant backgrounds (Little, 2011). Finally, several countries have already instigated their own research projects in order to evaluate the usability of the CEFR, one of these being the Dutch CEFR Construct Project (Alderson *et al.*, 2009). This project intended to develop an instrument to describe the construct of reading and listening based on the CEFR. The conclusions would, thus, help item writers to develop future tasks and, for this reason, the research was funded by the Dutch Ministry of Education, Culture and Sciences. Although very brief, these examples illustrate some of the varying applications and benefits the CEFR can potentially have, whether it be to re-orientate teaching practices, enhance existing processes or, as in the latter case, inspire the creation of new educational policies. By way of comparison, fuller consideration will be given in Chapter Five to the way in which Spain has responded (or not) to the opportunities that the CEFR has promoted.

2.5 FUTURE ISSUES

In 2007, the CoE, aware of the challenges faced by the widespread implementation of the CEFR, held an Intergovernmental Language Policy Forum with the objective "to offer the member states a forum for discussion and debate on a

number of policy issues raised by the very speedy adoption of the CEFR in Europe and the increasing widespread use of its scales of proficiency levels" (Goullier, 2007, p.5). The outcomes of this forum were highly interesting and, as Goullier notes (pp. 14-15), some of the main needs highlighted by participants were:

- Improved teacher training to allow for better use of the CEFR

- Distribution on materials illustrating the proficiency levels' implications in different contexts, for different age groups and for different languages.

- Development of curricula in which the CEFR is embedded.

- Formulation of additional competence descriptors.

- Development of calibrated assessment tools based on the CEFR levels.

Clearly, some of the above points coincide with the concerns previously mentioned. However, they also testify to an aspiration by many intercontinental participants to standardise processes throughout Europe as much as possible. In this way, the CEFR offers the possibility for a genuine correspondence between the qualifications awarded in different countries. This goal constitutes one of the most important future challenges for the CoE. Having already created, published and cascaded the CEFR with a high degree of success, the pressing issues now concern *how* to standardise the levels it promotes and, furthermore, *who* will be held responsible for the decisions that must be taken. Regarding the first point, (the *how*) it is necessary that stakeholders understand the CEFR is (in intention) neither a prescriptive, dogmatic document nor also the only document that can be employed when implementing changes to educational policies (North, 2007c). The CEFR is useful and important but it is by no

means definitive. With respect to the question of *who* will now be charged with the crucial task of developing the original document, it is important that both public and private institutions recognise their own accountability in the process. For example, it is not the role of the CoE to monitor that the levels set in individual countries accurately correspond to the CEFR (Coste, 2007; Goullier, 2007). As such, countries need to acknowledge the responsibility they have to their learners and to their European Partners by providing a description of attainment in accordance with the levels stipulated by the CEFR. This point raises the crucial issue of accountability and whether a watchdog should be established in order to critically examine the veracity of claims made by publishers and examination providers in terms of the levels to which their tests conform. For Alderson, such a regulatory body is "long overdue" (2007, p. 662). Despite the fact that such a viewpoint has much validity and it is clear that, in the future, the CEFR will only maintain its usefulness if strategies are established through which to ensure its consistent application across Europe, Figueras issues a note of caution to those who clamour for reform. She insists "there is an obvious need to take time to do things correctly, with much common sense and a willingness to undertake this hard work" (2007, p. 675).

2.6 OTHER PUBLICATIONS BY THE COUNCIL OF EUROPE

"Consistency is more achievable when the CEFR is used not as an isolated document, but as part of an overall approach incorporating other language policy instruments developed by the Council of Europe" (Goullier, 2007, p.16). With this sentiment, Goullier expresses a premise that has often been overlooked by those who have tried to incorporate the CEFR into their educational systems. Quite simply, the

CEFR by itself is not enough to achieve an overall foreign language policy that is both consistent and coherent. From the very beginning, the CoE has actively encouraged and even funded research into the CEFR, initially in order to help practitioners to better understand its usability and, more recently, to expand the scope of the document in the light of the difficulties experienced by a range of national governmental agencies. Two documents in particular have been created to complement the CEFR in the development of educational and assessment policies, the *Manual for Relating Language Examinations to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)* (Council of Europe, 2009) and the *Manual for language test development and examining* (ALTE, 2011).

Regarding the *Manual for Relating Language Examinations* (henceforth, MRLE), its primary aim is "to help the providers of examinations to develop, apply and report transparent, practical procedures in a cumulative process of continuing improvement in order to situate their examination(s) in relation to the CEFR" (Figueras, North, Takala, Verhelst & Van Avermaet, 2005, p. 266). It is a comprehensive document which clearly explains the procedural stages that are recommended so as to achieve a thorough linking process: familiarization, specification, standardization and empirical validation. The appendices of the MRLE provide further discussion and exemplification of such technical issues as standard setting, classical test theory or qualitative methods. As Figueras *et al.* suggest, "the strongest claim that can be made is that an examination is linked to the CEFR in a technical sense, which amounts to stating that a certain score on the test or examination corresponds to the minimum requirement to attain a certain level on a CEFR scale" (2005, pp.269-270). Therefore, once an

institution or organisation decides to embark on the process of transforming their assessment processes and establish links with the CEFR, the MRLE becomes an invaluable tool.

The second document, the *Manual for language test development and examining* (henceforth, MLTDE), was commissioned by the CoE for the Association of Language Testers in Europe (ALTE). This non-descriptive document shares the underlying purpose of the CEFR and the MRLE: to serve as an instrument which "helps to ensure quality, coherence and transparency in language provision" (Sheils, in ALTE, 2011, p.5). In this sense, "it aims to provide a coherent guide to test development in general which will be useful in developing tests for a range of purposes, [...] this manual is for anyone interested in developing and using language tests which can relate to the CEFR" (Milanovic, in ALTE, 2011, p.8). In addition, the manual insists on the idea that the link of a particular test to the CEFR is not, in itself, sufficient. Instead, it is crucial to have a system in place that ensures the improvement and consolidation of processes, that is to say "the importance of designing and maintaining systems which enable standards to be set and monitored over time" (Milanovic, in ALTE, 2011, p.9).

In summary, therefore, it is clear that the CoE did not consider their work was finished once the CEFR was published. In fact, the CEFR constitutes the naissance of a revision process for assessing practices that is still in its infancy. Taken with the two documents described above, the CEFR allows for radical and important changes in foreign language policies and, as such, its publication represents a crucial moment in recent European multilingual educational development.

2.7 SUMMARY

In this chapter, an overview has been given of the development of essential European linguistic policies, with a focus on the CEFR, the long-awaited culmination of an ambitious project to facilitate mutual recognition of language qualifications in Europe since the 1950s. Although it has been criticised by several academics, it is the argument of this thesis that the CEFR needs to be understood and accepted as a document in a continued process of evolution. Ultimately, the effects of its real application (and some of the problems that this has created) could not have been foreseen. Yet, such has been the impact of the CEFR that the attainment levels it describes are now recognised across Europe and beyond. Increasingly, it is the benchmark by which the foreign language qualifications of most European countries are judged. As the last part of this chapter has insisted, however, the best application of the CEFR, however, is to use it in accordance with other CoE documents so as to achieve a fuller appreciation of its potential benefits. In the chapters that follow, this thesis will explore the impact of the CEFR in England and Spain but specific focus will be given to the potential holistic benefits of applying the CEFR, the MRLE and the MLTDE to improve Spanish assessment policies.

Before that, however, the next chapter will explain the nature of the university entrance foreign language high-stakes tests in England and Spain.

92

CHAPTER III

THE A-LEVEL SPANISH EXAM AND THE PAU ENGLISH TEST: CURRICULUM OVERVIEW AND SUBJECT SPECIFICATIONS

What we want is to see the child in pursuit of knowledge and not knowledge in pursuit of the child

George Bernard Shaw

3.1. THE ADVANCED LEVEL CURRICULUM AND THE SPANISH EXAM

3.1.1 Overview of the Advanced level curriculum

The Advanced level, more commonly known as the A-level, was first introduced in 1951 in England, following a series of government attempts to regulate exams at different educational stages. As such, it is an example of a relatively long-established, decentralised and independent assessment system.

The duration of the Advanced level teaching course is two years (which constitutes the period of 'sixth-form' study). The first year is called Advanced Subsidiary (AS) and the courses taken during this time are worth half an A-level. If a student wishes to end his/her studies after the modular exams in June of the first year, s/he will achieve stand-alone AS qualifications in his/her chosen subjects. In order to be awarded a full A-level, a student must continue into the second year of study (which is known as A2) and sit the corresponding exams, which are scheduled for either January or June of each academic year. A-levels are usually taken by 16-18 year olds who are studying in non-compulsory Further Education, although they are available to anybody who wishes to achieve a qualification at that level. A-levels focus mainly on academic subjects, but in recent years there has been an attempt to integrate more traditionally vocational subjects into the system through a series of "applied A-levels", which are more work-related and offer a broad introduction to such subjects as Applied Science, Applied Art and Design, Applied Business Studies and Applied ICT.

A-level students can choose from a wide variety of over 45 subjects, ranging from science, social sciences, arts, humanities and foreign languages and most are

encouraged to select a study programme that comprises a range of academic disciplines. Typically, students will choose four subjects to study in the AS year but will only continue with three during the final A2 year. In this way, they can focus on their strengths and/or the subjects that are best suited to their intended academic or career paths. Although there is no national agreement about the hours that an A-level student must be taught each week, the average figure amounts to five hours of class time per subject per week as well as the additional hours that are allocated for private study and for the completion of daily homework assignments. As a result of such a heavy workload, by the end of their two years of study, students can achieve a high degree of expertise in their chosen subjects before they progress into Higher Education.

From 2008, the range of pass grades has been established as A*, A, B, C, D and E. If a student fails a subject, they are awarded a U (or "Unclassified") grade. Each grade also has a numerical value 9 (or UCAS points). Thus, an A* grade corresponds to 140 points, an A grade to 120, a B grade to 100 points and so on. This is important because, to access university, students will be made an offer that will consist of either a grade profile or a numerical tariff, depending on the institution to which they apply. For example, for the academic year 2012-2013, a student applying to Durham University (one of the country's most prestigious universities) for an undergraduate course in Spanish would need to achieve grades of AAB (with an A in A-level Spanish) whereas to study Spanish with International Relations at Leeds Metropolitan University s/he would need a total of 220 UCAS points. A-levels are truly high stakes exams as their outcome annually determines the futures of thousands of students. Every year, A-level results day constitutes a key date in the United Kingdom's (UK)

calendar for thousands of students who wait anxiously for their marks to find out if they have gained access to their chosen universities or courses. Their importance is reflected in the press treatment of the issue, as can be seen in the following images from three leading online media sources.
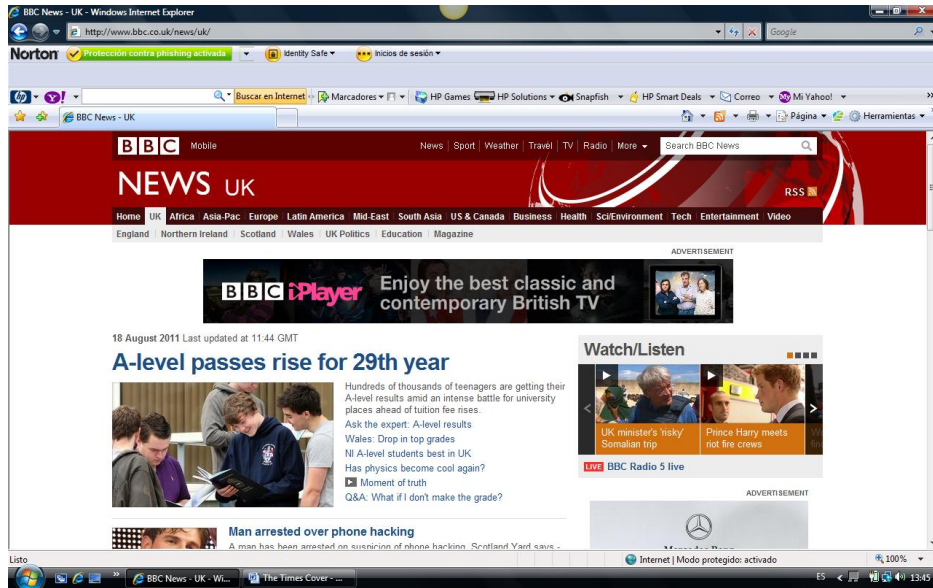
Image 1.BBC's headline on A-level results day. (18/08/2011)

Image 2.The Guardian online front page on results day. (18/08/2011)

*Image 3.*The Times online edition on results day.(18/08/2011)

In 2010, 7,629 students (out of a total of 373,524 candidates) took the A-Level Spanish exams nationwide, with a pass rate of 98.7% (slightly below the 99.0% and 99.1% pass rates achieved in German and French respectively). After each exam series, results statistics are published by every exam board which include a breakdown of the grades awarded overall and by gender. This information is collated by the Joint Council for Qualifications (JCQ) and made quickly available to the public. Thus, for example, in 2010, 8.3% of Spanish A-level students achieved a grade A* (which is comprised of 8.2% of male candidates and 8.4% of female students) (JCQ, 2010). Additional information available that exam boards publish also includes statistics about grade boundaries and detailed qualitative information on standard setting procedures. Furthermore, a report is written by the Chief Examiner after each exam series so that s/he can comment on and analyse each exam item in terms of its performance.[1]

---

[1]For example, Examiner's reports for the June 2010 Spanish AQA series can be retrieved from: http://web.aqa.org.uk/qual/gce/languages/spanish_materials.php?id=09&prev=

In order to understand the structure of the current A-level system, it is important to comprehend how university access exams in the UK have historically been linked to particular universities. As a result, the next section will provide a brief resume of how high-stakes testing has developed in the UK.

3.1.2 Historical review of university entry exams in the UK

The history of university entry exams in the UK is highly convoluted, its origins going back to the early nineteenth century. The University of London, the first to award degrees other than the Universities of Oxford and Cambridge, was established in 1836. In 1838, its governing board decided to establish an entry exam in order to facilitate an objective selection of students (and to avoid the elitist system maintained by the Oxbridge group at the time). With the creation of the Board of Education in 1899– whose remit was to coordinate the work of higher grade elementary schools, county technical schools and grammar schools and to provide a register of teachers – and the Local Education Authorities (or LEAs) in 1902,[2]a Higher Education system that had been until then almost exclusively the privilege of socially affluent males was effectively democratised. As such, this moment is crucial as it marks the beginning of the UK's policy of comprehensive education and today's system of national examinations (Tatterstall, 2007).

At the beginning of the twentieth century, as more universities were founded, secondary schools began to establish working relations with Higher Education providers in order that they could provide a suitable education for their students. At

---

[2]The 1902 Education Act abolished school boards and created a series of regional Local Education Authorities. The new LEAs had authority over the secular curriculum of voluntary (church) schools. They provided grants for school maintenance but, if a school wanted to provide denominational teaching, the buildings had to be paid for by the church (See Gillard, 2011 for more details).

the time, a large number of separate university entrance examinations existed, with each institution setting their own specific conditions of entry. Yet, despite some efforts to exert a process of standardization (*ibid.*), these assessments remained relatively unregulated until 1904. In that year, the Joint Matriculation Board (or JMB, which was an amalgamation of the Universities of Manchester, Leeds and Liverpool) received a letter from the Headmaster's Association requesting a system in which the certificates of any approved exam board would have more widespread acceptance. This could only be achieved, of course, by establishing a greater degree of equivalence between the subjects that students studied, the attainment levels expected of them and the examination formats that they took. As a consequence, in 1911, a two-tier system of school examinations was proposed by the JMB: the School Leaving Certificate (SC), awarded to those who finished their formal education aged 16, and the Higher School Certificate (HSC), which was designed to allow university entry. The HSC was not officially approved until 1917, thirteen years after the original petition by the Headmasters' Association. However, when it had been ratified, it quickly became established as the standard for students' matriculation in the UK.

With the establishment of the HSC, the eight existing university-based exam boards became 'approved' boards – that is, they became able to set, mark and certificate the examinations under the jurisdiction and authority of a central coordinating authority, the Board of Education.[3] The use of statistics to moderate outcomes and provide year-on-year comparability was adopted in 1918 (a procedure that remains in place today). By 1951, the beneficial effects of comprehensive education meant that there was an increasing large demand for Higher Education

---

[3]These boards were: Oxford and CJB, Oxford Local, Cambridge Local, the Northern Universities' Joint Matriculation Board (NUJMB), London, Durham, Bristol and Wales.

places. To reflect the changing demographic of students staying on to pursue non-compulsory study, the HSC became the General Certificate of Education (GCE) and more systematic standardising arrangements were implemented by individual examining boards to ensure greater reliability of test marking.

By the start of 2000, the landscape of British exam boards had undergone a radical process of evolution. Only Cambridge and the NUJMB remained from the previous century (although both with different organizational structures and under alternative guises). By this date, only four exam boards were operational: Oxford, Cambridge and the Royal Society of Arts (OCR); the Assessment and Qualifications Alliance (AQA), which had been formed by the merger of the Associated Examining Board/Southern Examining Group (AEB/SEG), the Northern Examinations & Assessment Board (NEAB) and City & Guilds in the year 2000; Edexcel; and the Welsh Joint Education Committee (WJEC). All these awarding organisations are under the scrutiny of the Office for Qualifications and Examinations Regulation (henceforth, Ofqual), an independent, centralized body in charge of regulating general and vocational qualifications in the Britain and, as such, the modern version of the previous Board of Education.

Owing to its regulatory role, Ofqual has a key influence on what is included in subject specifications. As it is stated on the front page of their website, "It is our **duty** to ensure all learners get the results they deserve and that their **qualifications** are correctly **valued** and **understood**, now and in the future" (2011c). As a regulatory agent, the work of Ofqual is focused on three key areas:

(i) To grant formal recognition to bodies and organisations that deliver qualifications and assessments.

(ii) To accredit such organizations' awards and monitor their activities (including their fees).

(iii) To work in partnership with these awarding bodies and the Qualifications and Curriculum Development Agency (QCDA) to create qualifications curricula and frameworks.

In April 2008, Ofqual began working under the umbrella of the Qualifications and Curriculum Authority (QCA), the body responsible for developing the national curriculum, improving and delivering assessments and reforming qualifications. On the 1st April 2010, Ofqual was officially established as an independent body and, in March 2012, the QCA was abolished as part of the UK government's plan for educational reform, its duties being transferred to Ofqual.[4] The A-level exam system now also falls under Ofqual's remit and, as such, it stipulates the criteria for awarding organisations to follow when developing specifications for AS and A-levels. These criteria are based upon three key aspects:

(i) Subject matter: in terms of the number of assessment units and their weighing as well as the development of skills such as group work or problem solving strategies.

---

[4]Further information about the QCA can be found in the National Archives, available electronically from:http://webarchive.nationalarchives.gov.uk/20110813032310/http:/www.qcda.gov.uk/

(ii) Assessment: in terms of the relationship between assessment objectives and assessment components, the timing of exams, synoptic assessment, comparability or the availability of re-sit exams.

(iii) Reporting: in terms of the grading system to be used, in the case of 'A' levels the range of A*- U.

Though these guidelines are generic for the A-level range, particular subject specifications are also developed by Ofqual in order to adapt to the needs of each subject and to provide further guidance for the exam boards which currently offer these qualifications and or which seek accreditation. As subject specifications are paramount to understanding the construct upon which a test is based, Chapter 5 will provide much greater detail about the specific guidelines for A-level Spanish.

3.2 THE BACHILLERATO CURRICULUM AND THE ENGLISH EXAM

3.2.1 The *Bachillerato* curriculum and the competences

Like its English counterpart, the Spanish education system is highly complex but, unlike in England, this is largely as a result of the political organization of the country. After the Constitution was signed in 1978, the seventeen regions that constitute the country negotiated various levels of independence with the central government. Between the 1st of January 1981 and the 1st of January 2000, each region was allocated certain levels of legislative autonomy (or "competences") over educational matters from primary school level to Higher Education. The first regions to be transferred such autonomy were Cataluña and El País Vasco in 1981, the latest (in 2000) were Asturias, Castilla-La Mancha, Castila y León, Extremadura y Murcia. The Valencian region was

granted Higher Education autonomy in 1985 (via Royal Decree 2633/1985, in BOE, 1985b) and its remaining educational competences were transferred in July 1993 (via Royal Decree 2093/1983, in BOE, 1985a). Decree 102/2008 in the *Diari Oficial de la Comunitat Valenciana* (henceforth, DOCV), which regulates the *Bachillerato* curriculum, is a clear example of this transfer of educational responsibility:

> El Estatut d'Autonomia de la Comunitat Valenciana, en el artículo 53, dispone que es de competencia exclusiva de la Generalitat la regulación y administración de la enseñanza en toda su extensión, niveles y grados, modalidades y especialidades, sin perjuicio de lo que disponen el artículo 27 de la Constitución Española y las Leyes Orgánicas que, de acuerdo con el apartado 1 del artículo 81 de aquélla, lo desarrollan, de las facultades que atribuye al Estado el número 30 del apartado 1 del artículo 149 de la Constitución Española, y de la alta inspección necesaria para su cumplimiento y garantía. […]Establecida la estructura del bachillerato y fijadas sus enseñanzas mínimas mediante el Real Decreto 1467/2007, de 2 de noviembre, por el que se establece la estructura del bachillerato y se fijan sus enseñanzas mínimas, corresponde a la Generalitat establecer el currículo propio para dicha etapa, para su aplicación en los centros que pertenecen a su ámbito de gestión. (2008)

The wording of this excerpt makes clear that, even though owing to the scope of this thesis, the Valencian region has been chosen for analytical scrutiny, the education policies of all Spanish regions have to abide by the national Royal Decrees. In this respect, although the DOCV will be referred to from now on as the leading source of information for the *Bachillerato* curriculum for English, this document is in compliance

with the national curriculum in general and with the role granted to foreign languages in it in particular.

The curriculum for *Bachillerato*, a non-compulsory stage in education from the ages of 16 to 18, assumes that students have reached a certain intellectual maturity. Consequently, one of its first objectives is to promote the use of a metholology that "[…] facilite la autonomía del alumnado y, al mismo tiempo, constituya un estímulo para el trabajo en equipo y sirva para fomentar las técnicas de investigación, aplicar los fundamentos teóricos y dar traslado de lo aprendido a la vida activa" (DOCV, 2008, p.71303). The educational competences are summarised in the objectives below:

El bachillerato contribuirá a desarrollar en el alumnado las capacidades que le permitan:

a) Ejercer la ciudadanía democrática, desde una perspectiva global, y adquirir una conciencia cívica responsable, inspirada por los valores de la Constitución Española así como por los derechos humanos, que fomente la corresponsabilidad en la construcción de una sociedad justa y equitativa y favorezca la sostenibilidad.

b) Consolidar una madurez personal y social que les permita actuar de forma responsable y autónoma y desarrollar su espíritu crítico. Prever y resolver pacíficamente los conflictos personales, familiares y sociales.

c) Fomentar la igualdad efectiva de derechos y oportunidades entre hombres y mujeres, analizar y valorar críticamente las desigualdades existentes e impulsar la igualdad real y la no discriminación de las personas con discapacidad.

d) Afianzar los hábitos de lectura, estudio y disciplina, como condiciones necesarias para el eficaz aprovechamiento del aprendizaje, y como medio de desarrollo personal.

e) Dominar, tanto en su expresión oral como escrita, el castellano y el valenciano, y conocer las obras literarias más representativas escritas en ambas lenguas fomentando el conocimiento y aprecio del valenciano; así como la diversidad lingüística y cultural como un derecho y un valor de los pueblos y de las personas.

f) Expresarse con fluidez y corrección en una o más lenguas extranjeras objeto de estudio.

g) Utilizar con solvencia y responsabilidad las tecnologías de la información y la comunicación.

h) Acceder a los conocimientos científicos y tecnológicos fundamentales y asegurar el dominio de las habilidades básicas propias de la modalidad escogida; así como sus métodos y técnicas.

i) Conocer y valorar críticamente las realidades del mundo contemporáneo, sus antecedentes históricos y los principales factores de su evolución. Participar, de forma solidaria, en el desarrollo y mejora de su entorno social.

j) Comprender los elementos y procedimientos fundamentales de la investigación y de los métodos científicos. Conocer y valorar de forma crítica la contribución de la ciencia y la tecnología en el cambio de las condiciones de vida, así como afianzar la sensibilidad y el respeto hacia el medio ambiente.

k) Afianzar el espíritu emprendedor con actitudes de creatividad, flexibilidad, iniciativa, trabajo en equipo, confianza en uno mismo y sentido crítico.

l) Desarrollar la sensibilidad artística y literaria, así como el criterio estético, como fuentes de formación y enriquecimiento cultural.

m) Utilizar la educación física y el deporte para favorecer el desarrollo personal y social.

n) Afianzar actitudes de respeto y prevención en el ámbito de la seguridad vial y de la salud laboral.

o) Conocer, valorar y respetar el patrimonio natural, cultural e histórico de la Comunitat Valenciana y del resto de las Comunidades Autónomas de España y contribuir a su conservación y mejora.

p) Participar de forma activa y solidaria en el desarrollo y mejora del entorno social y natural, orientando la sensibilidad hacia las diversas formas de voluntariado, especialmente el desarrollado por los jóvenes.

(DOCV, 2008, pp.71305-71306)

As the above makes clear, *Bachillerato* objectives are cross-curricular and so they are intended to go beyond the acquisition of subject-specific knowledge and development of certain academic skills. Instead, they also emphasize the need for a student to become a responsible individual who can play a key role in society and who values cultural diversity at both national and regional levels. Of particular interest to this thesis, is Objective (f) which refers to the learning of foreign languages, clearly stating

that students should be able to express themselves with fluency and correctness in at least one non-native language.

Bachillerato students are given the opportunity to focus their studies on areas of interest, not by choosing individual subjects (as is the case in the A-level system), but by following a particular route of specialisation. There are, in fact, three such routes available, in the Design and Dramatic Arts, Science and Technology or Humanities and Social Sciences. All these specialisations share a common core of eight compulsory subjects, three of which are linguistic (Spanish Language and Literature, the Language and Literature of the specific region and a Modern Foreign Language).[5] In addition, students take six specialist subjects over two years and any other optional subjects if they wish to do so (such as ICT or another foreign language). In the first year of *Bachillerato*, students must take a minimum of eleven subjects (eight compulsory, three specialist and any optional courses that they wish) which amounts to a total of approximately 34 hours in class per week. The number of subjects decreases during the second year, with the exclusion of Physical Education from the curriculum and the reduction of compulsory subjects to five (which are Spanish Language and Literature II, Modern Foreign Language, History, History of Philosophy and the Language and Literature of the Region II). *Bachillerato* is conceived as a two-year period of study; nevertheless the law contemplates that any student can have a maximum period of four years to complete his/her studies should s/he need to do so.

With regard to the assessment of the *Bachillerato* course, each educational centre has the freedom to evaluate their students in whichever way they consider to be appropriate, as long as they meet the general and subject-specific goals established by

---

[5] The remaining five compulsory subjects are: Physical Education, History of Spain, History of Philosophy, Philosophy and Citizenship and Science for the Contemporary World.

the national curricula. In fact, students receive frequent certification of their progress throughout the two years of the *Bachillerato* study programme as they complete assignments internally designed and marked by their teachers. This will ultimately constitute 60% of their final mark. It is not until the culmination of the *Bachillerato* phase that students are actually required to take an external examination, the *Selectividad* or *Prueba de Acceso a la Universidad* (hereafter, PAU), which will be used, in part, to determine their suitability to study at university. The PAU consists of four or five exams depending on the autonomous region, three or four of which are core subjects and one is based upon the student's chosen specialism. Herrera Soler explains the significance of this test:

> The University Examination Board looks for an accurate score which enables the academic authorities to rank students according to their proficiency and, which at the same time, allows the students to make their choice of Faculty courses according to the score obtained. That is why the ET [English Test] musts be categorised within the range of types of proficiency tests.(1990, p.90)

Like the A-level in England, the importance of the PAU exam in determining the next stage of Spanish students' academic lives is undeniable. Nonetheless, the grade that each student presents to the university for his/her admission is obtained not just from the result of the PAU exam but by adding a number of different elements. Figure 9 illustrates the percentages assigned to each part of this university entrance grade:
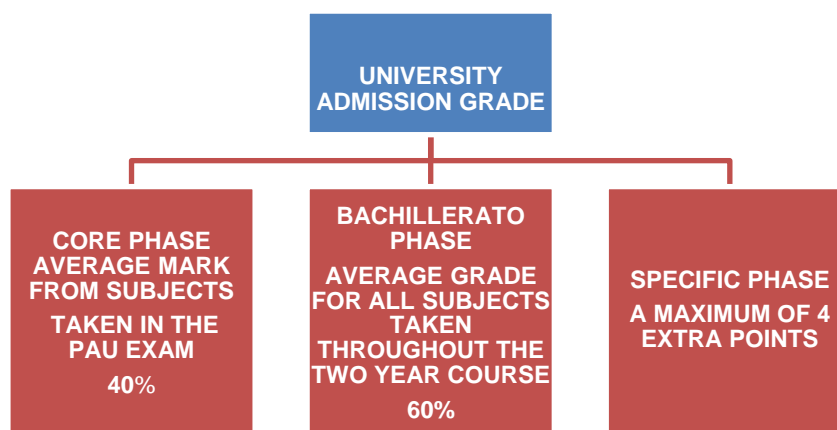
Figure 5. Components of the University Admission Grade

In actual fact, the four (or five) subjects that are examined by the *Selectividad* (indicated above as the Core Phase) account for only 40% of a student's university admission grade – that is, each individual subject is worth between only 10% - 8%. The majority of the grade is derived from the *Bachillerato* Phase which, as mentioned above, is based upon work that is internally assessed by the student's teachers over the course of the two year programme. The overall average mark between these two components must be 50% (or 5 out of 10) or above for a pass. The maximum score that a student can receive, therefore, is a 10.

The allocation of these marks has been the subject of several studies (for example, by Moreno Olmedilla, 1992) and the source of much criticism. Most particularly, as there is no control mechanism for the assessment procedures that are conducted in the individual centres, it can be argued that the grades obtained by students have a very low degree of reliability. As Moreno Olmedilla states in *El País Educación*: "Necesitaríamos un ejército de 5000 inspectores para imponer la homogeneidad evaluadora en los centros de bachillerato y ello es impensable, pero sí

que podrían arbitrarse procedimientos de corrección de las desviaciones sistemáticas en las calificaciones de muchos centros" (p.96).[6]

The Specific Phase of the PAU is entirely voluntary, though of key importance to access certain degrees which have more precise requirements in terms of specialization or subject-specific knowledge (such as architecture or medicine). In this phase, students can sit up to three extra exams based upon their chosen specialisms, but only the two highest marks are taken into account for the calculation of the final grade (out of 4). For students who opt to take the Special Phase, the maximum mark they can achieve, therefore, rises from 10 to 14. However, while the combined mark for the General and Core Phases has indefinite duration, the additional score for the Specific Phase is kept for only two years.

In June 2010, 15,693 Spanish students took the PAU exams in the Valencian Region. 15,332 of those students sat a foreign language exam in English. Considering that this is only one region in Spain, these figures provide an indication of the enormous importance of studying English nowadays but it also suggests the difficult task facing anyone who proposes wholesale modifications to the existing system. With so many students taking the English exam every year, radical alterations to the PAU test will need careful preparation and implementation. Of the total number of students who sat the English exam in the Valencian region in 2010, 15,182 were awarded a pass, with an average grade of 6.109. Apart from mean grades, the statistical information made available to stakeholders after each series includes by regional educational authorities: the number of registered students, the number of students who took the exam, the number of passes, the percentage of passes, the standard deviation, the number of

---

[6]For further information about the impact of different variables on the *Selectividad* exam, see M. Muñoz-Repiso (1991).

complaints, the instances of second and third ratings (CEFE, 2010b). Therefore, the range of available data (although not as comprehensive as that available in England) shows that there is a conscious attempt to make the process of the PAU transparent. However, what is missing is an indication of any procedures in place to evaluate the validity and reliability of the tests, something that occurs in the A-level Examiner's Report in England.

In seeking to better contextualisethe evolution of the PAU exam within the Spanish education system, the following section will provide a brief overview to the historical development of this Spanish high-stakes test.

3.2.2 Historical review of the Spanish university access exam

The official PAU originated in 1975, with Law 30/1974 (BOE, 1974) which established that "Para el acceso a las Facultades, Escuelas Técnicas Superiores y Colegios Universitarios, una vez obtenida evaluación positiva en el Curso de Orientación Universitaria, deberán superarse pruebas de aptitud" (BOE, 1974, p. 15478). This statute also established that universities would be in charge of developing such tests, since their main purpose is to establish whether a particular student has the necessary aptitude to pursue Higher Education. If the PAU examination system is a relatively recent phenomenon in comparison to the A-level in England, the inclusion of a foreign language test in English is an even more modern innovation. In fact, it was not until 1984 — almost 19 years after Law 30/1974 was established —that an English language examination was introduced as part of the PAU's test battery. As Moreno Olmedilla affirms, "lo cierto es que no existe una 'institución' con el peso histórico y el carácter

emblemático con respecto a todo el sistema educativo parecida al Baccalauréat francés o al Abitur alemán" (1992, pp.90-91).

However, foreign languages had been part of the Spanish curriculum since the first half of the twentieth century. In 1900, the first Royal Decree (Gaceta de Madrid, 1900) stipulated the teaching of foreign languages in secondary school, although, at that time, English was a minority language compared to the popularity of French. In successive Royal Decrees, the role of foreign languages went through a series of fluctuations, been added to and then removed from the national curriculum in parallel with the restructuring of the educational system that took place until 1957. In this year, the *Curso Preuniversitario* was finally instated, a key moment because the Decree introduced the "[…] perfeccionamiento del idioma moderno cursado por cada alumno en el Bachillerato, mediante el estudio de una obra de un autor destacado, con el fin de poder expresarse en dicho idioma de palabra y por escrito" (Fernández Álvarez, 2007, p.12). This document is the first to specifically mention the need to include oral activities in the classroom and, in subsequent modifications, it was established that not only would foreign language lessons be taught in the L2 but that one hour a day should be devoted to conversation, translation and texts commentaries.

This system prevailed until the 1970s, when the *Ley General de Educación* (or LGE) (BOE, 1970) established a *Curso de Orientación Universitaria* (COU), that is to say, a specific academic year that would be entirely dedicated to prepare for university access. Consequently, the responsibility for the planning of this preparatory year fell to the universities. Suprisingly, however, this significant transformation did not impact upon the testing of foreign languages until the academic year 1984-1985, ten years after the implementation of the original law, when it became necessary "[…] que […] se

112

haga un estudio reposado, tanto sobre la propia estructura de la prueba y su ponderación específica en la calificación total de las pruebas de Selectividad, como sobre la nueva composición de los tribunales examinadores que su inclusión aconseja" (Whittaker, 2006, p.199).

Historically, an important reform in educational policy occurred in 1990, with the passing of the *Ley Orgánica de Ordenación General del Sistema Educativo* (or LOGSE) (BOE, 1990), which transformed *Bachillerato* in a two-year course for students aged 16 and over. However, the PAU was maintained as the exam that would be taken by students to assess their suitability for university study:

El título de Bachiller facultará para acceder a la Formación Profesional de grado superior y a los estudios universitarios. En este último caso será necesaria la superación de una prueba de acceso que, junto a las calificaciones obtenidas en el Bachillerato, valorará, con carácter objetivo, la madurez académica de los alumnos y los conocimientos adquiridos por él. (LOGSE, art. 29)

Despite such changes, the organization of the PAU tests, the elaboration of the questions, the parties that constitute the tribunal and the exam assessment procedures have remained the ones established by Royal Decree of 1988 (BOE, 1988) and which are linked to Law 30/1974. The final modification to the PAU structure took place in 1999, with the passing of Royal Decree 1640/1999 (BOE, 1999). This divided the PAU into two parts: a General and a Specific Phase, the former consisting of four exams (or five for regions with their own language) and the latter requiring students to take three exams from their specialist subjects. Furthermore, the document stipulated that the duration

113

of each PAU exam would be one hour and thirty minutes, both in the Generic and Specific Phases.

In 2002,a proposal was made to eliminate the PAU with the *Ley de Calidad de la Educación* (henceforth, LOCE) (BOE, 2002) and to replace it with an end of *Bachillerato* exam that would be externally assessed – the *Prueba General de Bachillerato* (or PGB). It remains unclear by whom this test would have been designed or how and where it would have been taken by students. However, there is good reason to believe that it would not have drastically changed the way students' marks were collated for their overall grade. Indeed the text of draft law states: "La calificación final del Bachillerato será la media ponderada, en los términos que establezca el gobierno, de la calificación obtenida en la prueba general de Bachillerato y la media del expediente académico del alumno en el Bachillerato" (BOE, 2002, p.45200). Nevertheless, the LOCE mentioned a key element that was to be added to the PGB: "La parte correspondiente a la Lengua extranjera incluirá un ejercicio oral y otro escrito" (BOE, 2002, p. 45200). Thus, even though the LOCE never became a reality, it was the first official document to specify the inclusion of an oral component into the foreign language test for the Spanish university entry system.

In recent years several further legal documents have been published which, to this point, have had only minor impact on the PAU. In 2006, the *Ley Orgánica de Educación* (LOE) (BOE, 2006) was passed. According to Fernández Álvarez, although the law now recognised the need for cooperation between education departments and universities in the development and realisation of the PAU, it still did not solve some of the key issues regarding the PAU exam in general and the foreign language exam in particular:

[…] queda determinado que tanto las administraciones educativas como las universidades organizarán dicha prueba de acceso, garantizando su adecuación al currículo de Bachillerato y la coordinación entre las universidades y los centros de Bachillerato para su organización y realización. Sin embargo, no hay ninguna referencia al necesario control de calidad del examen, a posibles indicadores que sea necesario establecer, ni al proceso de convergencia en el espacio europeo de Educación Superior, señalando niveles de competencia adecuados de acuerdo con el Marco Común de Referencia. (2007, p.17)

The most recent policy document has been the ORDEN ESD/1729/2008 (BOE, 2008) which, as the first to legally stipulate the need for an oral component in foreign language testing, should have had an enormous influence on the reform of the Spanish educational system. Despite its failure to do so at this point, the main objectives of the document will be described in greater detail in Chapter Six as they will form a significant part of the discussion about reliability in terms of the PAU exam.

The PAU exam and, in particular, its testing of foreign language attainment, has been one of the most controversial aspects of the Spanish education system throughout its relatively short history – as this extract from the TESOL website indicates:

Si el diseño, control, significación y efecto social de los exámenes de idiomas ha avanzado en los últimos 20 años ¿Por qué no lo ha hecho la Selectividad? También uno debe plantearse ¿Son las exigencias a cada examinando similares en toda España? (*Analizando Críticamente la Selectividad de inglés, ¿todos los estudiantes españoles tienen las mismas posibilidades?*)

115

3.3 CONCLUSION

The historical development of the PAU in Spain has been slow and difficult as many of the motives for past changes have not always been linked to educational principles but to political decisions or historical circumstances. However, given that the PAU will continue to be used as a selective test at least for the foreseeable future, there is an urgent need to enhance its validity and reliability. Only in this way, will Spain achieve a fair and consistent assessment system.

The previous sections have demonstrated that the English and Spanish educational systems have a commonality in terms of high-stakes tests. Furthermore, in both countries the A-level and the PAU exams serve a dual purpose: to evaluate the knowledge acquired by students during the two-year period of Sixth-form/*Bachillerato* study and to measure students' aptitude for Higher Education. Despite these core similarities, the analysis above reveals that the A-level and PAU assessment systems also differ substantially in the key aspects of structural organisation and assessment procedures, two elements that are fundamental to an exam having validity and reliability. These aspects will later be analysed in detail in Chapters Five and Six in order to compare the relative merits of each countries' testing procedures.

116

CHAPTER IV

RESEARCH DESIGN: MATERIALS & METHOD

There is nothing like looking, if you want to find something. You certainly usually find something, if you look, but it is not always quite the something you were after.

J.R.R.Tolkien

The rationale for this research stems from the publication of the CEFR in 2001, the document that arguable has done more to change the landscape of European foreign language teaching than any other. Though not a prescriptive document, it underlies the educational agenda for foreign language instruction at European level. Since its introduction, governmental and educational institutions have increasingly endeavoured to equate their qualifications with the levels the CEFR describes, their main goal being to develop a unique qualifications system that facilitates the easy movement of 'linguistic' citizens throughout the different EU member states.

Given this current context of unprecedented international standardization and unification, the purpose of this thesis is to investigate more about this trend but from the point of view of two particular national education systems and, even more specifically, with a focus on university entry exams: the English A-Level in Spanish and the Spanish *Prueba de Acceso a la Universidad* (PAU) for English. In Spain, it is compulsory for all *Bachillerato* students to study a second language, whereas, in the UK, there is no such obligation and students can select to study a foreign language for either one year (at AS level) or two years (at A-level), as the previous chapter makes clear.

Access to Higher Education constitutes a key moment in the lives of thousands of students every year and, as such, any exam system which determines if, what and where students will study at undergraduate level is truly high-stakes. The grades that students obtain from these exams should be a reliable reflection of their knowledge and attainment as they will play a key role in determining many teenagers' academic and professional futures. Nowadays, their achievement in learning a foreign language

will provide more job opportunities and the possibility of wider international travel or study than ever before.

As a result, if the EU is committed to encouraging foreign language learning and a framework of qualifications common to all its member states, this must imply the creation of standardization mechanisms for key educational stages so as to ensure that students' qualifications throughout the European community are comparable. At the moment, a large number of institutions such as the *Instituto Cervantes*, *Escuela Oficial de Idiomas*, British Council, Cambridge Examinations, and many universities offer language accreditations that are mapped against the CEFR. Even scored-based exams, such as TOEFL, now have mapping scales to compare their points system with the CEFR levels. While not intending to promote an argument against the central function of these institutions in the promotion and assessment of languages, it is the belief of this thesis that national educational systems have a more significant role to play in the development and certification of language qualifications. But for that to be possible – and, more importantly, for national qualifications to be comparable among the different EU members – there needs to be a review of current assessment practices at individual national level.

4.1 MATERIALS

The main focus of the analysis in this thesis is on the assessment policies and its realization in university entry examinations for foreign languages in England and Spain. To that end, in the following chapter, the organisation of the assessment processes in both countries in terms of planning, design, piloting, specifications, and marker training will be examined and compared. Furthermore, assessment samples for

Spanish/English as a foreign language in England and Spain respectively will be analysed using Bachman and Palmer's framework (as described in Section 4.2) in relation to three key elements: construct validity, reliability and task characteristics. Finally, the CEFR and the *Manual for Language Test Development and Examining* (MLTDE) will be used to evaluate the correlation between England's and Spain's assessment practices in terms of the recommendations from the Council of Europe.

The test samples used for the purpose of this comparative analysis belong to the June 2010 series. For the English A-Level, a sample from the AQA Spanish exam will be studied. As has been mentioned previously, each exam board in England is monitored by Ofqual which issues clear guidelines on exam quality control. In consequence, it would have been possible to select an exam from any of the four boards. However, AQA's exam has been chosen on the basis that this is the largest awarding body at A-level, with 44% of students taking their exams nationally. For the Spanish PAU, a sample from the Valencian region's English exam will be evaluated. Again, in theory, any of the autonomous region's tests could have been chosen but, as the Valencian exam complies with the generic characteristics of the tests developed throughout Spain, it is an appropriate example on which to base the analysis that follows.

4.2 METHODOLOGY

4.2.1 Construct Validity

Validity is the central concept of testing and assessment (Fulcher & Davidson, 2007). Historical modifications as to what precisely constitutes the notion of validity, thereby, also reflect the evolution that test conceptualization has undergone. In the

1960s, validity was categorized in three ways (Cronbach & Meehl, 1955, as cited in Fulcher & Davidson, 2007, p.4): as criterion-oriented; as content validity; or as construct validity.

Criterion-oriented validity – or "empirical validity" (Chapelle, 2012, p.22) or "external validity" (Alderson, Clapham & Wall, 1995, p.171) – refers to the extent to which a particular test offers adequate information to make predictions about a particular criterion. This type of validity can be further divided into two sub-categories: on the one hand, predictive validity, which is "the term used when the test scores are used to predict some future criterion, such as academic success" (Fulcher & Davidson, 2007, p.5). In other words, predictive validity describes how well a candidate will perform in the future based on current evidence; on the other hand, concurrent validity, "if the scores are used to predict a criterion at the same time the test is given" (*ibid.*) or correlation coefficient between the test scores and some other measure for the same candidate taken at approximately the same time. In contrast, content validity refers to the representativeness of the sample of language being tested to assess the knowledge of the domain in which test takers need to show proficiency. As Alderson, Clapham and Wall suggest, "Typically, content validation involves 'experts' making judgements in some systematic way. A common way is for them to analyse the content of a test and to compare it with a statement of what the content ought to be" (1995, p.173). The final type of validity mentioned by Fulcher & Davidson is construct validity. A construct, in linguistic terms, refers to a particular conceptualization of language that needs to be measured. For Bachman and Palmer, "The term *construct validity* is therefore used to refer to the extent to which we can interpret a given score as an indicator of the ability(ies), or construct(s), we want to measure" (1996, p.21).

122

There are other types of validity that have been introduced throughout the years in the academic literature, one of them being face validity which is the test's "surface credibility or public acceptability" (Ingram, 1977, as cited in Alderson *et al*., 1995, p.172). Although this concept has occasionally been criticized because of its apparent lack of scientific foundation, face validity has received more positive attention since the start of Communicative Language Testing as a way of justifying the validity of a test on the basis that it requires the test taker to perform tasks s/he would have to undertake in real life. The more authentic a test is perceived to be, the higher is its face validity. Another type of validity that has garnered some favour is response validity (Alderson *et al.*, 1995) which involves obtaining introspective information from the candidate, usually retrospectively, in order to better understand the behaviours involved in test taking.[1]Finally, the concept of pragmatic validity is the most recent to have been promoted. This involves gathering as much information as possible about the test in order to create an argument that supports its use, so that "we interpret the facts to make them meaningful, working from the end to the explanation" (Fulcher & Davidson, 2007, p.19).

Until the late 1980s, validity was not understood holistically or coherently but as a series of conceptually distinct and non-compatible alternatives. In 1989, however, Samuel Messick changed such a fragmented perspective when he wrote:

> Traditional ways of cutting and combining evidence of validity, as we have seen, have led to three major categories of evidence: content-related, criterion-related, and construct-related. However, because content- and criterion-related evidence

---

[1] Cohen (1984), Faerch& Casper (1987) and Grotjahn (1986) have all carried out research in terms of response validity. References to their work can be found in Alderson *et al*. (1995, p.176).

contribute to score meaning, they have come to be recognized as aspects of construct

validity. In a sense, then, this leaves only one category, namely, construct-related

evidence. (p.20)

Following from Messick's argument, construct validity became understood in the

testing community as an umbrella term and validity ceased to be considered as an

intrinsic characteristic of a test. Instead, validity became defined as the degree to

which the inferences made from a test are appropriately justified according to its

construct. For example, "whether a '20' on a reading test indicates 'ability to read

first-year business studies texts', and whether any decisions we might make on the

basis of the score are justifiable" (Fulcher & Davidson, 2007, p.12).

Based on the fundamental principle that there is a need for a correspondence

between language test performance and language use (which is otherwise known as

authenticity) or that a test is measuring exactly what the tester wants it to measure, a

construct is "the specific definition of an ability that provides the basis for a given test

or test task and for interpreting scores derived from this task" (Bachman & Palmer,

1996, p.21). Therefore, construct validity refers to the value of a test score as an

indicator of the construct (or abilities) that one intends to measure with it. This, as a

consequence, will allow one to make generalizations about the candidates' proficiency

in a particular target language use (TLU) domain, since test tasks must be a reflection

of TLU tasks. By doing so, one will be justifying the interpretation of the scores of a

specific test. Bachman & Palmer's work, therefore, expands upon Messick's view of a

cohesive concept of validity (though they prefer to refer to it as test usefulness):

[…] framing the issue as an evaluation of usefulness (rather than justifying interpretations and uses of test scores), Bachman and Palmer were able to communicate to a wide audience including graduate students and practitioners that tests have to be evaluated in view of the particular uses for which they are intended. (Chapelle, 2012, p.25)

Bachman and Palmer expand the frame of reference by establishing six criteria for testers: reliability, construct validity, authenticity, interactiveness, impact, and practicality and they exemplify the relationship between these various elements in the following figure:
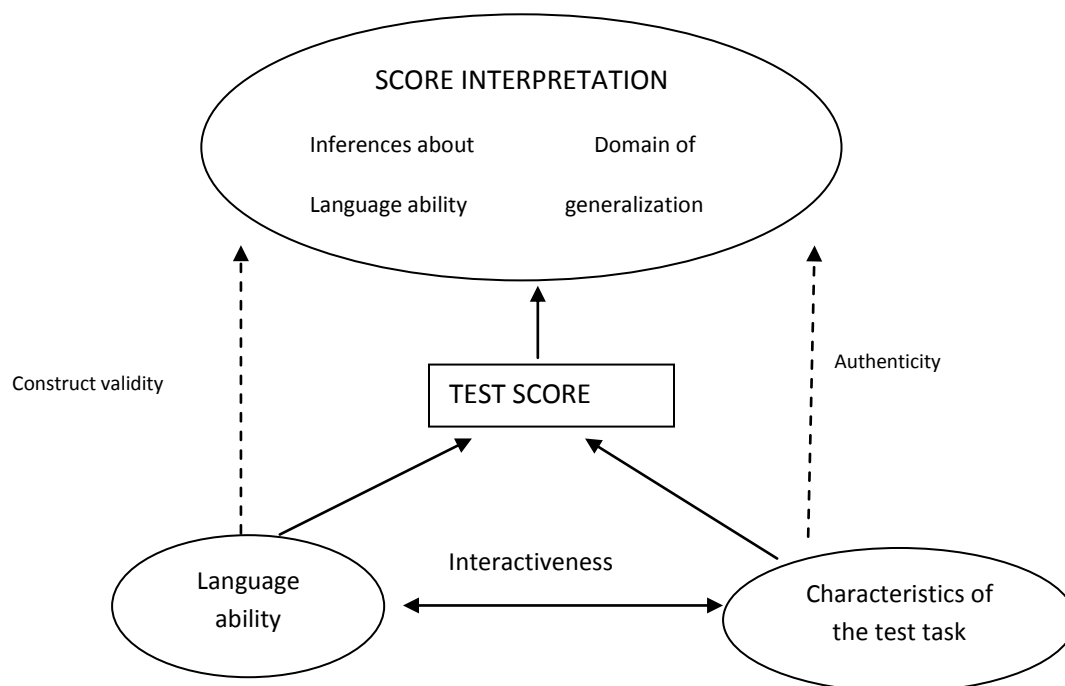
Figure 6. Bachman and Palmer's elements of construct validity (1996, p.22)

However, departing from Bachman and Palmer's notion of construct validity as "the extent to which we can interpret a given test score as an indicator of the ability(ies) or construct(s), we want to measure" (1996, p. 21), in the following chapter, the definition of construct for each of the tests presented will be analysed, as well as how the 'A' level or PAU exams reflect the theory that underpins them. The main aim, therefore, will be to evaluate if they are indeed a valid tool for assessment. As part of the analysis, the following questions for the logical evaluation of construct validity will be answered:

- Is the language ability construct for this test clearly and unambiguously defined?

- Is the language ability construct for the test relevant to the purpose of the test?

- To what extent does the test task reflect the construct definition?

- To what extent do the scoring procedures reflect the construct definition?

- Will the scores obtained from the test help us to make the desired interpretations about test takers' language ability?

(Bachman & Palmer, 1996, pp.150-151)

4.2.2 Reliability

The main focus of this thesis is on the implementation of two exams that play a key role in the academic future of test takers in England and Spain. In this context, the following quote from Bachman and Palmer will become pivotal for the analysis in the remainder of this study: "Probably the most important consideration in setting a minimum acceptable level of reliability is the purposes for which the test is intended.

Thus, for a relatively high-stakes test, the test developer would want to set the minimum acceptable level of reliability as high as possible" (Bachman & Palmer,1996, p.135). As has been highlighted above, having a clear definition of the construct (what one intends to assess) and developing the best methods to assemble the evidence to do this are related to validity. That the gathering of this evidence is as consistent and as fair as possible is related to the concept of reliability. Bachman and Palmer define reliability as "consistency of measurement. It can be considered to be a function of consistencies across different sets of test task characteristics" (1996, p.20).

In all tests, there are systematic and unsystematic changes, which are also referred to as sources of error. The former ones relate to genuine improvements in the test taker's language skills, whereas the latter are associated with contextual factors such as a temporary lack of concentration, distracting noises, etc. These factors are considered uncontrollable sources of error and, since they are idiosyncratic to each individual, there is little that can be done to minimize them. Although no test will be perfectly reliable, professional testers or testing organisations must thus aim to produce exams that measure systematic changes rather than unsystematic ones (Alderson *et al.*, 1995, p.87). However, reliability can also be affected by unsystematic factors that can be considered controllable sources of error such as administration, marking, clarity of instructions, and the ambiguity of items.

Of the controllable sources of error mentioned that affect reliability, the emphasis of the analysis in the next chapter will be on the marking of the A-level and PAU exams from a threefold perspective: the assessment planning process, the profile and training of markers and the awarding of grades (that is, how the construct definition is illustrated and interpreted in the rating procedures).

4.2.3 Task Characteristics

The last aspects to be examined in this analysis as part of Bachman & Palmer's framework are the task characteristics, whose main purpose is " to provide a basis for language test development and use" (1996, p.47). In the words of J.B. Carroll, "A task is any activity in which a person engages, given an appropriate setting, in order to achieve a specifiable class of objectives" (Cited in Bachman & Palmer, 1996, p.43). According to Carroll, there are two fundamental aspects of tasks that are relevant to language use and language testing: the first one, that the test taker must be aware of the kind of result to be achieved; and the second, that the individual should have awareness of the assessment criteria used to measure his/her performance.

Bachman and Palmer present a framework of task characteristics. Utilizing those in Chapter 6 of this thesis, embedded as a fundamental aspect of reliability, the characteristics of the A-level and PAU test rubrics (instructions, structure, time allotment and, in particular, scoring method) and characteristics of the input and the expected response (in terms of format and language of input/expected response). The characteristics of the setting will not be taken into account, since, for the purpose of comparability, these are factors that vary between not only between England and Spain but also among test administrations within each country.

4.3 SUMMARY

The three elements explained in this chapter, validity, reliability and task characteristics, play a fundamental role in test development and contribute to supporting a coherent argument for test usefulness or validity. For example, both construct validity and task characteristics have a key influence on reliability as " [...] the

way the construct has been defined and the nature of test tasks […] will affect the level of reliability that one can expect to achieve" (Bachman & Palmer, 1996, p.135). This threefold perspective provides a coherent framework through which valuable data for the English PAU and the Spanish A' level exams to be compared will be obtained.

CHAPTER V

CONSTRUCT VALIDITY

Validity is an integrated evaluative judgment of the degree to which empirical evidence and theoretical rationales support the *adequacy and appropriateness* of *inferences* and *actions* based on test scores or other modes of assessment

Samuel Messick

5.1 THE A-LEVEL MFL AND SPANISH SPECIFICATIONS: CONSTRUCT DEFINITION AND LINKAGE TO THE CEFR

Throughout the UK in general and in England in particular, with the support of the educational authorities, there is a strong focus from regulatory agencies such as Ofqual on assuring students, educational institutions and the public in general that assessment standards are maintained and test results are fair, regardless of with which awarding body exams are taken, which units are chosen by students, or to which cohort candidates belong. The specification for Modern Foreign Languages (hereafter MFL) clearly stipulates the framework for each awarding body upon which to build their syllabuses, in order to guarantee equivalent and reliable standards across different organizations.

The general aims of the specification include non-linguistic objectives such as "to develop an interest in, and enthusiasm for, language learning", or "to develop awareness and understanding of the contemporary society, cultural background and heritage of countries or communities where the language is spoken" (Ofqual, 2011a, p. 3). In terms of what the students should be able to do at the end of the course, the aims are as follows:

- To derive enjoyment and benefit from language learning

- To acquire knowledge, skills and understanding for practical use, further study and/or employment

- To communicate with speakers of the language

- To take their place in a multilingual global society

- To provide a coherent, satisfying and worthwhile course of study for students who do not progress to further study in the subject

- To provide a sufficient basis for the further study of languages at degree level or   equivalent (*ibid.*)

Regarding language knowledge, understanding and skills, Ofqual stipulates that AS Spanish specifications must require candidates to:

- Listen and respond to a variety of spoken sources, including authentic sources

- Read and respond to a variety of written texts, including authentic sources, covering different contexts, registers, styles and genres

- Adapt their spoken and written language appropriately for different situations and purposes

  In addition, A-level specifications must require candidates to:

- Use the language accurately to express facts and ideas, and to present explanations, opinions and information in both speech and writing

- Transfer meaning from the modern foreign language into English, Welsh or Irish, and/or vice versa

- Use the language to present viewpoints, develop arguments, analyse and valuate, in speech and in writing

- Understand and apply the grammatical system and a range of structures as detailed in the A level specification[1]

---

[1]A detailed list of these grammatical structures is provided in Appendix 1.

- Study aspects of the contemporary society, cultural background and heritage of one or more of the countries or communities whose language is being studied

- Transfer meaning from English, Welsh or Irish into the modern foreign language, and/or vice versa

Furthermore, the curriculum not only described academic objectives but also emphasises candidates' need to develop key skills alongside their specific subject skills. These are described as:

- Application of number

- Communication

- Improving own learning and performance

- Information and communication technology

- Problem solving

- Working with others

(Ofqual, 2011a, pp.4-5)

The assessment objectives (or AO) for AS and A2 level Spanish are the same, as specified in the following table:

ASSESSMENT OBJECTIVES		WEIGHTING		
		AS LEVEL	A2 LEVEL	A LEVEL
AO1	Understand and respond, in speech and language, to spoken language.	35-40%	25-30%	30-35%
AO2	Understand and respond, in speech and language, to written language.	35-40%	45-50%	40-45%
AO3	Show knowledge of and apply accurately the grammar and syntax prescribed in the specification	25%	25%	25%

Table 5. Assesment Objectives for A-Level.(AQA, 2007, p. 19)

It is clear that the approach of the MFL specifications to language learning is based on the concept of Communicative Competence as linguistic, sociolinguistic and pragmatic aspects of the language are included in the aims of the AS and A2 level courses, as well as an emphasis on the four skills, grammar knowledge and transfer of meaning into the foreign language and vice versa.

The AQA MFL specification is generic for German, Spanish and French, with the exception of the grammatical content. As described previously, the A-level qualification is constituted by AS and A2, with the following assessment characteristics:

AS EXAMINATIONS	A2 EXAMINATIONS
UNIT 1 **LISTENING , READING, WRITING** **70% of AS, 35% of A -level** **2 hour written examination** **Available January and June**	**UNIT 3** **LISTENING, READING AND WRITING** **35% of A-level** **2 hours 30 minutes written exam** **Available June only**
UNIT 2 **SPEAKING TEST** **30% of AS, 15% of A-level** **35 minutes speaking test (including 20 minutes preparation)** **Available January and June**	**UNIT 4** **SPEAKING TEST** **15% of A -level** **35 minutes speaking examination (including 20 minutes preparation)** **Available June only**

AS + A2 = A Level

Table 6. AQA AS and A-level test specification for French/German/Spanish

Overall, the oral component accounts for 30% of the grade, and the rest of the components (Listening, Reading and Writing) for the remaining 70%. The topics that are included in the subject content are clearly stated. The specification provides exhaustive description and a clear definition of the topics to be studied at this level. These can be summarised as follows (see Appendix 2 for more details):

AS	A2
Media • Television • Advertising • Communication technology **Popular Culture** • Cinema • Music • Fashion/trends **Healthy living/lifestyle** • Sport/exercise • Health and well-being • Holidays **Family/Relationships** • Relationships within the family • Friendships • Marriage/partnerships	**Environment** • Pollution • Energy • Protecting the planet **The Multicultural Society** • Inmigration • Integration • Racism **Contemporary Social Issues** • Wealth and poverty • Law and order • Impact of scientific and technological progress Plus two **cultural topics** to choose from: • A target language-speaking region/community • A period of 20th century history from a target language-speaking country/community • An author from a target language-speaking country/community • A dramatist or poet from a target language-speaking country/community • A director, architect, musician or painter from a target language-speaking country/community

Table 7. MFL topics (AQA, 2007, pp.5-7)

The rest of the specification complies with Ofqual's subject criteria for MFL, the code of practice for A-levels. It includes a more in-depth description of each of the assessment parts, including the marking scheme and some administrative considerations (these will be explored in the next sections of this chapter).

138

Furthermore, it also adds a comment about "spiritual, moral, ethical, social and other issues": "Through the study of the topic areas for French/German/Spanish, candidates are able to explore the human condition in general. The content of the course encourages understanding of moral issues: candidates will face challenge in debate and study which will foster recognition and sympathetic awareness of others' beliefs and values" (AQA, 2007, p.28).

As part of the materials released for A-level, Ofqual publishes performance descriptions. They define the learning outcomes and levels of attainment likely to be demonstrated by a representative candidate performing at the A/B and E/U boundaries for AS and A2. They are produced in cooperation with all the exam boards, and as such AQA echoes them in their MFL specification (See Appendix 3).

AQA also has a specific website dedicated to Spanish in where administrative and learning materials can be found to help practitioners and students make progress throughout the course.[2]The range of resources includes:

- The specification

- Past question papers and mark schemes

- Past listening tests (with audio files)

- Previous Examiner's Reports

- Specimen papers and mark schemes (including audio files with sample candidate responses)

- A student guide

- A teacher resource bank

---

[2] This website can be found at:
http://web.aqa.org.uk/qual/gce/languages/spanish_noticeboard.php?id=09&prev=09

From this it is clear that there is a vast amount of useful additional material available and a clear determination from the AQA exam board to be transparent about its syllabuses, assessment criteria and procedures. Material available on AQA's website constitutes a great source of information for publishing companies, teachers, students and parents alike.

Although in the MFL specification there is no mention of its association with the CEFR, it has been established that an A-level is equivalent to a B2 in a foreign language (DSCF, 2007). This alignment derives from a scheme coordinated by Cambridge ESOL called Asset Languages. The Asset Languages project established the National Languages Strategy for England,[3] which was launched by the department of Education in 2002: "A key element of this strategy was to provide a complementary assessment framework as an alternative to current schools assessment" (Jones and Saville, 2009, p.56). The National Languages Strategies also took the CEFR as a "model to be followed" (Jones and Saville, 2009, p. 56). This national scheme operates in parallel to the formal summative certifications at the end of certain academic stages establishing equivalences with the levels of the CEFR, as follows:

---

[3] Further information on the project can be retrieved from:
https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DfES%200749%202002

National Qualifications Framework	National Curriculum Levels	General Qualifications	Language Ladder Stages	CEFR
Entry Level	1, 2, 3	Entry 1, 2, 3	Breakthrough: 1-3	A1
Level 1	4 -6	Foundation GCSE	Preliminary: 4-6	A2
Level 2	7- EP	Higher GCSE	Intermediate: 7-9	B1
Level 3		**AS/A/AEA**	Advanced: 10-12	**B2**
Level 4-6		BA Hons	Proficiency: 13-15	C1
Levels 7 & 8		Masters & Doctorate	Mastery: 16&17	C2

Table 8. Mapping of Qualification Levels (Languages Ladder, 2007)

In conclusion, the construct of the MFL A-level course is clearly defined in the subject criteria documents drawn up by Ofqual in terms of general aims of the course, learning objectives, and specific grammatical content. The document guides exam boards in the creation of the syllabuses for each specific subject as well as the test specifications, which must adhere to the principles specified at the beginning of this section.

5.2 ASSESSMENT TASKS: CONSTRUCT VALIDITY OF THE A-LEVEL SPANISH EXAM

As stated in Chapter Four, Bachman and Palmer (1996) define construct validity as: "the specific definition of an ability that provides the basis for a given test or test task and for interpreting scores derived from this task". Put more simply, the fundamental question to ask is whether a test or a task actually measures what it purports to do.

Table 9 below presents Ofqual's criteria in contrast with the exam board assessment content in terms of knowledge, understanding and skills — that is to say,

the construct of the exam — in order to establish if the exam paper is consistent with that construct.

KNOWLEDGE, UNDERSTANDING AND SKILLS (both AS and A2)	ASSESSMENT CONTENT	
	AS	A2
• **Listen and respond** to a variety of spoken sources, including authentic sources	• Listen to approximately 5 minutes of material and provide short target-language responses, non-verbal responses, and also some transfer of meaning.	• Listen to approximately 5 minutes of material and provide short target-language responses, non-verbal responses, and also some transfer of meaning.
• **Read and respond** to a variety of written texts, including authentic sources, covering different contexts, registers, styles and genres • **Adapt their spoken and written language appropriately for different situations and purposes** • **Use the language accurately** to express facts and ideas, and to present explanations, opinions and information in both speech and writing • Understand and **apply the grammatical system** and a range of structures as detailed as in the specification • **Transfer meaning** from the modern foreign language into English, Welsh or Irish, and/or vice versa. • **Use the language to present viewpoints, develop arguments, analyse and evaluate in speech and writing** • **Study aspects of contemporary society,** cultural background and heritage of one or more of the countries or communities whose language is being studied	• Read a text and provide short target-language responses and non-verbal responses. • Complete a cloze test that requires language manipulation • Write a 200 word essay on one question from a choice of three, which are related to the topic areas studied • Discuss orally the content of a stimulus card from a choice of 2, based on the four topics prescribed for AS • Maintain a conversation that will cover the other three topics studied at AS, developing ideas and expressing points of view.	• Read a text and provide short target-language responses and non-verbal responses. • Complete a tasks involving transfer of meaning from the target language into English and vice versa. • Write a 250 word essay on one question from a choice of two, based on each of the five A2 Cultural Topic Areas.

Table 9. A-Level construct and assessment comparison (2011, p. 4)

Ofqual's criteria clearly establishes a view of language learning from a usage approach, which includes, as can be seen in Table 9, transfer of knowledge between the native language and the language being studied, as well as grammar tasks. It also comprises other items that combine purely linguistic skills with academic ones, such as "Use the language to present viewpoints, develop arguments, analyse and evaluate in speech and writing"(Ofqual, 2011a, p.4)**.** In the exam content column, there is a clear correspondence with most of the criteria. Therefore it can be asserted that the exam is testing the skills and abilities that it is intended to test and it has construct validity. In the next section of this chapter, an in-depth look into each of the exam parts will be provided in order to further support this claim.

According to the Bachman and Palmer's framework, it is necessary to ask the following questions:

- ***Is the language ability construct for this test clearly and unambiguously defined?*** Language ability is defined through detailed "knowledge, understanding and skills", including the topics and subtopics to be studied by the students in the Spanish specification and the linguistic requirements. (See Appendices 1 and 2)

- ***Is the language ability construct for the test relevant to the purpose of the test?*** The purpose of the A-level Spanish test is to assess students' communicative ability, as it is described in the specification and also in line with the CEFR. This information will be relevant for either university study or the world of work. Since the construct for the test involves obtaining information about students' performance in the four skills, use of grammar, transfer of

meaning and sociocultural background knowledge – that is to say, a mixture of practical and academic abilities, it is possible to respond affirmatively to this question.

- ***To what extent does the test task reflect the construct definition?*** In terms of the A-level Spanish exam, the answer to this question can be found by looking at Table 9 above. The test tasks have an accurate and almost direct relation to the construct definition.

- ***To what extent do the scoring procedures reflect the construct definition?*** Scoring procedures link different weightings to different skills. Listening, Reading and Writing account for 70% - that is, 25% per skill – of the A-level, while Speaking constitutes 30%. Taking into account the broad view of Communicative Competence described at the beginning of this section, it seems appropriate to the construct definition that speaking carries slightly more weight than the remaining three skills.

- ***Will the scores obtained from the test help us to make the desired interpretations about test takers' language ability?*** Since the A-level Spanish exam measures the four main skills, plus grammatical competence and interactional skills, it is appropriate to assert that, within the limitations of what a test can do, it does indeed allow a correspondence between a student's test score and his/her language ability.

Thus, in conclusion, after examining the construct upon which the design of the A-level Spanish test is based and also by applying Bachman and Palmer's questions in

relation to validity, the test can be considered a valid tool to assess students'

performance in a foreign language.

5.3 THE ENGLISH PAU EXAM SPECIFICATION: CONSTRUCT DEFINITION AND LINKAGE TO THE CEFR

As seen in Section 5.1, in the English system, exam boards produce a

specification in order to inform the centres of their A-level programme, this being based

on Ofqual's general guidelines. In Spain, there is a similar structure, in terms of the

existence of a hierarchic system: the central government, through Royal Decrees,

modifies the education system and also specifies the content for each of the subjects

taught at each different educational stage. Following this, each region organises the

curriculum according to its own particular requirements (for example, if there is a

regional language). In this thesis, legislative documents as well as assessment samples

from the Valencian region will be taken as examples of assessment procedures in Spain.

Decree 102/2008 on 11th of July from the Valencian Council which constitutes

the *Bachillerato* curriculum established the corresponding specification:

> Establecida la estructura del bachillerato y fijadas sus enseñanzas mínimas mediante el
>
> Real Decreto 1467/2007, de 2 de noviembre, por el que se establece la estructura del
>
> bachillerato y se fijan sus enseñanzas mínimas, corresponde a la Generalitat establecer
>
> el currículo propio para dicha etapa, para su aplicación en los centros que pertenecen a
>
> su ámbito de gestión. (DOCV, 2008, p.71303)

In its introduction on the role of foreign languages in the *Bachillerato*

Curriculum, the Decree clearly acknowledges the internationalization of the world in

recent years thanks to improvements in the use of technology and also the globalization of the media. As a European Union member, Spain is also part of an institution which seeks to establish cooperation at different levels. Thus,

> Los avances humanísticos y científicos caracterizan un mundo en plena evolución cultural; por otra parte, las lenguas extranjeras cobran nueva relevancia con el desarrollo de nuevas tecnologías que las convierte en un instrumento indispensable para la inserción en el mundo del empleo y la comunicación en general. Para integrarse en él de manera creativa y responsable es indispensable una sólida formación escolar. La idiosincrasia de la Unión Europea y la integración en ella de países con hablantes de lenguas diversas, genera asimismo una creciente necesidad de conocimiento de lenguas extranjeras por parte de los ciudadanos y ciudadanas europeos que les permita comunicarse de manera efectiva con los miembros de esta amplia Comunidad. Por todo esto, se reconoce en las lenguas extranjeras un elemento clave en la construcción de la identidad europea: una identidad plurilingüe y multicultural. El conocimiento de lenguas extranjeras favorece la libre circulación de personas y facilita la cooperación cultural, económica, técnica y científica entre los países. Mediante el aprendizaje continuado de lenguas extranjeras, se adquiere un medio privilegiado de comunicación personal a la vez que intercultural, imprescindible para la consecución de varias de las finalidades educativas en esta etapa. Por un lado, se van a ampliar los conocimientos culturales con nuevos contenidos que van a permitir forjarse una idea mucho más rica de cómo es el mundo, valorarlo críticamente y, a partir de ahí, incidir en él para conseguir una transformación compensadora y solidaria. (DOCV, 2008, p.71324)

This introduction also explicitly refers to the CEFR as a key referent in the development of the Bachillerato foreign language curriculum: "El consejo de Europa establece un

146

marco de referencia común europeo para el aprendizaje de lenguas extranjeras, indicando que para desarrollar progresivamente la competencia comunicativa en una determinada lengua, el alumnado debe ser capaz de llevar a cabo una serie de tareas de comunicación." (DOCV, 2008, p.71325). It does not, however, specify the level of attainment students should achieve during this two-year academic phase.

The Decree's main linguistic objectives are for students to consolidate all four skills and to be able to communicate in a range of situations.For example:

- Narrate and describe supporting their points of view with details and appropriate examples.

- Express opinions and develop a simple argument.

- Use a wider lexicon related to general topics.

- Show an acceptable grammatical accuracy.

There are also generic objectives specified, for instance:

Junto con lo expuesto anteriormente, el proceso de enseñanza y aprendizaje de lenguas extranjeras contribuirá a la formación educativa del alumnado desde una perspectiva global que favorezca el desarrollo de su personalidad, la integración social, las posibilidades de acceso a datos de interés, etc. Especialmente, en esta etapa educativa, los idiomas se utilizarán para promover la formación intelectual y conocer informaciones específicas propias de otras áreas de conocimiento, que permitan al alumnado estar en contacto con los cambios permanentes en el saber científico, humanístico y tecnológico. (DOCV, 2008, p.71326)

147

In terms of language skills, the objectives of the Decree clearly stipulate that speaking, listening, reading and writing must be developed during the *Bachillerato* course:

1. Utilizar la lengua extranjera para comunicarse en situaciones interactivas cada vez más diversificadas y auténticas, oralmente y por escrito, empleando estrategias comunicativas y discursivas adecuadas.

2. Comprender e interpretar críticamente los textos orales y audiovisuales emitidos en situaciones de comunicación habitual, así como por los medios de comunicación, y analizarlos críticamente desde el punto de vista de los valores que manifiestan.

3. Leer de manera autónoma con diversas finalidades: búsqueda y selección de informaciones, adquisición de conocimientos referidos a diversas áreas de interés y placer estético.

4. Leer textos pragmáticos y de ficción de temática general y específica, identificando los elementos esenciales de cada tipo de texto, captando su función y organización discursiva con el fin de comprenderlos, interpretarlos críticamente y, en su caso, disfrutarlos.

5. Producir textos escritos con diferentes finalidades, planificándolos y organizándolos de manera coherente y adecuada a la situación de comunicación.

6. Reflexionar sobre el funcionamiento lingüístico-comunicativo de la lengua extranjera para poder llegar a producir mensajes más complejos y correctos, adaptados a las diversas situaciones y comprender las producciones ajenas, en situaciones cada vez más variadas e imprevistas.

7. Adquirir y desarrollar diversas estrategias de aprendizaje, empleando todos los medios posibles, incluidas las tecnologías de la información y la comunicación, con el fin de utilizar la lengua extranjera de forma autónoma y seguir progresando en su aprendizaje.

8. Valorar críticamente otros modos de organizar la experiencia y estructurar las relaciones personales comprendiendo el valor relativo de las convenciones y normas culturales.

9. Reconocer, interpretar y ampliar el conocimiento de los referentes culturales que aparecen implícita o explícitamente en los textos para conocer los aspectos fundamentales del medio sociocultural propio de la lengua estudiada y conseguir una mejor comunicación y una mejor comprensión e interpretación de culturas distintas a la propia.

10. Apreciar la riqueza que supone el plurilingüismo como medio para contrastar y ampliar conocimientos y valores y reaccionar ante ellos de manera respetuosa, abierta y crítica y reconocer la importancia que tiene el aprendizaje de lenguas como medio de comunicación y entendimiento internacional en un mundo multicultural. (*ibid.*)

Therefore, it is clearly stated that, in the *Bachillerato* curriculum, the construct of foreign language is defined around the characteristics of Communicative Competence, which include the practice and mastery of the four skills at the appropriate level. This is also in accordance with the point of view adopted by the CEFR.

The decree offers a variety of topics included in the curriculum, such as:

– Medio ambiente o ecología

– Salud o alimentación

– Consumo

– Medios de comunicación

– Aspectos de la vida juvenil

– Ocio, entretenimiento (modas, música, etc.).

– Estudios, problemas, perspectivas de trabajo.

- Participación social.

- Conmemoraciones o acontecimientos de repercusión mundial (Juegos Olímpicos, etc.).

- Vidas, anécdotas, etc., de personajes conocidos.

- Viajes y comunicaciones.

- Deportes.

- Hábitat.

- Trabajo/organización social.

- Papel del hombre y de la mujer en la sociedad.

- Conflicto y cambio.

- Tecnologías de la información y de las comunicaciones.

5.4 CONSTRUCT VALIDITY OF THE ENGLISH PAU

The PAU criteria and the assessment content, described earlier in terms of knowledge, understanding and skills (the construct), is represented in this section in the table below in order to establish if the paper corresponds to that construct:

FOREIGN LANGUAGE ASSESSMENT OBJECTIVES FOR BACHILLERATO	ASSESSMENT CONTENT IN CV
1. Extraer la información global y específica, tanto explícita como implícita, de textos orales, emitidos en situación de comunicación cara a cara, sobre temas relacionados con la realidad cotidiana, aspectos culturales y sociales de los países en que se habla la lengua extranjera.	
2. Extraer informaciones globales, y las específicas previamente requeridas, de textos orales, emitidos por los medios de comunicación sobre cuestiones generales de actualidad, aspectos de las culturas asociadas con la lengua extranjera y temas relacionados con otras disciplinas del currículo.	

3. Participar con fluidez en conversaciones improvisadas y en narraciones, exposiciones, argumentaciones y debates preparados previamente sobre temas de interés, relacionados con otras áreas del currículo o con aspectos sociales y culturales de los países en que se habla la lengua extranjera, utilizando para ello estrategias de comunicación y el tipo de discurso adecuado a la situación. 4. Extraer de manera autónoma, con ayuda de instrumentos adecuados (como, por ejemplo, los diccionarios) la información contenida en textos escritos procedentes de los medios de comunicación, libros de divulgación, etc. referidos a temas de actualidad, a la cultura en general y a temas relacionados con otras materias del currículo y con los estudios futuros. 5. Leer con ayuda de instrumentos adecuados (diccionarios, libros de consulta) textos literarios variados (novela, poesía, teatro) relacionados con los intereses propios y del grupo y demostrar la comprensión con alguna tarea específica. 6. Redactar, con ayuda del material de consulta pertinente, textos escritos que exijan una planificación y una elaboración reflexiva de contenidos, cuidando la corrección idiomática, la coherencia y la propiedad expresiva. 7. Utilizar reflexivamente los conocimientos lingüísticos, sociolingüísticos, estratégicos y discursivos adquiridos, aplicando con rigor los mecanismos de autocorrección que refuercen la autonomía del aprendizaje. 8. Utilizar estrategias de aprendizaje que propicien autocontrol en las actividades de comprensión y producción de textos así como un mayor dominio de los procesos propios del aprendizaje de la lengua extranjera: planificación, auto-observación y evaluación. 9. Extraer, analizar e interpretar las informaciones de carácter cultural que aparecen en los textos de manera explícita pero también implícita, e incorporarlas para que se produzca una comprensión más completa de los mensajes. 10. Utilizar procedimientos de localización, análisis y tratamiento de los conocimientos de tipo sociocultural para la realización de pequeños trabajos relacionados con intereses personales o de grupo.	Comprensión: -Dos preguntas de comprensión global del texto. Se incuirá en la formulación del enunciado "according to the author" o "according to the text". - Tres preguntas de verdadero o falso. El o la estudiante tendrá que identificar el fragmento del texto que justifica la respuesta. - Pregunta de vocabulario (cuatro ítems) siguiendo el formato de guessing vocabulary from context. De entre una lista de seis palabras del texto, el alumno o alumna tendrá que identificar – a partir del contexto- las cuatro palabras que se corresponden con los sinónimos o definiciones dados. - Ejercicio de opción múltiple con tres ítems, con tres opciones (a,b,c) cada uno. Se pedirá comprensión general y aspectos que tengan que inferir o interpretar a partir del texto. Producción escrita: - Elaboración de un texto libre de entre 130 y 150 palabras.

Table 10. Correspondence between construct and assessment content in English PAU

(DOCV, 2008)

151

The above table shows the mismatch between the assessment criteria for *Bachillerato* and the content of the PAU exam. In real terms, only objectives four and six are assessed through the PAU test. There is an obvious lack of an oral component in the exam, which is nevertheless specified in the objectives for the programme. Although a much larger study would be necessary to establish what really happens in the *Bachillerato* classroom, if the concept of washback is taken into account, it would be only natural to assume that this high stakes exam has a major impact on the learning process, particularly during the second year of the course.

In October 2009, the results of a survey carried out amongst *Bachillerato* teachers were published. The investigation was conducted by the Polytechnic University of Valencia (UPV) research group Computer Assisted Multimedia Language Learning Environment (CAMILLE) in order to ascertain teachers' views in the light of a new format of the English exam which was supposed to take effect by June 2012. A parallel purpose of this study was to gain some insight into the opinions of classroom practitioners about the possibility of introducing a computer-based exam, since the CAMILLE research group has been conducting research on Computer Assisted Language Leaning since 1993 and had also developed a variety of multimedia courses. A total of 214 teachers took part in the survey. The participants were asked to score (on a scale of 2,4,6,8,10, and 12 points) different options of exam tasks, according to what they thought would be more suitable for an English PAU. The options were relevant to the different skills that were going to be part of the new exam –Reading, Writing, Speaking and Listening. Some of the teachers' comments were also included in the final report. The results of the evaluation of the reading and writing skills were in accordance with what teachers were used to at that moment: most of them gave a higher score to T/F

comprehension questions and the writing of an essay than to the other options.

Regarding the Listening comprehension section, teachers expressed concern about

three main aspects: first of all, possible technical failures on the day of the exam, which

would no doubt jeopardise the potential grade reliability of students; secondly, that the

activities only assess reading and not writing; and thirdly, queries about the number of

audio clips to be potentially included in the new PAU and their length were mentioned.

However, the addition of a new oral component into the test generated the most

comments, a reflection of the anxiety felt amongst both teachers and students.

Regarding the oral test, the report points out that:

[…] hay una gran inquietud debida al hecho de que la producción oral nunca se había

examinado antes en las pruebas de acceso a la universidad, y se considera que el tiempo,

las condiciones y los recursos didácticos con los que cuentan son insuficientes para

afrontar tal reto. Los profesores se muestran escépticos respecto a preparar a los

alumnos adecuadamente para una prueba oral en la PAU, y señalan el gran número de

impedimentos, tales como: la falta de horas lectivas, hecho que impediría una correcta

preparación para el examen; la necesidad de un amplio espacio tiempo para adaptar la

metodología, los libros, etc. de un modo lógico, gradual y productivo; el elevado número

de alumnos en cada aula, que dificulta la atención personalizada y la corrección y práctica

individualizadas; la necesidad de reestructurar las clases y de disponer de profesorado

nativo; y la posible falta de objetividad de la prueba, pues en ocasiones la actuación del

alumno dependerá del estado en que se encuentre en el momento de realizar dicha

prueba. (Martínez, Sevilla & Gimeno, 2009, p.13)

Also in the report a model exam that would fulfil the preferences expressed by the participants in the survey was included. For the oral component, their preference involved an interview based upon some of the topics students have studied during the course. Whereas this seems a sensible idea, it also raises a number of questions, such as how that interview would be structured, who would conduct it, and what the assessment criteria would be. Those three aspects and, in particular, the last one, should undoubtedly be part of the work of expert assessors. Nevertheless, even if the role of teachers is limited in terms of their influence on assessment design and development, the perceptions of classroom practitioners should be taken into account for the evaluation of, for instance, the impact of external factors that could affect student performance beyond the exam itself.

García Laborda and Fernández Álvarez also discuss their concerns about the initial implementation of the oral exam:

[…] because of the high stakes consequences attached to this exam in combination with a previous lack of training and a specific speaking development, scores in the first year may be challenged and thus, the test great impact on the students fate and the instruction and educational experiences of PAU, magnified.(2011, p.1)

Some of the issues related to the structure of a potential oral test were clarified in a letter by the Ministry of Education (see Appendix 4) that was sent to the *Selectividad* Commissions in October 2010 regarding the structure of the new oral and listening tests. The document contained a basic description of the oral exam, which would be divided in two parts (a monologue and a dialogue) but no indication about the

listening comprehension paper was given. The document did not shed any light upon the way these tests would be administered, which was – and still remains — a key worry for universities, educational centres, teachers and students alike. It did, however, refer to the weight of the skills in the overall mark. Listening comprehension would be worth 25% of the mark and oral expression would have an initial value of 10% and then increase its importance by 3% annually so that, by 2017, it would also be worth 25% of the total grade. Although undoubtedly the four skills would have the same weight eventually – as they do in other internationally recognised exam such as Cambridge Preliminary English Test (PET) or International English Testing System (IELTS) – this distribution of marks, therefore, represents an attempt to balance the different linguistic skills demonstrated by the students. Yet, the reason why there is a progressive increase in the speaking exam value and not in the listening test is to some extent unexplained, given that they are both intrinsically linked and new to the exam.

However, despite an effort from the government and also from individual academic groups such as CAMILLE to promote changes in the structure of the exam, the reality is that it is still affected by Oller's Unitary theory:

[…] según dicha teoría, los estudiantes evidencian una competencia homogénea escrita y oral. Es decir, que un estudiante tenga cierta competencia escrita probablemente tenga la oral de nivel análogo. Esta teoría fue rebatida por el propio Oller, pero sus efectos han permanecido a pesar del reconocimiento del error por parte del propio autor (García Laborda, 2005, p.29).

To conclude this section, the construct validity of the English PAU will be analysed, as it was previously for A-level Spanish, using Bachman and Palmer's framework:

- ***Is the language ability construct for this test clearly and unambiguously defined?*** The language ability construct is defined through *objetivos* and *criterios de evaluación* in the BOE and DOCV, with a reasonable amount of detail (see Appendices 5 and 6). The DOCV goes to the extent of explaining the rationale behind each assessment criterion, making very clear what is intended of the *Bachillerato* educational stage.

- ***Is the language ability construct for the test relevant to the purpose of the test?*** The answer to this question must be negative. Both the *Bachillerato* foreign language curriculum and the assessment criteria of the PAU present a view of the language which includes the four skills: reading comprehension, written expression, listening comprehension and speaking expression, as well as an additional range of abilities such as grammatical accuracy, adequacy of register or textual organization, which fall under the umbrella of Communicative Competence. As seen in Chapter Two, this is the philosophy encouraged by the CEFR, which is also mentioned in Spanish and Valencian curriculum legislation. However, the purpose of the PAU English test is to evaluate the students' ability to comprehend a written text and also to produce written language, leaving the oral component completely aside.

- ***To what extent does the test task reflect the construct definition?*** Based on the answer to the previous question, the PAU test tasks reflect only partially the construct definition, since they assess both reading comprehension and written

production. The PAU includes, therefore, receptive and productive skills, but only of a written nature.

- ***To what extent do the scoring procedures reflect the construct definition?*** Since the scoring system does not take into account any form of oral reception or production, it reflects the part of the construct definition that is included in the exam, the written aspect of the language, both at comprehension and production levels. Also, when the marking scheme is examined in detail, grammatical correctness constitutes 2.5 points of the total possible 10: 1 point in the comprehension questions (out of 2) and 1.5 in the production question (out of 4). This represents a quarter of the mark, which indicates the importance given to grammatical accuracy over communication. The weight given to language accuracy contravenes the communicative nature of the construct once again.

- ***Will the test scores obtained from the test help us to make the desired interpretations about test takers' language ability?*** Since the PAU does not measure any oral or aural skills, the test only serves as an instrument to make interpretations about test takers' written language ability, and even this interpretation would be partial to a great extentowing to the lack of a wider range of questions and items in both the reading and writing sections.

In conclusion, the current PAU English test is not valid to assess the *Bachillerato* construct as it is defined at the moment – that is to say, it is not valid to evaluate a construct based on the concept of Communicative Competence and the mastery of receptive as well as productive skills, both in written and oral contexts. The validity of

the PAU exam construct, therefore, is only partial and needs a thorough review so either the curriculum is adapted to the realities of Spanish education and PAU assessment systems, or on the other hand, so the exam is a clear reflection of the construct.

5.5 COMPARISON OF THE SPECIFICATIONS: CONSTRUCT DEFINITION

Both the English and the Spanish curricula for A-level and *Bachillerato* focus on the definition of Communicative Competence as it is stated in the CEFR and encourage students to develop the different skills identified in the document. In both countries, the curriculum also refers to broader cultural and social competences, including "to take their place in a multilingual global society" (Ofqual, 2011a, p. 3), or "valorar críticamente otros modos de valorar la experiencia y estructurar las relaciones personales comprendiendo el valor relativo de las convenciones y normas culturales" (DOCV, 2008, p. 71326). Furthermore, there is a clear link established between the learning of a language and the development of personal values (such as respect for other cultures), as well as a focus on development of IT skills.

The main differences between the two countries are fundamentally structural and procedural: in England, the curriculum is broadly established on the basis of initial government guidelines, before the exam boards decide upon the concrete content of the specifications for each level of academic achievement as well as developing the tests that will assess students' skills and attainment. Yet throughout the whole process, Ofqual monitors the exam boards' production of assessment material. Globally, Ofqual's responsibilities can be summarised as:

- Maintaining standards in qualifications and assessments.

- Raising awareness of any issues while maintaining public confidence in the qualifications system.

- Ensuring the qualifications industry is as efficient as possible.

Therefore, despite there being the appearance of an independent and autonomous exam board system in England, as the following diagram shows, the reality is that they all have to comply with centralised government regulations — that is to say, they are required to operate within certain prescribed margins and they are held accountable to Ofqual for any errors within their own assessment processes.

```
                    ┌──────────────┐
                    │    OFQUAL    │
                    └──────┬───────┘
        ┌───────────┬──────┼───────────┬──────────┐
  ┌─────────┐  ┌─────────┐  ┌─────────┐  ┌─────────┐
  │ EDEXCEL │  │   AQA   │  │  WELSH  │  │   OCR   │
  │         │  │         │  │  BOARD  │  │         │
  └─────────┘  └─────────┘  └─────────┘  └─────────┘
```
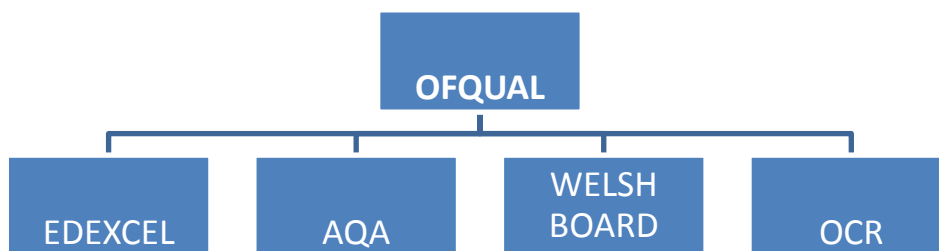
Figure 7. Exam boards in England and the regulatory body

Similarly, in Spain the government also sets the general guidelines for the curriculum, including, in the case of languages, the competences that each student must achieve at every educational level and this is legally enshrined in the Royal Decrees. The central government's decision making, therefore, constitutes the first stage of Spanish educational planning. Its second component is added by the role of the autonomous regions as governmental resolutions are then adapted by each region which has had its educational competences transferred, so that these are appropriate to each of their particular circumstances. For example, in the Valencian region, the

159

curriculum necessitates the teaching of the regional language, which is allowed for but not specified by the Royal Decrees. The curriculum delineates the knowledge that will be selected by the *Comisión de Selectividad* for evaluation when it comes to evaluating the PAU exam. Figure 11 represents the hierarchy in the Spanish system:

CENTRAL GOVERNMENT: Education regulation through Royal Decrees

REGIONAL GOVERNMENT: Adapt national regulations through regional legislation

COMISIÓN DE SELECTIVIDAD: follows established content specification in the regional curriculum to develop test material
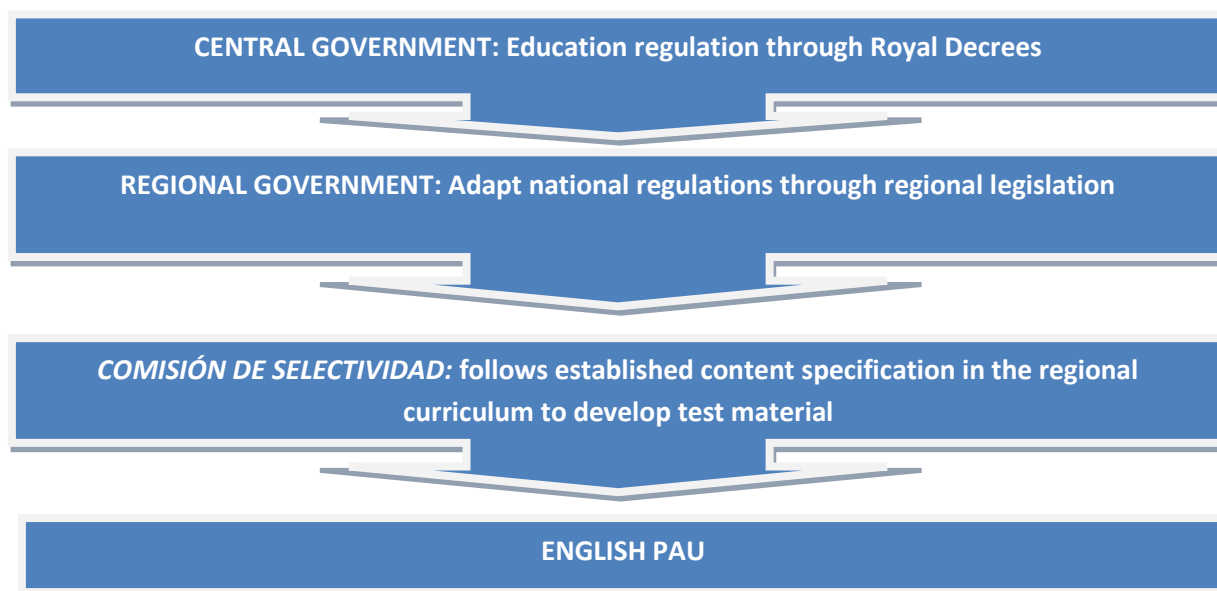
ENGLISH PAU

*Figure 8.*Hierarchy for developing the content of the English PAU

Except for the period mentioned in Chapter Three when only a few universities had the power to set the entry exams, national regulations have been implemented across England and Northern Ireland since 1917. Exam boards have flourished throughout this time, but there has always been a government body in charge of overseeing them and monitoring their work. This is not to say, however, that the system is not without problems. Despite the existing control measures, in 2011, secret filming by undercover reporters from *The Daily Telegraph* newspaper (Paton, 2011, December 9) attending an WJEC exam board GCSE History meeting with teachers revealed that inappropriate advice had been given by exam officers to the effect that teachers could eliminate some curricular content from their course planning, since it

would be extraneous to the final exam. This investigation caused public outrage at the apparent decline in standards that *The Telegraph's* exposé revealed. However, Paton (ibid.) also mentions some of the comments made by professionals and teachers, which were provoked as a backlash to the newspaper's story: "Schools are being turned into 'exam factories' as staff are forced to go to extreme lengths to maximise pupils' results", "the system is robbing a generation of children of key skills, leaving many struggling to function in university and the workplace", "[teachers have] been encouraged to cheat for years, including writing children's coursework and turning a blind eye to plagiarism" (ibid.). In many ways, the main cause of the summer 2011 examination series scandal can be perceived to be the intense competition that exists between exam boards, as in the words of Mansell, "[…] Exam boards are very anxious to keep their customers satisfied, and perhaps they think it only fair to give a little extra. After all, those attending [the specification meetings] are paying good money – often hundreds of pounds- to go to a short talk." (2012, January 2).

Since the WJCE scandal in 2011 became publicly known, the British government has reacted quickly, an indication of the rigor that exists to respond to problems within the system. To this end, Ofqual has already begun to implement steps towards improving the exam board system in the light of the 2011 controversy with a tightening of the regulations by which awarding bodies must abide. As Winnett, Watt & Newell (2011, December 9) indicate, serious consideration is being given to transforming the way in which exam boards operate, one of the options being to collapse all competing exam boards into a single body that will take charge of a specific exam or subject.

Although, at this stage, there is no indication of if this will policy will ever become reality, the Education Secretary, Michael Grove, has reinforced the possibility of introducing competition as a means to engineer quality improvement by suggesting a system in which current exam boards (and perhaps also universities) would compete to offer the "best" exam for individual subjects rather than trying to simply attract students to take their exams. Therefore, heterogeneous exam boards will still exist, but there will only be one exam for Mathematics, Geography, Spanish, and so on. The Girl's Day School Trust,[4] the largest group of independent schools in the UK and the UK's largest educational charity, has submitted their opinions about how the exams in England should be managed for 15-19 years old to the British parliament. Their report mentions the positive outcomes of having a variety of exam boards; for example that "if only one exam board existed we believe that it would in effect act as an arm of the government, prey to political pressure, and susceptible to one-size-fits-all solutions. We believe that it is the role of the state to set broad education strategy, not to decide on the content of specifications, or determine the questions in exam papers" (see footnote 8). On the other hand, they also mention that "[a] big disadvantage is that the existence of several powerful and wealthy exam boards has led to the growth of a very powerful examination lobby, with a vested interest in maintaining the status quo of expensive, high-stakes exams" (ibid.).

Despite some of the problems that having a system of exam boards might present, such as the ones just described, it is a structure which is monitored by the British government. Furthermore, as independent organizations within a competitive market place, heterogeneous exam boards strive to maintain a good reputation,

---

[4]Further details can be found in the : http://www.gdst.net/2264/current-parents/viewpoint---spring-2012/the-real-exam-boards-scandal/

therefore ensuring that they review their processes and problems with a high degree of frequency. Within the system, there is then a rigorous process of internal and external monitoring that makes it possible to have a pool of experts on both administrative and academic levels who guarantee that their exams comply with governmental regulations and challenge students in a valid and reliable way. With that in mind, the proposal of the Ministry of Education to make exam boards compete for subjects rather than for centres which use their services could potentially represent a significant improvement of the English assessment system, given that they will compete not in terms of student registrations but in order to develop the highest quality of tests.

In contrast with the scrupulously monitored and research-active assessment field in England, Spain has no such comparable regulatory body for PAU. As a result, accountability is not determined in any way, as there is no agency to implement such a measure. Instead, a distinct appeal committees deal with students' complaints in each university, and data is produced every year in relation to the number of complaints and their outcomes. For example, in the June 2010 exam series, 2,290 complaints were filed in relation to the English exam (CEFE, 2010b, p. 56). However, there are no official published reports that explain the reasons for the candidate's objections or the nature of their outcomes, nor is there a regulated and consistent process for overseeing the assessment procedures used in any regional or national institution. Yet the PAU is probably the most important exam Spanish students will take in their lives, given that its outcome will determine their academic futures in very specific ways. As such, it is difficult not to wonder how it is possible that these exams can be given such little importance in terms of examination procedures.

Each Spanish university is in charge of producing the papers that will be used for the PAU exam through a commission of experienced lecturers — the *Comisión de Selectividad* — that hold a biannual meeting with teachers in order to exchange ideas and to solve potential problems. In reality, though, there is a lack of specialists in test development, an observation that stands in stark contrast to the situation in England, where the A-Level Spanish tests are produced under the guidance of highly experienced examiners. Indeed, as García Laborda states, "lo cierto es que, en la mayoría de los casos, su [de la PAU] encargado en España puede ser un especialista en cualquier rama de la lengua, la literatura o la lingüística excluyendo el campo de la evaluación educativa. Algunos casos incluyen algún especialista pero, por lo general, son escasos"(2012, p. 22). Furthermore, as a consequence of this lack of expertise, there is also a research deficiency in the area of language test design and assessment which has a significant impact upon Spain's ability to evaluate and reformulate its educational practice (García Laborda & Fernández Álvarez, 2012).

Unlike in the English system, the involvement of both the central and regional Spanish governmental agencies does not go beyond the production of curriculum guidelines, as there is no specific body that monitors the creation and implementation of the *Bachillerato* or PAU exams. This is not to say, however, that there is not a regulatory body for education: there is, for instance, the *Agencia Nacional de Evaluación de la Calidad y Acreditación* (ANECA), and, the *Agencia Valenciana d'avaluaciò I Prospectiva* in the Valencian region (AVAP), but these are bodies that are focused on Higher Education and, specifically, the quality of the lecturers rather than the exams that they implement. There is also the *Inspección General de Educación de*

la Comunidad Valenciana, which focuses on quality assurance procedures of educational centres up to *Bachillerato* level. For example, one of its aims is that

> Los inspectores de Educación impulsarán en los centros los programas de mejora continua, sobre la base de una medición periódica de indicadores del rendimiento académico y educativo en relación con los objetivos establecidos, e igualmente sobre la base de un diagnóstico de las causas de las deficiencias observadas; y asesorarán y guiarán el diseño y desarrollo posterior del nuevo programa de consecución de dichos objetivos (Carta de Buenas Prácticas de la Inspección Educativa de la Comunidad Valenciana, Anexo 1).

The PAU exam therefore exists in a limbo of educational appraisal, neither part of the Further Education System nor integrated into the mechanisms that monitor undergraduate study.

In Spain, since the beginning of democracy in 1978 (the year the Constitution was signed), educational policy has moved towards decentralization as a way of giving individual regions more autonomy and independence. In practical terms, this increased regionalization means that because of the non-existence of a government agency which acts in a mediatory role, it is very difficult to implement and supervise coherent inter-regional assessment standards. However, the lack of a body whose purpose is to critically evaluate the PAU exam is a serious failing of the Spanish system. Indeed, it can be argued to be one of the foremost reasons for the inadequacies of the PAU system. Although researchers have often suggested that alterations to the *Selectividad* exam are needed in the future, I wish to insist that, without also instigating a national body to oversee its creation and implementation, any such adaptions will never have

the required, significant and long-lasting effect. It is therefore the recommendation of this thesis that the Spanish government must learn from its British counterpart in establishing a centralised PAU agency that will standardize all aspects of the *Selectividad* exam and its assessment.

5.6 COMPARISON ASSESSMENT TASKS: CONSTRUCT VALIDITY

Regarding England, and more specifically the AQA Spanish exam from the 2010 series, Bachman and Palmer's framework makes it clear that the test has construct validity, since it assesses what it intends through its well-defined objectives: the students' Communicative Competence. This is achieved by dividing the exam into two distinct phases (AS and A2) which involve a total of four modules studied over the course of two years. Modules one and three are concerned with listening, reading and writing skills, whereas modules two and four deal with speaking. All the papers contain an adequate number of items to assess individual abilities in the broadest possible manner within the time limitations. In the writing papers, there is a wide choice of tasks available so that students can select their preferred topics, which are always related to those established by the exam board as appropriate for either AS or A2.

With regard to Spain, however, the conclusion established by the analysis in section 5.3 is the opposite: at the moment, the way the Spanish *Selectivo* is designed (and therefore what it assesses), in contrast with what it should be examining, reveals that the PAU lacks construct validity. The main reason for this assertion is that, during the *Bachillerato* course, students are supposed to acquire a set of skills based on the concept of Communicative Competence. However, the current exam taken in the *Valencian Regio*n, by focusing exclusively on reading comprehension and written

production, assesses only partially the elements that constitute such a notion. Sanz Sainz and Fernández Álvarez (2005) address this issue in their article "La validez del examen de inglés en selectividad", in which they scrutinised the validity of the English PAU including content, concurrent, predictive validity, and construct validity. The authors, based on what a student should know at the end of *Bachillerato*, determine that the English PAU should have developed a Communicative Competence in terms of the CEFR level B1. However, when they analysed the actual exam paper, they concluded that:

> […] ni las secciones de la prueba ni los ítems parecen cumplir esa función. Por una parte, están ausentes las destrezas orales (speaking, listening and interacting), para las que se supone que ha sido preparado el alumnado. En las destrezas que sí son evaluadas, reading y writing, las tareas que tienen que desarrollar los estudiantes no parecen estar diseñadas para reflejar su capacidad comunicativa en situaciones reales (p. 151)

In their conclusions, Fernández Álvarez and Sanz Sainz show their frustration regarding the fact that, despite there being several different researchers who have expressed their concerns about the quality and validity of the English PAU, the government, while not denying the judgements of those academics, has still not offered any defense of the quality of the exam. As such, in agreement with Sanz Sainz and Fernández Álvarez (2005), one must conclude that nothing has changed since 1984 and this high-stakes assessment remains somewhat stagnant.

Despite this, several academics are still urging for there to be improvements made to the English *Selectividad*, the most common and pressing suggestion being for

167

an introduction of the speaking components, listening comprehension and oral production. In Fernández Álvarez's thesis (2007), a very detailed proposal is given for a new English PAU. One of his main arguments for this alteration is that there is a need to expand the range of activities students have to carry out in order to demonstrate their level of ability in the different skills. His proposed exam would have a total duration of 90 minutes and its structure can be summarized in the following way:

Section	Name	Time	Content	Focus
1	Written comprehension	40 minutes	Four parts to evaluate reading skills using different length texts.	To assess the candidates' ability to understand information from a text.
2	Listening comprehension	10 minutes	Three parts to evaluate listening comprehension skills using different length recordings	To assess the candidates' ability to understand dialogues and monologues in standard English, on everyday life situations
3	Written expression	30 minutes	Two parts to evaluate written expression by having to write a text from a visual input and having to correct a vague text.	To assess the candidates' ability to produce meaningful written texts, from simple sentences to full texts.
4	Oral expression	10 minutes	Two parts to evaluate oral expression by using pictures and having to respond to situations	To assess the candidates' ability to produce oral narrations of personal situations and respond to different oral situations paying attention to language functions.

Table 11.Fernández Álvarez proposal for the English PAU

Since the focus of this thesis is on construct validity, there is no need to provide further details about Fernández Álvarez's proposal; however, it is clear from the table above that his exam model, which he formulated based on the Andalucian *Bachillerato* curriculum, would be a more valid assessment tool than the current model given that it involves students being tested for Speaking and Listening as well as Reading and Writing. In essence, what Fernández Álvarez's study demonstrates, is that the curriculum is not the most important issue, but instead the way in which it is misrepresented in the construct of the English PAU exam.

Unfortunately, although the autor conducted a pilot of the exam, that trial could not include the oral component, as, "por motivos prácticos, no se pudo llegar a evaluar la expresión oral, ya que habría sido necesaria la participación de más profesores, así como el tiempo de realización de la prueba habría aumentado considerablemente" (Fernández Álvarez 2007, p. 557). Of course, the conclusion that follows from this observation is somewhat problematic and this leads to one of the major concerns regarding the introduction of an oral exam in the English PAU: if Fernández Álvarez could not manage to pilot an oral test with a sample group of thirty students, this suggests that to do so with thousands of students would be logistically impossible.

In section 5.3 the general guidelines the Ministry of Education sent to the *Comisión de Selectividad* in October 2010 regarding the oral component have been discussed. The intention is that new oral expression and listening comprehension components in the PAU would follow a similar structure to other internationally recognized exams such as the Cambridge series, which combine monologue and conversation. But, even leaving aside the question of the actual design of the test, it is

necessary to ask: who would be responsible for conducting these oral tests? At the meeting with teachers that I attended, it was clear that, in Valencia, the suggestion was that the centres themselves would be in charge of them, an announcement provoked a myriad of questions from teachers about the practicalities and reliability of this procedure. As the introduction of the English oral component assessment has been halted until 2014 (Real Decreto 961/2012, in BOE, 2012), these issues remain unresolved.

García Laborda and Fernández Álvarez, have also considered the issue of teachers' reactions to the possibility of an mandatory oral test for *Bachillerato* classes by distributing a questionnaire amongst 138 teachers in the province of Valencia. Their questionnaire focused on aspects such as sex, age and workplace as key elements that influence the use of English in the classroom and it also asked participants about their use of English in different interactions — for example, when giving instructions, using questions and making requests. Their conclusions are extremely important but also alarming:

> Las implicaciones más importantes de los resultados de este estudio son el cambio en los últimos cursos de Bachillerato y la introducción de tareas orales en la P.A.U. Por tanto, parece necesario realizar una labor de preparación no solamente de los alumnos sino de los profesores. Es necesario que los alumnos reciban mayor input en inglés y que, a ser posible, comience lo antes posible. El hecho de que este cambio se limite especialmente a un sector del profesorado favorece su logro. Lo segundo es que si este grupo de profesores es incapaz de incrementar su output en L2, debería apoyarse más en medios audiovisuales que sean accesibles con el libro de texto o a través de Internet […] el uso de las tecnologías de la información para el desarrollo de destrezas

que hoy por hoy parecen no haber alcanzado su *madurez plena en el Bachillerato español*. (2010, pp. 100-101)

Unquestionably, the educational authorities at both national and regional levels will have to address this issue, the inadequacy of many teachers to speak English, before implementing any changes to the students' assessment; otherwise they will be jeopardizing students' chances of achieving their potential and obtaining fair grades, which is of course ultimately the main issue in relation to the English PAU. In the context of construct definition and validity, therefore, it is important to emphasise that the introduction of an oral component itself will be insufficient if the teachers who are responsible for assessing students' speaking abilities are themselves unfit to do so.

Possible solutions to the practicalities of not only the introduction of an oral test, but to the overall PAU exam have been investigated in the last few years by several authors: Garcia Laborda (2006, 2010), Fernández Álvarez (2007), Herrera Soler (2005), Amengual-Pizarro et al. (2012), Sanz Saiz (1999), and Martín-Monje (2012), among others, all suggest a change to the exam format from paper to computer.

To this end, in 2005, the *Universitat Politécnica de València* began a series of projects about the computerization of language exams. These projects have developed different computer-based assessment tools which culminated in the national project PAULEX (García Laborda, 2012, p.22) According to the members of the group, the benefits of a computerized English PAU would be:

- Una reducción en los costes de realización (aunque exigen un desembolso inicial en centros donde la red o el equipamiento informático sea claramente insuficiente).

171

- Un incremento en el número de destrezas que se podrían evaluar, ya que permite una mayor flexibilidad en los ítems.

- La medida es más precisa en ciertas habilidades, como la oral o la escrita, ya que el alumno posee soporte audiovisual añadido al input oral o escrito.

(Ibid.)

García Laborda also defends the computerization of the assessment from a practical point of view: students could do the test in their own academic centres, there would be a wider flexibility in the type of exercise to be used, audiovisual material could be included and tasks would be integrated (2010, p. 73). He also suggests that after an initial investment, cost would reduce and it would be logistically more effective to have a computer-based exam than the current English PAU:

> […] los exámenes de lengua extranjera de las PAU habrían de renovarse sustancialmente e incorporar todas las ventajas que suponen las nuevas tecnologías para medir de una manera más justa, equitativa y objetiva el nivel de conocimiento que de una lengua extranjera tienen los estudiantes que aspiran a formarse en una universidad española, máxime cuando se exige desde la propia Comisión Europea que haya la máxima convergencia posible entre unos estados y otros. (García Laborda & Gimeno Sanz, 2007, p.729)

This would involve reviewing the construct validity of the test and, furthermore, he insists that there is a need for more transparency with English PAU results to greater involve the different stakeholders so that the data given to students is

172

comparable to the results obtained by those who take TOEFL or Cambridge Board of Exam tests. [5]According to García Laborda, it is therefore important that the PAU exam not only have internal validity but also external validity, in terms of how its results compare to the standards of other internationally recognized exams. The last key issue in his article is that of washback:

> Una P.A.U. asistida por ordenador […] tendría un efecto concatenado que va desde la realización del propio examen a la obtención de datos y descubrimientos de investigación. La realización del examen conllevaría la obtención de datos cuantitativos (las notas) y cualitativos (las reflexiones de los alumnos al final del ejercicio) que muevan tanto a los profesores como a los administradores a realizar cambios y mejoras en todo el proceso. Como resultado aparecerían modificaciones en el examen […] También habría, sin duda, variaciones en la metodología usada en impartir la lengua extranjera en Bachillerato adaptando los tipos de tareas, extensión de los ejercicios, registros de lectura y otros aspectos que, generalmente, son menores (García Laborda, 2010, p. 77)

The author, thus, believes that a computerized PAU would have a very positive impact in classroom practice, as well as facilitating the collection of information about the exam process.

In an article that explores similar issues, García Laborda, Gimeno Sanz and Martínez Sanz (2008) attempt to anticipate the potential washback of a computer

---

[5]García Laborda, Magal Royo and Bakieva (2010) have a very interesting article about iB TOEFL, an online test to measure students' to use and understand English at university level, in which they describe some of the potential drawbacks this exam might present to Spanish students. Although they do not compare directly the English PAU with the iB TOEFL, their reflections and conclusions shed some light on some of the potential difficulties of implementing a computerized version of the university entry test.

based exam by analysing the reaction of a hundred teachers to the idea of a computerised test. For them, as well as for other authors, it is important to acknowledge that any change cannot be successfully applied without the cooperation of classroom practitioners, and also to value their expertise in order to propose changes that could realistically be applied. Most teachers' attitudes were positive towards the introduction of a computerised oral test, but nevertheless they were somewhat sceptical about the technology available and the large investment needed from schools and local authorities to make such a proposal a reality.

Amengual-Pizarro (2009) also refers to the issue of washback in her article "Does the English Test in the Spanish University Entrance Examination Influence the Teaching of English?" in which she assessed the impact of the university entrance examination on the teaching of English. She designed a questionnaire which was completed by seventeen teachers who had been raters in the 2007 series of the PAU exam; the participants were asked to respond to questions about the curriculum, the materials they used and their teaching methodologies. The results obtained confirmed that, despite teachers' willingness to include all the skills proposed by the Spanish curriculum in their day-to-day practice, they inevitably taught the content and skills that are more relevant to the specific PAU exam in order that students could obtain the best possible grades:

[…] although most of the teachers in this study […] reported to pay some attention to the skills not tested in the examination and to spend some time working with them, the majority of them admitted devoting less than the third part of their course time, or less than half of their course time to the practice of these latter skills […] all the

teachers who reported that students' oral production has affected by the ET (fourteen teachers out of seventeen) stated that they would change their methodology and teach in a different way if they were not bound by this examination. (Amengual-Pizarro, 2008, pp. 586-590)

The author, consequently, concludes that it would be interesting to investigate the — allegedly positive — impact of introducing the oral and listening components in the PAU on students' communicative competence. Tragant *et al.* reached similar conclusions in their survey of high school teachers with a high success rate in the English PAU:

El argumento que algunos profesores dan para explicar que esta destreza [la práctica oral] se practica menos de lo que desearían es el hecho de que no se evalúe en las PAU. Ello hace que se tienda a no dedicarle suficiente tiempo en clase ni a hacer un tratamiento sistemático. Tampoco tiene un peso relevante en la nota final ni se suele evaluar específicamente. Otros argumentos que los profesores mencionan son el número de alumnos en el grupo-clase, la falta de tiempo y la dificultad en conseguir que los alumnos hablen en inglés. Asimismo, el profesorado se da cuenta de la importancia de la práctica oral y tiene inquietudes de cara al futuro para potenciar esta destreza. (2011)

Whether it will eventually become a computer based test or not, suffice to say that there is a willingness from the government to include the oral skills (listening and speaking) as part as of second language assessment. The problem however is that, in the very year when the oral component was supposed to become part of the PAU, the construct and format of this new test still remains unclear. As Martín-Monje puts it,

175

"En 2012, se espera incorporar una prueba oral al ejercicio de lengua extranjera ya existente pero todavía no hay pautas claras para dicho examen" (2012, p. 143). As stated before, such is the confusion surrounding this issue that all plans for instigating an oral test have been suspended until 2014.

In summary, and from the perspective of construct validity, although it is important to acknowledge the implications and potential benefits of having a computerised version of the English PAU, this modification does not address the more pressing and fundamental issues that such a substantial change would have for Spain's second language teaching culture in terms of all the stakeholders involved in the process. It would be more productive and feasible, therefore, to move progressively from the current PAU to an enhanced test that would include the oral component in line with the proposals of authors such as Fernández Álvarez (2007), Amengual-Pizarro & Méndez García (2012), or Bueno Alastuey & Luque Agulló (2012). As long as the current construct is thoroughly revised so that the English PAU overcomes its most significant drawbacks, the process could eventually lead to a more natural transition of the exam format, provided that the teaching community and the financial situation allows for it to happen.

The focus of this chapter has been the aspect of validity. The issue with the English PAU, after analysing the contents and objectives of the *Bachillerato* curriculum and the exam generic content, is that there is only a partial match between what students should attain at *Bachillerato l*evel and the exam they must take to prove it. By focussing strictly on the reading/writing aspects of language, the consequence is that there is a clear lack of construct validity: The test is not testing what it should be testing or, as Sanz and Fernández (2005) put it, "the items do not present candidates with

meaningful, purposeful activities; the test does not measure students' communicative competence" (p. 2).

García Laborda (2005) addressed the necessity for a change,

[…] probablemente no exista una cuestión que levante tanto interés, promueva más críticas y haya permanecido absolutamente estática durante 20 años como la Selectividad en lengua extranjera. Pocos dudarán la necesidad de que sufra profundos cambios y, sin embargo, la cuestión de cómo hacerlo está latente. (p. 27)

And, despite various proposals by the few Spanish experts on assessment who have been critical but also innovative about the English PAU, and despite the fact that the oral component due to be introduced in summer 2012 has now been delayed to 2014, the future of this highly controversial test remains unresolved.

According to Sanz and Fernández (2005, p. 150),

En el campo de testing se acepta de forma unánime que, en especial, este tipo de exámenes debe ceñirse a unos criterios de calidad muy estrictos, porque, además, no son responsabilidad de individuos aislados, sino que dependen de las autoridades educativas que son quienes los regulan y financian. Éstas tienen la obligación de crear pruebas válidad y fiables, con un impacto positivo en la enseñanza, y que sean viables.

There is an interesting quote from Insa, J.R., García Pastor, M., & Gómez López, A., in which they comment on the fact that: "el nivel de dominio del Inglés en la población española presenta una enorme variabilidad, a pesar de lo cual debe ser bien evaluado para garantizar los standards europeos"(2010). From my point of view, "*a pesar de*" should be substituted by "*precisamente por eso*": taking into account the

177

importance of languages and the aim of the EU to standardise qualifications across Europe, Spain cannot afford to delay the implementation of changes for much longer if it wants to compete with other countries and also to offer students the possibility to study or work abroad.

In summary, the English PAU exam needs to undergo a serious and thorough review in order to be able to offer students assessment that reflects the contents of the curriculum, includes a wealth of activities aimed at different levels of achievement, and is fairly marked, producing reliable results which match students' real ability in the foreign language.

CHAPTER VI

RELIABILITY AND TASKS CHARACTERISTICS

Whenever a test is administered, the test user would like some assurance that the results could be replicated it the same individuals were tested again under similar circumstances. This desired consistency (or reproducibility) of test scores is called reliability.

Linda Crocker & James Algina

6.1 THE A-LEVEL SPANISH TEST

Chapter Four outlined the basic notions associated with reliability. The focus of the current section is to evaluate this concept from an English assessment policy perspective. It is useful to begin with a clear definition of reliability as it is outlined by Ofqual:

[It is] the consistency of outcomes that would be observed from an assessment process were it to be repeated. High reliability means that broadly the same outcomes would arise. Unreliability can be attributed to 'random', unsystematic causes of error in assessment results. Given the general parameters and controls that have been established for an assessment process – including test specification, administration conditions, approach to marking, linking design and so on – (un)reliability concerns the impact of the particular details that do happen to vary from one   assessment to the next for whatever reason. (S. Johnson, 2011, Preface)

In England, exam boards have generally reported learners' performance levels or grades for national curriculum assessments and public examinations within the A*-E range,without any indication of the likely error-rates involved. However, since the creation of Ofqual, it has been suggested that there is a duty to publish the relevant data associated withthe reliability of assessment results. As such, it has had a key role in encouraging a shift of focus from comparability (the area that had traditionally received more attention in exam monitoring reports) to reliability. Chapter Three mentioned that Ofqual was created in 2008 and initially developed its duties under the supervision of the QCA. Until that moment, the QCA had a Regulation

& Standards division in charge of monitoring assessment. When Ofqual began its new role as a regulatory body in April 2010, there was the realisation that the standards debate (and comparability in particular) had been the almost exclusive focus of regulatory attention for years and that this had created a distinct imbalance, with other useful determinants of assessment quality been largely ignored.

There are numerous ways of calculating reliability, from Classical Test Theory (henceforth,CTT) – which can measure the difficulty of an item (its facility) or how performance on an item correlates to performance in the test as a whole (which is discrimination)– to the more recent True Score Theory, which also takes into account sources of random error in relation to students' true ability. However, since no specific information about the reliability of individual results was available (other than the cumulative percentages for each grade), for the purposes of this thesis, the notion of reliability will not be used to ascertain to what extent the A-level Spanish exams are reliable as a whole — after all, no exam is completely immune to error (Hughes, 1989; Alderson, Clapham & Wall, 1995; Bachman & Palmer, 1996). Instead, the focus will be on three key processes that maximise the reliability of results – that is to say, sources of controllable error: assessment planning processes, the background and training of markers and the format of the marking schemes (which will necessitate some comments onthe procedures for awarding grades). Because of the high-stakes nature of A-level results, it is of paramount importance that every possible measure be taken to assure students, parents, institutions and the general public that the awarded grades accurately correspond to the skills and abilities of candidates. It is also crucial that tests are fair, regardless of which board or series students take.

In England, there are currently five accredited awarding bodies: AQA, CCEA, Edexcel, OCR, and WJEC. Each school or college offering an A-level qualification, therefore, has to choose a corresponding syllabus from one of these approved exam boards. Although most schools tend to favour one board or another in specific departments, there is no obligation, even within the same subject, to use the same board. For instance, it is perfectly feasible that a MFL department could employ AQA for students taking French, Edexcel for those studying Spanish and the WJCE for Germanists. Purely for the ease of administrative procedures, this tends not to happen but it is evidence of the trust that institutions have in the various regulatory bodies and the commonality of their standards. If all the awarding bodies have to respect the guidelines set by Ofqual and are monitored on an annual basis, there is the general understanding that there is no significant difference in quality between one group of students to takethe exams of one board and, another group, a totally different exam board. Because of the flexibility of the exam system, the idea that all awarding bodies should be offering A-level students tests of comparable quality across the country is a concept that is enshrined into the English assessment system.

Ofqual announced the launch of its Reliability Programme in 2010, the same year that the takeover from the QCA took place. Kathleen Tattersall, the new Ofqual Chair, compared the project to not just a "health check" but to a full "medical consultation" (Ofqual, 2008). The main intention of this project was to investigate more about reliability and to engage stakeholders (students, parents, teachers, education managers, employers and awarding bodies) in an open and honest debate about the topic. Ofqual set the following aims and objectives for the programme:

- to generate evidence of reliability of results from a number of major National Curriculum assessments, public examinations and qualifications offered by assessment agencies and awarding organisations in England

- to stimulate, capture and synthesise technical debate on the interpretation of reliability evidence generated from this programme and other reliability studies

- to investigate how results and the associated errors are reported internationally, and what procedures are adopted by assessment providers to communicate results and measurement errors to the users

- to explore public understanding of and attitudes towards assessment inconsistency

- to stimulate national debate on the significance of the reliability evidence generated by this programme and by other reliability studies

- to help improve public understanding of the concept of reliability

- to develop Ofqual policy on reliability.

(He & Opposs, 2011, p.6)

The programme was structured into three initial stages, all of which have now been completed. These parts (or strands) were:

- Strand 1: Generating evidence on the reliability of results from a selection of national qualifications, examinations and other assessments in England through empirical studies.

- Strand 2: Interpreting and communicating evidence on reliability.

- Strand 3: Investigating public perceptions of reliability and developing regulatory policy on reliability.

(He, Opposs and Boyle, 2010, p.4)

184

Despite the completion of the initial stages, the Reliability Programme is a project that is by no means finished. Indeed, it has to be perceived more as a starting point for further investigation about reliability which constitutes one important aspect of what is involved in assessment. There have been a number of reports produced in relation to the different strands of the project (such as by He, 2009; Opposs, 2011; and Chamberlain, 2010) which have generated a substantial amount of new information about various aspects of reliability.[1]However, for the purposes of this thesis, three conclusions that result from the Reliability Programme have particular relevance: firstly, as it undertook an in-depth review of the measurement theories and models used to study reliability, with a focus on classical test theory (CTT), generalizability theory (G-theory) and item response theory (IRT), this review will allow experts to apply the results in future empirical research, as well as promoting familiarisation for non-experts; secondly, the Reliability Programme has illustrated the need for a discussion about *if* and *how* data should be communicated to stakeholders involved in the assessment process; and,thirdly, it has also demonstrated the need for an organized commitment to develop more coherent policiesabout reliability. A further by-product of this venture has been the implementation of studies that target specific units or academic subjects and this will hopefully provide further evidence about reliability that can be used in future policy developments.

Despite these positive outcomes, the Reliability Project has also highlighted potential problems. For example, although it was agreed that a way must be found to communicate reliability issues to the public, those involved in the seminars organised

---

[1]A compendium of reports on the reliability programme can be found at
http://www.ofqual.gov.uk/standards/reliability/

as part of the project also recognised that reliability as a concept, owing to the technicality of most of its literature, is difficult for the public to comprehend. Therefore it was suggested that the public must be educated by academics using layman's language, examples need to be provided to explain assessment processes, technical terms have to be clarified and the factors that affect test scores or which introduce inconsistency need clarification. On the other hand, there are a number of constraints on reporting reliability measures in terms of human resources (such as, the amount of people who have the necessary technical expertise), funds, and operational difficulties (for example, the collection of data).

In parallel with the Reliability Programme and as part of its role as a regulatory body, Ofqual carries out an annual programme of monitoring, in order to evaluate the performance of awarding organisations. This is constituted by a thorough study of the examination process across a sample of the qualifications available. The aims of this monitoring are to:

- determine whether the required qualification criteria and associated code of practice have been met

- determine whether the assessments **were fair and effective in measuring achievement** by candidates in respect of the stated assessment objectives

- determine whether the procedures designed to ensure consistency of practice and **comparability of standards** were implemented effectively

- **identify any aspects of the specification(s) that appear to have constrained fair, effective and reliable examinations**

- identify any good practice that is worthy of encouragement and dissemination, to promote continuing improvement in the quality of examinations.

(Ofqual, 2009)

The elements emphasised in bold above are those related to reliability and it can be seen from this that, in England, there are a series of processes already in place to evaluate the assessment process effectively, since the creation of exam papers and syllabus design (at least for the A-level) is delegated to the various awarding bodies. Furthermore, there is a clear, systemic interest taken in improving every aspect of the assessment process, a notion that has increased in the last three years with the greater focus that has been put on reliability.

6.1.1 Assessment planning processes in England

The development of a new test is a complex process, which needs careful planning and expert advice. In England, each exam board appoints a Principal Examiner, who writes the paper and the marking criteria for his/her section (for example, in the A-level Spanish exam, the Reading and Writing sections). These are then passed on to a reviser and, afterwards, to an evaluation committee or senior expert team, who further refine the questions. AQA organises the process by holding two weekend-long meetings at one its national offices in October and December of each academic year. At these meetings, the experts check the following elements of the proposed exam:
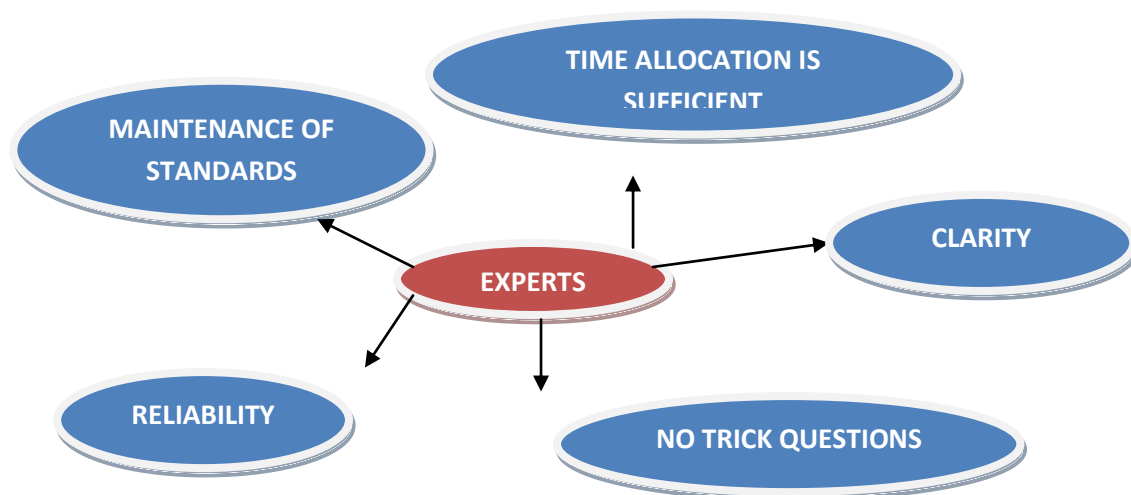
Figure 9. AQA expert's checklist

The process of evaluating the suitability of assessment tasks is lengthy, occurring approximately eighteen months before the test takers actually sit the exam. This time span is adequate for the discharge of relevant administrative duties and it ensures that there is sufficient time to check all the quality standard procedures have been followed.[2]Therefore, the Spanish papers for June 2012 were evaluated in September 2010 and the final versions were produced by December of the same year. Working so far in such has the added benefit of ensuring that there is always a reserve paper available in case there are any problems that may compromise exam security. In 2008, such an incident occurred when a security van carrying AQA papers was stolen. However, as the exam board had already prepared exams for the following 2009 series, a potential crisis was swiftly and efficiently averted. Indeed, as an Ofqual spokesman declared at the time: "Ofqual is confident that AQA has taken the

---

[2] The information related to exam production and revision was obtained through AQA's website and also thanks to the generous collaboration of Derek Bacon, Chief Examiner for A-level Spanish and Principal Examiner for SPAN1, through a series of telephone conversations between December 2011 and April 2012.

necessary steps to ensure that candidates will not be effected and that the integrity of the exams will not be compromised" (BBC, 2008).

6.1.2 Background and training of markers

A-Level Spanish exams are externally marked. The exam boards employ raters to work temporarily, as well as a team of experts, or principal examiners, who create the exams and also produce the marking criteria. In order to become an assessor with AQA, a candidate should have at least three terms' recent teaching experience and hold an appropriate academic qualification (that is, a degree in the subject for which they apply). All examiners must also attend a standardisation meeting, which is held at a specific venue or, increasingly, online. This meeting includes an explanation of the question paper and mark scheme, marked exercises to stimulate discussion about awarded grades and feedback. Examiners are also allocated to a specific examiner's team and assigned a Team Leader, who mentors them through the marking process.

Before the official exam marking commences, raters must mark a sample script which is reviewed by the team leader. If the marking of this sample is not satisfactory, the rater is given additional training or, in extreme cases, s/he can be dismissed over the poor quality of his/her work. Yet, if the marking is in line with the standard set by the exam board, then the rater is allocated a pool of exams to mark. In recent years, online marking has become increasingly used, thereby changing the traditional assessment process as raters now mark individual questions or groups of questions rather than an entire exam paper (although one exception to this is the A-level Spanish oral exam, which is marked in its totality by one rater). Markers, consequently, tend to specialise in a particular type of question which allows exam boards to have a high

level of expertise within their pool of raters, a factor that contributes to the increased reliability of the results. Furthermore, thanks to online marking, data about the behaviour and consistency of a particular rater is available for analysis by the Team Leader immediately after each exam series. In addition to the thorough (and complex) process described above, the Chief Examiner and Principal Examiners mark some candidates' work themselves and they also second mark samples from the raters that they supervise. The direct involvement of Principal Examiners in the marking process is an essential part of the exercise, giving senior examiners first-hand experience of the question paper in action.

Since there are no publicly available reports on examiner's behaviour, it is logical to assume that exam boards use the data they gather purely for monitoring purposes. However, there is a definite need for more intra-rater and inter-rater reliability research. Intra-rater reliability refers to the marking consistency of a single examiner. Therefore, "an examiner is judged to have intra-rater reliability if he or she gives the same set of scripts or oral performances the same marks on two different occasions" (Alderson *et al*., 1995, p.129). On the other hand, inter-rater reliability is related to the consistency of marks between two or more examiners. As Alderson *et al*. again assert, "It would not be realistic to expect all examiners to match one another all the time; however, it is essential that each examiner try to match the 'standard' all the time" (p. 129). Research on intra- and inter-rater reliability would help examining bodies to identify areas for improvement. For AQA (and, indeed, for the rest of the English exam boards) samples of marked work are drawn from each rater's pool randomly, in order to detect possible problems and to ensure that standards are maintained throughout the marking process.

6.1.3 Awarding of examination grades

In developing their question papers, exam boards aim to produce papers that are comparable in terms of level to those of previous years but, in practice, it is impossible to determine precisely the relative difficulty of the questions for the candidates until they have taken the examination and the results are available. Therefore, a candidate's script given a particular mark in one year cannot be assumed to completely correspond to a different candidate's script from another exam series. In reality, the demands of the paper may be different and the marking scheme may be more severe or more lenient than in a previous year. These factors must be taken into account before candidates' marks can be translated into grades.

In order to guarantee the reliability of results, once the examination scripts have been marked, an awarding meeting is held for every specification to set grade boundaries on each question paper. The boundary mark for a given grade is the minimum mark a candidate must score on that paper to obtain the grade in question. It would, of course, be impossible for the awarding committee to check candidates' work for each grade on every paper. What happens instead is that recommended grade boundaries are set for specific grades. These are called the "judgemental grades" because the awarders' opinions are directly involved in the setting of the boundary. For A-levels, these boundaries are A/B and E/U. The remaining grade boundaries are determined by calculation and, therefore, they are termed "arithmetic grades". The awarding committee must ensure that the awards remain in line with those from other syllabuses in the same subject and with other examining bodies. The outcomes are then recommended to the Accountable Officer of the awarding body, who makes the final decision about the grade boundaries for that exam series.

The evidence presented to the awarders is substantial as the following list of minimum requirements from the code of practice indicates:

Qualitative

- Copies of question papers/tasks and final mark schemes

- Reports from the principal examiner(s)/principal moderator(s) on how the question paper functioned

- Archive scripts and examples of internally assessed work (including, in appropriate subject areas, photographic or videotaped evidence) at the relevant grade boundaries, together with relevant question papers and mark schemes

- Samples of current candidates' work (marked scripts and/or internally assessed material) distributed evenly across key boundary ranges for each component, with enough representing each mark to provide a sound basis for judgement so far as the size of entry and nature of work permit. The material should be selected from a sufficient range of centres where work has been marked/moderated by examiners/moderators whose work is known to be reliable

- Any published performance descriptions, grade descriptions and exemplar material, where available

- Any other supporting material (such as marking guides for components where the evidence is of an ephemeral nature

Quantitative

- Technical information – including mark distributions relating to the question

- Papers/tasks and individual questions for the current and previous series, where available

- Information on candidates' performance in at least two previous equivalent series, where available

- Details of significant changes in entry patterns and choices of options

- Information on centres' estimated grades for all candidates including:

  – Qualification-level estimates for linear (including linear unitised) [syllabuses]

  – Unit-level estimates for externally assessed units in all other unitised [syllabuses]

- Information about the relationship between component/unit-level data and whole subject performance, where available

Regulatory authority reports

- Relevant evidence from the regulatory authorities' monitoring and comparability reports.

(QCDA, 2010)

It is clear from the above that the setting of the grade boundaries is a very complex process, involving human expertise as well as the effective and meticulous collection of data by the exam boards (the many layers of the process are summarised in Figure 10). This complexity ultimately originates from the clear intention to ensure that all students achieve a result that is fair and an accurate reflection of their ability/performance in the exam (though this is never a perfect science). In essence, the aim of the English A-level grade awarding system is to achieve a reliable outcome.

193

```
┌────────────────────────────────────────────┐
│        Introduction by Chair of Examiners   │
└────────────────────────────────────────────┘
                      ↓
┌────────────────────────────────────────────┐
│  Introduction by Subject Manager and Support Officer │
└────────────────────────────────────────────┘
                      ↓
┌────────────────────────────────────────────┐
│   General statistical comment by Subject Manager and │
│                  Support Officer            │
└────────────────────────────────────────────┘
                      ↓
┌────────────────────────────────────────────┐
│   Report by the Principal Examiner or Principal Moderator │
│                  for the paper              │
└────────────────────────────────────────────┘
                      ↓
┌────────────────────────────────────────────┐
│   Presentation of detailed statistics for the paper │
└────────────────────────────────────────────┘
                      ↓
┌────────────────────────────────────────────┐
│   Study of last year's scripts at that grade boundary │
└────────────────────────────────────────────┘
                      ↓
┌────────────────────────────────────────────┐
│   Scrutiny of this year's scripts for that grade boundary │
└────────────────────────────────────────────┘
                      ↓
┌────────────────────────────────────────────┐
│       Recommendation for that grade boundary │
└────────────────────────────────────────────┘
                      ↓
┌────────────────────────────────────────────┐
│          Complete awarding documentation    │
└────────────────────────────────────────────┘
                      ↓
┌────────────────────────────────────────────┐
│   Evaluation of outcomes of all papers and confirmation of │
│                  subject outcomes           │
└────────────────────────────────────────────┘
                      ↓
┌────────────────────────────────────────────┐
│        Chair closes meeting and writes report │
└────────────────────────────────────────────┘
                      ↓
┌────────────────────────────────────────────┐
│   Provisional approval meeting to discuss the outcomes │
│                  of the award               │
└────────────────────────────────────────────┘
                      ↓
┌────────────────────────────────────────────┐
│          Awarding documentation sent to     │
│   AQA Accountable Officer for final approval │
└────────────────────────────────────────────┘
```

Repeat process for each judgemental grade of each paper

Figure 10. Overview of the processes followed in an AQA A-level awarding meeting

6.1.4 Tasks characteristics-Spanish 2010 AQA series

In order to further assess the validity and reliability of the A-level Spanish tests, it is necessary to examine another important determinant: the practical realisation of the theoretical assessment content described in the construct of the exam. For that purpose, an analysis of the tasks that formed the 2010 series Spanish AS and A2 exams will be presented in this section. It is necessary to evaluate two papers, since the final

grade awarded to students for university entry is an overall mark derived from the results they achieved in the two assessment periods at the end of each academic year.

6.1.4.1 AQA AS Spanish Paper Unit 1: Listening, Reading and Writing

Although a copy of the entire AS Spanish exam can be seen in Appendix 7, it is sufficient for the analysis that follows to exemplify key extracts from the test. The paper begins with a Listening exercise which includes four tasks, as described below:

- Task 1: Listen to a short extract (1 minute and 25 seconds) and provide short answers to the set items

1	**¡Policías no muy rápidos!**
	Listen to this information about a problem with the Acapulco police force and provide the information required in **English**.
1 (a)	What has the town council of Acapulco said about its police?

	(1 mark)
1 (b)	How does the council intend to solve the problem?

	(2 marks)

As this is done in the student's native language, transfer of meaning is being assessed through the items of this task. These short answer questions are open-ended, since the students have to think about their own answers. Alderson *et al.* (1995) classify this type of question as objective-type item but Davies *et al.* (1999) suggest that there is still a danger that these questions can be marked subjectively. The marking scheme (See Appendix 8) will play a key role to ensure marking reliability

195

in such cases. Following the opinion of Davies *et al.*, Hughes (2003) argues that the best short-answer questions are those with a unique correct response.

- Task 2: Listen to a short extract (1 minute and 58 seconds) and provide non-verbal answers to the questions, by filling in some boxes with numerical values.

2	Bodas caras en España		
	Escucha esta noticia sobre el coste de casarse en España y escribe en las casillas el número apropiado.		
		número	
2 (a)	¿Cuál es el precio medio de una boda en Madrid?		(1 mark)
2 (b)	¿Qué porcentaje de los costes se gasta en la comida?		(1 mark)

This type of activity is known as an information transfer item. It is mostly used to assess reading and listening and constitutes an attempt to include authentic tasks in the test, since, according to Alderson *et al.* (1995), these tasks usually resemble real-life activities.

- Task 3: Listen to a short extract (2 minutes and 7 seconds) and provide non-verbal answers to the questions.

3 (a)	A	En general, estas vacaciones existen para las mujeres a punto de casarse con un hombre.
	B	Las mujeres tienen que veranear durante las vacaciones escolares.
	C	A las mujeres les gusta cada vez más ir de vacaciones sin su pareja.

(1 mark)

This is a multiple-choice exercise in which students select what they believe to be the correct statement from a selection of three. There is also some visual stimulus. Multiple choice items are a widespread assessment tool. While they are undoubtedly cost and time efficient, their reliability is highly dependent on the successfulness of their design. In order to reduce the possibility of students simply guessing the correct answer, there are generally four possible answers. As Anderson *et al*. states, "the correct alternative should not look so different from the distractors that it stands out from the rest. It should not be noticeably longer or shorter, nor be written in a different style" (1995, p.49). In this particular item, there are two distractors and a correct answer. This is an acceptable multiple-choice task as long as it is acknowledged that the guessing potential is also increased by the reduction in choices.

- Task 4: Listen to a short extract (1 minute and 15 seconds) and provide short answers to the questions, using the target language.

197

4	**Los pantalones caídos**
	Escucha esta noticia sobre una nueva moda y contesta a las preguntas en **español**.
4 (a)	¿Cuáles son las tres sanciones que tienen algunas autoridades escolares norteamericanas?
	....
	....
	....
	(3 marks)

In this task, students are penalised for inaccurate spellings which interfere with meaning of affect basic orthographic rules, such as "ataces" rather than "ataques".

To summarise, in the A-level Spanish Listening paper, there is a gradation of the tasks in terms of length and complexity, from transfer of meaning to a more independent use of the target language. Candidates take this part of the paper in a language laboratory under exam conditions. As a result, each student has a copy of the recordingsand a set of headphones. This is important because it is made clear in the rubric for the paper that students control the recordings individually, therefore being able to work at their own pace and to play each part as many times as they wish during the 45 minutes of the exam. This methodology promotes lower anxiety levels for the candidates, thus decreasing uncontrollable errors and contributing to an increase in the overall level of the test's reliability. Table 8 provides a summary of the types of tasks included in this part of the paper:

198

	OBJECTIVE TYPE ITEM	SUBJECTIVE TYPE ITEM	VERBAL RESPONSE- L1	VERBAL RESPONSE- L2	NON- VERBAL RESPONSE
TASK1	✓		✓		
TASK2	✓				✓
TASK3	✓				✓
TASK4	✓			✓	

*Table 12.*Summary of types of items and response required in AQA AS Spanish Paper Unit 1- Listening

After the Listening paper, students then take the Reading test which (in combination with the Writing test) lasts for 90 minutes. This part of the AS Spanish exam consists of four tasks (5-8 on the paper).

5   *YAHOO!*

Abajo hay una selección de doce servicios del popular buscador *Yahoo!* Tienes que decidir qué servicio de *Yahoo!* sería más apropiado para las personas **a** – **h**. Escribe la palabra *Ocio*, *Tiempo*, etc en la casilla apropiada.

Task 5 is a matching task in which students much find correspondence between the services offered by the yahoo website and what some users want to do. Non-verbal response is required. Matching is an objective type of item where students have to connect a list of possible answers with another list of words, sentences, paragraphs or visual clues. In this case, they are sentences. Good practice has been followed

199

herein the creation of this exam by giving more alternatives for students to choose than the task requires. If there were an exact equivalence, the last item would be automatically resolved for students.

---

6   **Siete deportes olímpicos**

Lee las descripciones de los deportes **a – g** y selecciona su nombre de la lista **1 – 14**. Escribe el número apropiado en la casilla.

Task 6 again is a matching task in which students must find correspondence between definitions and services and names of sports. Non-verbal response again is required. There are some visual aids but not all sports are represented. These could beincluded to provide some context to assist weaker students. There are as many distractors as correct answers, minimising the guessing potential.

---

7 (e)   ¿Por qué apoya Alaska esta campaña?

                                                                            (1 mark)

7 (f)   ¿Cómo se sabe que a otros les ha gustado la decisión de la ciudad de Barcelona?

                                                                            (1 mark)

Task 7 is a short-answer question task in the target language based on a text with an extension of approximately 200 words. The topic is attitudes towards bullfighting. The questions are worded in such a way that direct lifting is very difficult.

	El país donde	País	
8 (a)	comer pollo podría ponerte enfermo.		(1 mark)
8 (b)	es aconsejable llevar ropa apropiada para visitar iglesias.		(1 mark)

Task 8 involves an information transfer task with one word in the target language based on a text with an extension of approximately 300 words. The topic is advice when travelling abroad.

The following table provides a summary of the main features of the tasks described above:

	OBJECTIVE TYPE ITEM	SUBJECTIVE TYPE ITEM	VERBAL RESPONSE- L1	VERBAL RESPONSE- L2	NON- VERBAL RESPONSE
TASK5	✓				✓
TASK6	✓				✓
TASK7	✓			✓	
TASK8	✓			✓	

*Table 13.*Summary of types of items and response required in AQA AS Spanish Paper Unit 1-

Reading

As was the case with the Listening paper, the Reading paper contains an evolution from very short paragraphs to some of considerable length that will require more processing from test takers. Again, the tasks reflect a gradation in complexity.

On the Writing paper, the first exercise (Task 9) involves language manipulation.

9	Rellena los espacios en las frases siguientes con la forma adecuada de la palabra entre paréntesis.
9 (a)	¿Adónde .... de vacaciones tus padres el invierno pasado? **(ir)** *(1 mark)*
9 (b)	En general, ¿vosotros .... ir al cine o ver una película en casa? **(preferir)** *(1 mark)*

This is a traditional gap filling exercise in which students are given the word to be manipulated (such as, noun, adjective or verb) in brackets at the end of the sentence. It is an objective-type exercise, widely used to evaluate a student's knowledge of grammar. The inclusion of the word to be manipulated in brackets at the end of the sentences prevents potential problems associated with this type of item because it limits what students can write, therefore minimising problems with marking (in case students think of a possible answer that has been overlooked by the exam designers). Furthermore, students do not have to spend time thinking about the missing element but instead they can consider how to transform the word given to them as stimulus. Therefore, this task is assessing their real knowledge, not their memory or concentration.

Finally, the last part of this paper (Tasks 10, 11 and 12) is the essay writing task.

OR
12

"La publicidad es horrible, hay demasiada; es imposible escapar de ella. Llena nuestras vidas con productos estúpidos e innecesarios."

"No, los anuncios nos ayudan de muchas maneras distintas. Informan al público de los productos, de la calidad y de los precios."

Con el uso de ejemplos, explica lo bueno y lo malo de la publicidad en la sociedad actual.

(35 marks)

Students must write a minimum of 200 words. There is no maximum word count explicitly mentioned. Although there are three topics available (which are taken from the specification), candidates only need to choose one to write about. This is the only question on the paper whose rubric is written in English. In 2010, the topics were: motherhood, pop musicians and advertising (shown above). This is a subjective-type task. According to Alderson *et al*. students need to know:

- How long the essay should be.

- Who will be the recipient of their words (register)

- How the essay is to be marked (1995, p. 59)

For the AS 2010 paper (in common with any year), students should be very aware of the minimum number of words required for the essay and the allocated marks for the task. The marking scheme is available for them on the AQA website and most teachers use it to mark homework assignments so students become familiar with

the marking criteria early in the course. However, as there is no target audience specified for the students' responses, there is a lack of context that, it could be argued, may be problematic in terms of their choice of register.

6.1.4.2 AQA AS Spanish Paper Unit 2: Speaking

The AS Spanish speaking test is conducted on a different date to the Listening, Reading and Writing test, usually prior to that exam in May. Whether institutions choose to use an external examiner or their own teaching staff to conduct the test, an audio recording is made of each student's exam and strict procedures must be adhered to in all centres. Clear guidelines that are issued well in advance of the exam date as well as the potential for an unannounced visit from an exam board inspector ensures a high degree of compliance to the rules.

The total amount of time allocated for the oral exam is 35 minutes. Students have 20 minutes of preparation time, supervised by an examiner, during which they can read the material provided and make notes, though the use of dictionaries is not allowed. The remaining 15 minutes of the test are divided in two sections: the first is based upon a stimulus card. Students have a choice between two cards given to them by the examiner. On each stimulus card, there is an image and some questions, which form the basis of the discussion. The cards should be selected at random by the examiner, but he/she must be careful that none of the cards overlap with the student's choice of topic in the second part of the test. In this second (conversation) part, three out of the four AS topics specified in the syllabus will be covered. The student can nominate one topic that s/he wishes to discuss. The remaining two topics of the conversation will be decided by the examiner, avoiding any overlap with the topic of

the stimulus card discussed in part 1 and with the candidate's nominated topic. In the 2010 AS Spanish exam, the topics were: media, popular culture, healthy living/lifestyle and family/relationships. Therefore, if a student had chosen a stimulus card in part 1 about media and, in part 2, to discuss family/relationships, the two remaining topics (in this case, popular culture and healthy living) will be covered by questions from the examiner.

In summary, during the course of 15 minutes, students know that they will have to talk about each of the four topics they have studied throughout the AS course. As each topic is divided into sub-topics, it would be naïve to assume that this exam will cover absolutely everything students have studied during their AS year. However, there is a clear effort from the exam board to provide a test that is as broad in content as it can be, given the constraints related to time, scope of the themes and others, such as the tiredness or anxiety of the candidates. Anoverall summary of the AS Spanish paper is as follows:

	OBJECTIVE TYPE ITEM	SUBJECTIVE TYPE ITEM	VERBAL RESPONSE-L1	VERBAL RESPONSE-L2	NON-VERBAL RESPONSE	% BY SKILL
TASK1 LISTENING	✓		✓			100% objective type items 25% verbal response L1 25% verbal response L2 50% non-verbal response
TASK2 LISTENING	✓				✓	
TASK3 LISTENING	✓				✓	
TASK4 LISTENING	✓			✓		
TASK5 READING	✓				✓	100% objective type items 50% verbal response L2 50% non-verbal response
TASK6 READING	✓				✓	
TASK7 READING	✓			✓		
TASK8 READING	✓			✓		
TASK9 WRITING-GRAMMAR	✓			✓		100% objective type items 100% verbal response L2
TASKS 10, 11, 12 ESSAY		✓		✓		100% subjective type items 100% verbal response L2
ORAL TASK		✓		✓		100% subjective type items 100% verbal response L2
TOTAL	81.8%	18.2%	9%	54.5%	36.5%	

*Table 14.*Overall view of AQA AS Spanish Paper, 2010 series.

6.1.4.3 AQA A2 Spanish Paper Unit 3: Listening, Reading and Writing

In June of the second A-level year, students sit the A2 examinations which will

form 50% of their overall A-level grade – the remaining 50% being taken from the AS

exams. Structurally, the A2 Spanish exam is identical to the AS exam, consisting of Paper 1 (Listening, Reading and Writing) and Paper 2 (Speaking).

The A2 Spanish paper begins with a Listening exercise which includes four tasks as described below:

1	**Huracán en Méjico**	
	Escucha esta noticia y contesta a las seis preguntas **a – f**. Escribe la cifra apropiada en el espacio provisto.	
		Número
1 (a)	¿Desde hace cuántos años se observa el cambio climático?	
		(1 mark)
1 (b)	¿Cuántos dólares costarán los daños causados por el huracán en Méjico?	
		(1 mark)

- Task 1: Listen to a short extract (1 minute and 32 seconds) and provide non-verbal answers to the questions, by filling in some boxes with numerical values.

2 **Un médico africano habla de los inmigrantes ilegales...**

Escucha este monólogo en el que un médico africano habla de los inmigrantes. Luego, selecciona la alternativa que mejor convenga para completar la frase. Escribe **A**, **B** o **C** en la casilla.

- Task 2: Listen to a short extract (2 minutes and 8 seconds) and provide non-verbal answers to the questions.

This is a multiple-choice exercise in which students select what they believe to be the correct statement from a selection of three. There is also some visual stimulus.

3	Ricos y pobres
	Escucha esta conversación entre dos periodistas españoles sobre la riqueza y la pobreza. Escoge las **seis** frases correctas según lo que oyes y escribe la letra correcta en las casillas de abajo.

- Task 3: Listen to a short extract (1 minute and 56 seconds) and provide non-verbal answers to the questions.

Task 3 is a selection exercise in which students select what they believe the correct statements are from a list of alternatives.

4	¿Podemos confiar en Facebook?
	Abajo tienes siete frases **a–g**. Debes decidir, según la información oída, si las frases son verdaderas (**V**), falsas (**F**) o no mencionadas (**N**).
4 (a)	Según la presentadora, pocos usuarios tienen dudas sobre la seguridad en Facebook. *(1 mark)*

- Task 4: Listen to a short extract (2 minutes and 30 seconds) and decide if the statements are true, false or non-mentioned (V/F/N)

As with the AS 2010 paper described in the previous section, it is clear in the instructions for the paper that students individually control the recordings, being again able to work at their own pace during the 45 minute test. It is also worth noting that, as on the AS Listening paper, all the tasks are objective, since there is only one possible correct answer. This undoubtedly contributes to a high level of reliability for the exam. The following table provides an overview of the listening tasks which emphasises the clear preference that exists for objective, non-response tasks.

	OBJECTIVE TYPE ITEM	SUBJECTIVE TYPE ITEM	VERBAL RESPONSE-L1	VERBAL RESPONSE-L2	NON-VERBAL RESPONSE
TASK1	✓				✓
TASK2	✓				✓
TASK3	✓				✓
TASK4	✓				✓

Table 15. Summary of types of items and response required in AQA A2 Spanish Paper

Unit 3- Listening

In comparison to Table 14 that described the components of the AS exam, it can be seen that the A2 paper has a greater number of non-verbal response tasks,

indicating that it is constructed to test candidates' understanding of the language that they hear.

After the Listening test is completed, students then begin the Reading part of the A2 Spanish exam. This consists of three tasks (5-7 in the paper) and lasts for 90 minutes.

La energía solar tan importante para el futuro del … ☐ … energético español, aún dependiente de los combustibles fósiles, es la más … ☐ … de las energías renovables. El desarrollo por la empresa Baleno SA de once nuevas plantas solares supone una … ☐ … total de seis millones de ☐

Task 5 is a cloze task in which students must select the correct word from a list of alternatives to complete a text so that it has grammatical sense. Non-verbal response is required.

6	Despega una nave espacial fabricado por estudiantes.
	Lee este texto y luego contesta a las preguntas.
	See Insert for text.
	Haz frases completas emparejando las dos partes, y poniendo la letra apropiada en las casillas, como en el ejemplo. **¡Cuidado! Sobran segundas partes. (A – N)**

Task 6 is a matching task based on a text (of approximately 250 words) in which students much find correspondence between the start and the end of selectedsentences. Again, non-verbal response is required.

---

7 (a) (ii) bloque de pisos .... *(1 mark)*

7 (a) (iii) fastidia .... *(1 mark)*

---

7 (b) (i) ¿Cómo se supo que hubo un accidente en el sótano?

....

(1 mark)

7 (b) (ii) ¿Qué hicieron los bomberos después de entrar en el edificio?

....

(1 mark)

Task 7 is based on a 350 word text and students must complete two different activities: firstly, they must find synonyms for a series of words/expressions. These words are in order and it is clearly stated that they can be found in the first three paragraphs of the text. Secondly, there are some short-answer questions in the target language. Lifting from the text is possible – and not punishable according to the marking scheme- therefore the focus is on identification of information.

As in the AS paper, the A2 Reading test starts with very short paragraphs and progresses to some of considerable length that will require more processing from the students. The task also reflects a gradation in complexity. In terms of task design, this paper is almost identical to its AS equivalent, although there is one question less and,

in Task 7, a subjective-type task has been allowed.The overall summary of the A2

Reading paper is illustrated in Table 12 below.

	OBJECTIVE TYPE ITEM	SUBJECTIVE TYPE ITEM	VERBAL RESPONSE-L1	VERBAL RESPONSE-L2	NON-VERBAL RESPONSE
TASK5	✓				✓
TASK6	✓				✓
TASK7	✓	✓		✓✓	

Table 16. Summary of types of items and response required in AQA A2 Spanish Paper

Unit 3- Reading

On the Writing section of the 2010 A2 Spanish paper, there are two writing

exercises (Tasks 8 and 9) which involve transfer of meaning firstly from a paragraph in

Spanish to English and then sentences from English to Spanish. The two tasks are not

related in content.

8   Traduce este texto al **inglés**.

> Tras dos noches de disturbios en un barrio periférico, donde murió
> un inmigrante senegalés, el alcalde de Roquetas ha pedido calma a
> la población, diciendo que se trataba de una pelea aislada. En una
> conferencia de prensa insistió que las patrullas de la Guardia Civil
> seguirían en la zona todo el tiempo que fuera necesario. Negó que se
> tratara de racismo y deseaba que se restableciera la convivencia pacífica
> que había caracterizado al pueblo. Sin embargo rogó que se introdujeran
> límites con respecto a la entrada de inmigrantes.

9 (c)   The Ministry of the Environment will have invested eight billion euros in new technology this year.

Finally, the last part of this paper is an essay of at least 250 words. Students must write a 250 word essay (minimum). Again, there is no maximum word count explicitly mentioned. As with the AS paper, the rubric for this question is in English but now students must choose one question from a range of ten options from the cultural topics specified in the syllabus. During the A2 year, students will have studied two out of five possible cultural topics: a region/community, a period of twentieth century history, an author, a dramatist or poet and a director/architect/musician/painter from the Spanish speaking world. The writing part of the exam contains two questions per topic, so despite the scope in questions, in reality students will only the knowledge to answer four of the questions available.

14   **Un director de cine / arquitecto / músico / pintor hispanohablante**

EITHER

14 (a)   Analiza una o más obras importantes del director de cine/arquitecto/músico/pintor que has estudiado. Explica por qué te gusta(n) o no.   *(40 marks)*

OR

14 (b)   Refiriéndote a una o más obras, ¿qué nos revela(n) de las ideas del director de cine/ arquitecto/músico/pintor que has estudiado?   *(40 marks)*

213

6.1.4.4 AQA A2 Spanish Paper Unit 4: Speaking

As with the AS Spanish paper, the speaking test at A2 level is conducted on a different date from the Listening, Reading and Writing exam. Indeed, the procedures for conducting the oral exam are exactly the same as before and students are again allowed 20 minutes to prepare for the test. Furthermore, the format of the exam is identical with the AS paper. The first part uses stimulus cards and the second involves a conversation. However, for part 1, rather than a discussion as was the case in the AS test, students must debate with the examiner and present arguments to support their viewpoints on a chosen topic. In the second conversational part, students discuss aspects of the two cultural topics that they have studied. The A2 speaking exam is, in comparison to the AS exam, narrower in the scope of possible topics. Nevertheless, it requires more compensatory and improvisation skills from the candidates so there is a good mixture between uncertainty of questions and the knowledge of the topics that will arise.

Table 17 provides an overview of the A2 units of assessment:

	OBJECTIVE TYPE ITEM	SUBJECTIVE TYPE ITEM	VERBAL RESPONSE- L1	VERBAL RESPONSE- L2	NON-VERBAL RESPONSE	% BY SKILL
TASK1 LISTENING	✓				✓	100% objective type items 100% non-verbal response
TASK2 LISTENING	✓				✓	
TASK3 LISTENING	✓				✓	
TASK4 LISTENING	✓				✓	
TASK5 READING	✓				✓	100% objective type items 50% verbal response L2 50% non-verbal response
TASK6 READING	✓				✓	
TASK7 READING	✓	✓		✓✓		
TASK8 WRITING	✓		✓			
TASK9 WRITING	✓			✓		100% objective type items 50% verbal response L2 50% verbal response L1
TASKS 10, 11, 12 ESSAY		✓		✓		100% subjective type items 100% verbal response L2
ORAL TASK		✓		✓		100% subjective type items 100% verbal response L2
TOTAL	81.8%	18.2%	9%	54.5%	36.5%	

Table 17. Overall view of the AQA A2 Spanish exam tasks, 2010 series.

6.2 THE ENGLISH PAU EXAM IN THE VALENCIAN REGION

6.2.1 Assessment planning process in Spain

In the Valencian region, the planning of an exam series is conducted in the following manner. Firstly, a representative from each of the five universities in the region (*Universitat Jaume I, Universitat de València, Universitat Politècnica de València, Universidad Miguel Hernández* and *Universidad de Alicante*) is selected to join the *Comisión de Selectividad* whose remit is to develop the PAU test. Members of this committee also accept suggestions and proposals for tasks from *Bachillerato* teachers, with whom they hold biannual meetings, in October and March. At these meetings, teachers are informed of the procedures for the coming academic year, and they can ask questions about the exam structure and the potential content of the test. However, the final decisions aboutPAU exam tasks for each exam series reside solely with the *Comisión de Selectividad*.

The format of the PAU exam has remained remarkably consistent. Indeed, the last time there was a modification in the structure of the exam was in 2005, and only minor changes to it were applied. For example, regarding the essay writing question, it was decided to provide students with some context, for instance information about who is the receiver of the text, or what is its purpose.

In each PAU exam series,there are the same number of questions, with a marking scheme that never changes in order to maintain the internal consistency of the exam. This could be seen as positive in terms of minimising the errors that jeopardise test reliability in general but, in reality, it means that the criteria need to be very generic to satisfy all questions and there is no process by which it comes under review.

6.2.2 Marker training

The pool of raters is composed of *Bachillerato* teachers, "Los tribunales calificadores de las pruebas de acceso a la universidad, estarán integrados por personal docente universitario y por catedráticos y profesores de enseñanza secundaria que impartan bachillerato" (Real Decreto 1892/2008, BOE, 2008, art. 17). These markers have a coordination meeting on the evening of the day of the exam is taken, at which the marking scheme is presented by the university coordinators. Of course, this necessitates that the meetings are held separately in each province. Any issues concerning the paper are raised at that moment so raters can begin marking the exam papers straightaway. Final marks must be submitted only two or three days later. There is no system of online marking and, instead, each teacher takes hard copies of the exams home. All trace of a candidate's name has been deleted from these copies so that they are anonymous and, in this sense, there is no danger of malpractice in terms of examiners knowing or having any relation with a candidate.

At the coordination meeting in Valencia I attended in September 2011, I was surprised by its duration as it was very short, lasting only approximately 15-20 minutes. No issues were raised related to the objective marking questions. Regarding the writing, no standardization was undertaken to ensure that the marking scheme was applied correctly and, more importantly, equally across the team of raters. The notion of follow-up is a key issue affecting the reliability of the *Selectividad* exam and one that has been raised by several different academics. Moreno Olmedilla mentions that "Los correctores no solo realizan su labor de forma aislada, lo cual no garantiza la comparabilidad de las puntuaciones obtenidas en distintos tribunales, sino que además

están condicionados por la presión del tiempo y por un número de exámenes a todas luces excesivo" (1992, p.95)

In 1992, an investigation was conducted by Escudero and Bueno in order to assess PAU marker reliability, since the research literature has traditionally highlighted the team of raters as key to the assessment process: "en todos los trabajos anteriores se suele percibir el factor tribunal como el elemento potencialmente más perturbador de la fiabilidad de la prueba, indicando que el procedimiento debe revisarse en este sentido" (1994, p.219). For the purpose of the research and, in collaboration with the University of Zaragoza, parallel teams of official and non-official markers were appointed. The initial idea had been to establish two parallel panels and that the study would be replicated in other universities but various constraints led to reducing the scope of the research. The awarded grades of the first panel (who were appointed by Escudero and Bueno) were compared to those of the official panel (of PAU raters from Teruel). It must be said that no members of the marking tribunals, with the exception of the president and the secretary, were made aware until the final stages of the process that their marking was being used for monitoring purposes. It was decided that not informing the members of each panel was the best way to preserve the authenticity of the study. After collating the results, one of the main conclusions drawn by Escudero and Bueno was that, contrary to general belief, the results of the PAU university entry exam were not completely random: "el procedimiento es mucho más consistente de lo que se suele decir, o al menos puede serlo, si se utiliza razonablemente, siguiendo las previsiones e indicaciones legales" (1994, p.296). Yet, Escudero and Bueno were also aware that the consistency of awarded grades in terms of the overall PAU final rating was due to a process of compensation between different exams:

218

[…] los distintos ejercicios de la prueba juegan un papel compensatorio entre sí […] sin embargo, sí que se observan diferencias particulares, por debajo de este efecto compensatorio global antes aludido, que pueden afectar a los ejercicios aislados de la prueba de selectividad y a individuos concretos que la realizan […] No se puede olvidar que se trata de pruebas abiertas y que su corrección está sujeta a diferencias de criterio. Esto se nota en el estudio, aunque luego unas asignaturas compensan con otras. (1994, p.296)

They conclude that the nature of the PAU test design, "una prueba abierta" (Escudero and Bueno, 1994, p.297), made it almost impossible to avoid some issues such as the one described in their study, but they were aware that some solutions could be found in order to minimise their effect: "[…] diseñando de manera precisa las cuestiones y los criterios de corrección y potenciando los sistemas de coordinación entre tribunales y áreas de corrección" (p.296).

Since Escudero and Bueno's research, no official reliability data has been released and no similar study has been undertaken in Valencia so there is no way of assessing the quantifiable impact of the lack of a thorough rater training on the students' final grade. This issue is very important and it needs to be addressed, given the high impact of the PAU exam on students' future professional and academic careers.

6.2.3 Awarding of grades

The process of grading the *Selectivo* exams is relatively straightforward: each marker follows the marking scheme (which will be described in Section 6.2.4 below) and after any issues referring to the questions have been discussed at the standardisation meeting on the day of the exam, raters award marks between 0-10 to the papers. There is no potential fluctuation of pass marks, as was the case in the A-Level marking system. However, as the English PAU exam is a percentage of the overall university entry mark (between 8-10%), it is not necessary to pass each component part to be able to pass the overall PAU, as long as the total average for the General phase is 4 or higher. Nevertheless, every decimal counts so the higher the mark for the student, the better chance s/he will have to access their chosen degree.

There is no official post-marking meeting for the PAU. In their equivalent role to the UK's Chief Examiner, the members of the *Comisión de Selectividad* do not produce a final report, although some statistical figures are published about the number of exam takers, the average grades and standard deviations. In the last few exam series, the English PAU exam average for all students was around 6.2 on a scale of 10.

6.2.4 Task characteristics: English PAU June 2010 Valencian Region

6.2.4.1 Background information

As indicated in Chapter Four when describing the purpose and materials used to carry out the research for this thesis, a sample from the Valencian region's (hereafter, CV) 2010 English PAU will be analysed, the choice of which can be justified for several

reasons. Firstly, given the nature of the decentralised Spanish education system, a sample from seventeen different regions would have been too onerous a task given the constraints of this project. Secondly, as Table 18 below shows, the PAU exam in Valencia does not differ in its core components from the majority of tests in other Spanish regions. Furthermore, despite the existence of a *Comisión de Selectividad* for each region (an issue that will be discussed later in the chapter), several Royal and regional Decrees establish the nature and configuration of the exam. Therefore, in the same way that a sample of the AQA A-level Spanish exam was considered to be representative of the tests for other exam boards, it is also possible to assert that the exam in the Valencian Region is sufficiently representative of Spain as a whole. Below is a comparative table of the characteristics of the 2010 PAU exams in the seventeen autonomous Spanish regions.

REGION	TEXT MAIN COMPONENT	READING COMPREHENSION:	USE OF LANGUAGE	COMPOSITION	LISTENING
ANDALUCIA	✓	Short answer T/F	Gap-filling (lexis, grammar)	Choice of 2 120 words (related topics)	X
ARAGÓN	✓	Short answer T/F	Rewriting	No Choice 80-120 words Related to main topic	X
ASTURIAS	✓	Short answer	Gap-filling Cloze (no options) Phonetics	No Choice 100-120 words Related topic	X
BALEARES	✓	Short answer T/F Synonyms	Gap-filling Rewriting Phonetics	No choice 100-150 words Related to main topic	X
CANARIAS	✓	T/F Synonyms	Gap-filling Short answer in context	Choice of 2 Related-ish to topic 100 words	X
CANTABRIA	✓	T/F Short answer Synonyms	Rewriting	No Choice 100 words Related to topic	X
CASTILLA LA MANCHA	✓	T/F	Synonyms Phonetics Rewriting	No Choice 100-125 words Related to topic	X
CASTILLA LEÓN	✓	T/F Short answer Multiple choice Synonyms	Rewriting/ transformation	No choice 90-120 words Related to topic	X

221

CATALUÑA	✓	Multiple choice	X	Choice of 2 100+ words Related to topic	✓ Multiple choice
EXTREMADURA	✓	Short answer	Rewriting	Choice of 2 80 + words Related to topic Short advice?	X
GALICIA	✓	Summary Synonyms Short answer	Rewriting	No Choice 120 words Related to topic	✓ Multiple choice
LA RIOJA	✓	Multiple choice T/F	Rewriting/ transformation Gap-filling Synonyms	Summary (40-45 words) Choice of 2 100-150 words Related to topic	X
MADRID	✓	T/F Short answer Synonyms	Gap-filling	No choice Composition 100-150 words	X
MURCIA	✓	Multiple Choice	Synonyms Cloze Complete the sentence	No Choice 2 x 50 words One related to reading comprehension	X
NAVARRA	✓	Short answer T/F	Synonyms Cloze (with words given)	Choice of 2 150 words Related to topic	X
PAIS VASCO	✓	Short answer T/F	Synonyms	Choice of 2 130 words Related to topic	X
COMUNIDAD VALENCIANA	**✓**	**Short answer T/F Multiple Choice**	**Synonyms**	**No Choice 130-150 words Related to topic**	**X**

*Table 18.*The seventeen Spanish regional PAU tests and tasks

Table 18 illustrates a number of interesting similarities between the regions that are worthy of brief comment:

(i)   There is no speaking part in any of the PAU exams across Spain.

(ii)   All of the PAU exams use a text as their main task element. Therefore it can be asserted that, without a doubt, Reading is the central skill assessed in the PAU exam.

(iii)   70.5% of PAU exams use a short answer or a T/F exercise. The remaining 29.5% use synonyms or multiple choice as a way of assessing reading comprehension. In addition, 70.5% of PAU exams use more than one

222

exercise in the reading comprehension section. The CV exam belongs to this group.

(iv)   11.7% (only 2 regions in total) include a listening test in the PAU. These are Cataluña and Galicia and, in both cases, the tasks are multiple-choice. CV is one of the large majority of regions that do not have a listening component.

(v)   All PAU exams include a "use of language" section. 35% of them use a synonyms exercise to evaluate this, 17.6% include a phonetics task, 35% employ a rewriting exercise and a further 47% use some sort of gap-filling or cloze exercise. In the CV, a synonyms exercise is used.

(vi)   Finally, all seventeen PAU exam variants insist upon one piece of writing, with the exception of Murcia and La Rioja where students write two compositions. However, the number of words students must write varies from 80 to 150. The CV is one of the regions to have the highest number of words for this task, stipulating that candidates must write 130-50 words. 41% of the exams offer a choice between two topics (in the vast majority of cases, these are related to the main reading text students have worked on before). The 59% of remaining exams contain just one option. The CV exam belongs to this last group.

Taking the above comparative data into account, there is clearly enough evidence to support the view that the CV PAU exam shares most of the characteristics features of most PAU exams in Spain and it is therefore a valid sample for the purposes of this thesis.

223

6.2.4.2 The English PAU June 2010 Valencian Region[3]

The main element of the PAU test is a text, around which both the reading and the writing tasks are set. There are no tasks in this test that require the use of the students' native language. The whole exam lasts for 90 minutes.

I. Answer the following questions using your own words but taking into account the information in the text (2 points: 1 point each)
   a) Why can YouTube users get money from video sharing?
   b) How can YouTube be used for democratic purposes?

For Task 1, students must answer two questions based on the content of the text. Students must use their own words and use the target language.

II. Are the following statements true (T) or false (F)? Identify the part of the text that supports your answer by copying the exact passage on the answer sheet (1.5 point: 0.5 each)
   a) YouTube videos reach an audience of one hundred and twenty million users.
   b) Videos featuring cats are likely to draw the users' attention.
   c) YouTube only interests teenagers.

In Task 2, there is a True/False exercise in which students also have to justify their decision by underlining the relevant phrase/sentence in the text.

---

[3]The complete 2010 June English PAU paper can be consulted in Appendix 6.

III. Find a synonym for each of the four words below from these six options: (1 point: 0.25 each)

      generated   *accident*   *hit*   *choice*   *amusing*   *dismissed*

a) ignored
b) selection
c) produced
d) chance

Task 3 is a synonym task. Students match some given words from the text with their corresponding synonyms. There are two extra distractors that are not needed but, nevertheless, this exercise could easily be completed without the text.

IV. Choose a, b, or c, in each question below. Only one choice is correct (1.5 points: 0.5 each)

1. We can...
    a) predict whether a video on YouTube will be a hit or not.
    b) never be sure whether a video on YouTube will be a hit or not.
    c) predict that a video featuring cats with babies will be a hit.

For Task 4, students have a multiple-choice activity. They must complete a number of sentences with one of the options a, b or c.

Part B. Composition (130-150 words approximately). Choose <u>one</u> of the following topics (4 points)

Do you think that YouTube is a powerful tool in today's society? Give reasons.

Task 5 is a written composition. Students must write 130-150 words based on a set question related to the content on the previous text. Students have no choices of topic and neither is there an indication of the format or the register they must use.

	OBJECTIVE TYPE ITEM	SUBJECTIVE TYPE ITEM	VERBAL RESPONSE-L1	VERBAL RESPONSE-L2	NON-VERBAL RESPONSE	% BY SKILL
TASK 1 Reading		✓		✓		75% objective, non-verbal response type items
TASK 2 Reading	✓				✓	
TASK 3 Reading	✓				✓	25% subjective, verbal response type items.
TASK 4 Reading	✓				✓	
TASK 5 Writing		✓		✓		100% subjective, verbal response L2 items.

Table 19. Item typology in the English PAU 2010 series

From Table 19, it is a clear that there is a conscious design of the PAU to make student responses as objective as possible, with three out of the five tasks (60%) requiring closed responses and therefore fulfilling this requirement. However, 40% of the tasks (the ones that involve verbal response) are of a subjective nature and, for these sections, the marking scheme acquires paramount importance to judge students' responses.

The marking scheme for the subjective tasks in the PAU is worth considering in more detail so as to illustrate some of the problematic reliability issues that it raises. For the reading comprehension, Option A has been selected but, as the same marking scheme applies to Option B, this could just as easily have been chosen for comment (Appendix 10).

> **TASK 1, Reading comprehension.**
>
> **I. Answer the following questions using your own words but taking into account the information in the text (2 points: 1 point each)**
>
> **a) Why can YouTube users get money from video sharing? PAR. 1**
>
> **b) How can YouTube be used for democratic purposes? PAR. 3**

Firstly, although the rubric of the question clearly states "using your own words", in terms of rating students' responses, there is only a brief indication of where the information regarding the answer can be found. (In this case, "PAR. 1" and "PAR. 2"). Without providing further detail about the nature of the expected answers, it is unclear how raters will respond to several unresolved issues. For example,

(i)   In such short-answer questions, how much "lifting" is allowed?

(ii) How much grammatical/spelling inconsistencies are allowed?

(iii) If accuracy is to be taken into account, what percentage of the mark does this represent?

(iv) To what extent is sentence structure important?

There should be, for example, a list of acceptable misspellings provided to raters and further guidelines should be given about the tolerance for lifting or copying from the text. Already, this brief analysis of the marking scheme for the first subjective question of the PAU exam (worth 15% of the overall mark) shows that there is a need to give

227

more detail if raters' judgements about students' responses are going to be consistent and therefore reliable.

Task 5 is, as mentioned before, the only written task that PAU students perform during the exam. Although one might think this question clearly elicits an opinion essay, it could be argued that more context and instructions should be provided for students (in fact, in accordance with the agreed modifications in 2005) if they are to do the task successfully. For example, the instructions could give an indication of the intended audience for the composition, since it is not the same to write an article for a magazine that specializes in technology as it is to publish one's opinion on a personal blog. Students' decisions about register would be fundamentally affected by such a stipulation and, consequently, so would the rater's ability to judge the successfulness of the candidate's language choices. The more specific the instructions that are given, the more focused the writing will be, and as a consequence, the more precise the marking scheme will become.

Further instructions regarding the marking of the writing component can be found in Appendix 10. But, for the purpose of the current analysis, a brief extract will be sufficient:

Parte B. Producción escrita. Valor total de este apartado 4 puntos.

En esta parte se pide que los alumnos produzcan un texto de 130-150 palabras.

En este apartado se ha de valorar la capacidad de comunicación del alumno en un inglés aceptable al expresar su opinión e ideas sobre aspectos relacionados con el texto propuesto. Habrá que valorar cuanto de positivo haya podido llevar a cabo el alumno y no fijarse únicamente en los errores gramaticales. Sería fundamental considerar los siguientes aspectos:

1.- Aspectos de carácter estratégico: con un máximo de 0,5 puntos.

2.- Corrección gramatical: con un máximo de 1,5 puntos.

3.- Claridad de expresión y organización textual: con un máximo de 1 punto.

4.- Variedad, riqueza y precisión léxica: con un máximo de 1 punto.

This is an example of an analytic marking grid, in which various aspects are considered in certain detail. As each aspect also has some sub-traits, it slows down the marking process but it also has a positive impact on the reliability of the marking, since raters need to award specific grades to specific areas. This type of marking is particularly useful to guarantee a certain level of reliability amongst inexperienced raters or, in the case of the PAU, raters who have not received any training or standardization.

However, it can clearly be seen that, as was the case with the marking scheme for the reading comprehension, there is a straightforward inconsistency in the marking scheme for Task 5. On the one hand, it tries to encourage positive marking (indicated in

229

bold font above), insisting that raters should not only focus on grammatical mistakes but instead value what the student has done successfully. However, on the other hand, the grammatical accuracy of the composition is allocated 1.5 marks (or 37.5%) out of a possible 4 for this section.

The small range of marks for each criterion also represents a problem. For example, the "*Claridad de expresión y organización*" criterion, worth one point (or 25% of the overall mark) includes six further descriptors that need to be taken into account. This makes it almost impossible to determine how much value should be given to each descriptor. For example, it is not clear if a rater should award 0.1667 for a student's performance in each descriptor or allocate marks more holistically. Furthermore, the lack of ability bands undoubtedly creates problems and affects the reliability amongst markers. This is even more accentuated by the fact that, at the standardisation meeting, no mention is given to the written part of the exam. There is, therefore, no indication of what constitutes strong or weak writing, no Examiner's Reports from previous years are made available to allow raters a comparison with earlier exam series. Raters are not provided with essay models and there is no benchmarking.

In conclusion, the open answer or subjective parts of this exam which, in terms of the points awarded to students represent 60% of the overall grade, need thorough revision in order to ensure the reliability of results and marking standardisation. Otherwise, students' results are being assessed by fundamentally subjective judgements about their work, which is ultimately unfair. No matter how experienced the raters are, they need a framework to help them make objective decisions about a candidate's work.

Watts and García Carbonell have studied the issue of rater agreement in the English PAU exam, obtaining remarkable results. They wanted to investigate the precision of the marking criteria and the way in which raters negotiated these in relation to the sample to be corrected. For that purpose, their work included a proposal for a focused-holistic marking scheme (which is included in Appendix 11).They suggest:

Los criterios representan los perfiles de los varios niveles de corrección atendiendo a ciertos rasgos definidos. Las muestras que son objeto de evaluación se juzgan por su adecuación a dichos perfiles. Este tipo de criterios combina las ventajas de la rapidez del método global y la obligación de considerar diversos aspectos del método analítico, que en principio favorece a los jueces menos experimentados. El uso de este tipo de criterio parece apropiado en los exámenes a gran escala, como lo demuestra el hecho de que se utilicen en la evaluación de la producción escrita en los renombrados exámenes de Inglés como Lengua Extranjera de la University of Cambridge Local Examinations Syndicate (el Proficiency y el First Certificate); el de Educational Testing Service (el Test of Written English del TOEFL); y del Instituto de Lengua Inglesa de la Universidad de Michigan (también llamado Proficiency) (1999, p.180)

Watts and García Carbonell conclude that the correction criteria for the English PAU is insufficient to discriminate students accurately and, therefore, clearer grade boundaries and descriptors are needed to be introduced. In order to prove the consistency of their proposed criteria, they worked with two groups of four raters each, who would be in charge of marking a sample of one hundred exams. One group used the current marking criteria for the PAU exam and the other group used the newly devised criteria by Watts and García Carbonell. None of the raters had previous

231

experience of marking PAU exams and, therefore, they could not be influenced by prior familiarity with the marking scheme in place. The results of the study showed that the new focused-holistic criteria produced more consistent results than the traditional-holistic ones and, as a result, reliability increased in the overall marks:

[…] los nuevos criterios actúan sobre los jueces restringiendo su variabilidad y sobre las calificaciones diversificándolas. Es decir, con los nuevos criterios los jueces consiguen una mayor finura o precisión en la medición, que se complementa con una mayor diversidad de los resultados, teniendo como efecto una mejor situación de los sujetos (1999, p. 185).

This improved level of consistency and reliability was further demonstrated when, four months after the initial study, two experienced raters were invited to mark 20 of the tests using the focused-holistic criteria. Again, the results showed a high degree of consistency in the awarded marks. As such, Watts and García Carbonell's study highlights the need to coordinate raters regularly in order to preserve uniformity. In terms of extrapolating the results of their investigation within the context of the Spanish university entry exam, they also make several suggestions to improve the rating process: firstly, a careful design of the marking criteria is needed, as well as samples of answers that would correspond to the different levels and would be the model for raters; secondly, raters should meet regularly to discuss any issues arising from the application of the criteria; and, thirdly, Watts and García Carbonell propose assessing marker consistency through the use of statistical data to check both inter- and intra-rater reliability. Their study, therefore, is further proof that, with adequate (and

relatively cost effective) changes, the reliability of the English PAU grade awarding system could improve dramatically.

A further study by Herrera Soler, which analysed if the English exam was sufficiently discriminatory, is also worthy of brief comment. Using data from the 1998 PAU English test and, specifically, the first thirty papers marked by a group of eight raters, he analysed the distribution of marks in both the open (or subjective) and the closed (or objective) items. In Herrera Soler's conclusions, there was a shocking revelation:

[...] the objective items, which average 50% of the final scores, affect the goal of the test: to discriminate among students. Consequently, the discrimination of the students' performace merely rests on the subjective items [...] Hence, it can be concluded that the validity of the objective items is called into question in the ET [English Test] studied and that attention should be focused on the design and calibration of the objective items in order to guarantee the validity and the discriminative power this specific English Proficiency Test should have (1999, pp. 104-105).

Herrera Soler's findings about the objective items, together with Watts and García Carbonell's reflections on the rating system, further support the argument that urgent change is needed to the English PAU exam if the marks that it generates are to have a higher degree of reliability.

The English PAU has been subjected to criticism for a number of years, mainly because of its lack of an oral component. Despite the efforts of some academics, *Comisiones de Selectividad* and teachers to improve the test – for example, by introducing more objective questions and lengthening the reading comprehension text

– the reality is that the exam still remains much the same as it was in 1984, the year in which foreign language university entry exams were introduced. The conclusion that can be drawn from this is that the PAU marking scheme needs a thorough revision, a more defined rubric and a move towards a focused-holistic format. This will help markers make more objective decisions about student grades, which will result in an increased level of both marker reliability and in the reliability of the overall exam. It is also worth highlighting, in complete agreement with the proposals made by Watts and García Carbonell, that marker training needs to improve and that a system of rater monitoring must be implemented. Specialization in different questions or online marking of exams could also be alternatives to the traditional paper test currently available, allowing for statistical data to be rapidly produced, analysed and used for the further improvement of the testing system. With the use of online marking, some tests could be monitored by the examiners and also double-marked for consistency. Aside from technical issues, the current pool of raters should hold a meeting after the PAU exam during which they are able to go through a process of thorough standardisation, particularly regarding the written questions. At this meeting, it would be a good idea to introduce exam samples to be marked and discussed openly with other colleagues. This, of course, might be affected by time constraints if real samples from the current cohort were used, since the meeting would have to be held after the date of the exam and, as mentioned before, the deadline for the submission of marks is very tight. However, a slight delay in the submission of marks is justified from the point of view of the importance of the final grade obtained.

If some or all of these changes to the English PAU would come into place, there would be an initial period of adaptation but, with a relatively stable pool of examiners

in each region, it would only take few exam series (perhaps four *convocatorias*) for them to become familiar with the new marking system and for the whole process to work efficiently, provided, as mentioned before, the monitoring and coordination of raters is done on a regular basis. The long-term benefits of this would outnumber any possible short-term inconveniences as there would be a much more reliable assessment system. Furthermore, all stakeholders in the PAU process would be assured that there were measures in place to ensure the quality of the marking and the reliability of the awarded grades.

6.3 COMPARISON

Reliability is of paramount importance for test design. For that reason, it is rather surprising that, in both England and Spain, this concept has only recently become appraised with any degree of thoroughness in the critical literature. When comparing the English and Spanish assessments in this chapter, reliability has been evaluated from a double perspective: on the one hand, the reliability of the exam itself (its internal consistency) and, on the other hand, its reliability in terms of rater performance.

On the subject of internal consistency, the reality is that very little data is actually available. In Spain, in fact, no data is published about the reliability of the PAU tests in any of the Spanish regions. As Herrera Soler points out, "Research both on placement tests […] and on the ET [English Test] in the Spanish University Entrance Examinations is scant: just cut off points, pass or fail percentages and little more in the media" (1999, p. 90). Without statistical information about the exam papers, it is

impossible to make a judgment about this aspect of the assessment process. If there were a will to carry out this research, it would be responsibility of the *Comisiones de Selectividad* to manage the collation and analysis of data for each exam series, and that would necessitate an independent study for each regional commission. However, a more satisfactory proposal would be that, in order to provide a review system with sufficient rigour and impartiality, this data should be collected by the Ministry of Education, since its results could potentially shed light onto the inequalities that seriously affect students' results — for instance, if the PAU in a specific region is more or less reliable than the ones in other regions.

In England, reliability studies have been produced by the exam boards and government regulatory bodies since 2010 in order to comply with quality assurance regulations and assessment design guidelines set by Ofqual. This data, however, has not been made available to the general public. Yet, in order to ascertain the usefulness of releasing such reliability data to the stakeholders, Ofqual undertook the Reliability Programme in 2010 and its initial conclusions were presented in March 2011. Since this initiative has already been described in Chapter Four, there is no need for further exhaustive comment here. However, Ofqual's observation that the public must be educated if they are to be able to access the complexities of reliability data displays the commitment that exists to improving their assessment processes and to maintain a high standard at every level. Not only that, but Ofqual also wants the general public (and particularly students, parents and teachers) to understand as much as possible about the statistical mechanisms in place and the implications that particular results can have. In short, they want to make the assessment process and the delivery of results as transparent as possible for everybody involved, an attitude that stands in

marked contrast to the Spanish system, where data (if it is produced at all) is not made available for public scrutiny.

Another fundamental aspect of reliability is related to the marking process and the role of markers in ensuring the results are trustworthy. In England, candidates can apply for different roles within the assessment process (such as Principal Examiner, examiner or moderator) and they are approved for these roles depending on their area of expertise and their teaching experience. This process is, in essence, replicated in Spain as experienced *Bachillerato* teachers also apply to the regional universities to become markers. The main difference between the English and Spanish systems, therefore, resides not in the selection of raters but in their standardization and the marking process itself.

Leaving aside time constraints (*Selectividad* examiners have only a few days to mark their exams, whereas English markers have around two to three weeks), there is a clear difference of procedure in the two countries. In England, raters from the individual exam boards are required to attend a standardization meeting —which is either face-to-face or online —and, at that meeting, the raters are allocated the questions that they will be marking. In the English system, not all markers correct all parts of the same candidate's exam, as there is a preference for specialist raters to assess specific questions (not only according to their academic expertise but also in terms of their teaching and marking experience). They also have the opportunity to meet with their coordinator/supervisor and, most importantly, they are obliged to mark a set of sample papers following the marking scheme provided by the exam board. Very often boards require that this has been done prior to the standardization meeting so that an individual rater's performance can be compared and analysed in

relation to others. In this way, markers whose evaluation of the sample papers is found to be inadequate are sent home thus ensuring that substandard raters do not have the opportunity to mark official exams. What is of paramount importance here is that this meeting grants the opportunity for those raters who meet the exam board's standards to discuss any issues that arise from the standardization process and to resolve disagreements that occur about the awarded scores. It is also a chance for the coordinators to identify any problems within the marking scheme in order to make the necessary adjustments before the official exam is marked. But the reliability process does not end there. As most of the marking for the A-level Spanish exam is nowadays conducted online, coordinators are required to moderate marking samples regularly, thus ensuring that all markers comply with the same standards. Markers, in turn, can also redirect problematic scripts to the coordinator, who will take the ultimate decision about the grade to award. Thus, there is a constant monitoring process within the English system and also a well-established support network for markers that intends to proactively resolve any issues before the students' marks are officially submitted. This structure clearly intends to ensure that the marking of an exam paper is carried out as thoroughly and as fairly as possible, thus increasing its reliability.

In contrast to the English system, in Spain, the English PAU coordination meeting is held on the very same day of the exam, therefore meaning that there is no time to select any samples for potential discussion amongst examiners. Consequently, the meeting is mostly used to confirm the correct answers for the multiple choice exercises but there is no discussion about the writing component of the test.This is particularly problematic because it is the one part of the exam that involves rater's subjective interpretation of the given mark scheme and, as such, it is the part of the

PAU in which reliability is most at issue. Even if no issues in relation to the marking scheme arise at the coordination meeting, some sort of standardization process must be introduced into the Spanish PAU system if the reliability of the marking is to be increased.

The design of marking schemes is another key aspect of the process by which an exam can be deemed reliable, particularly regarding the more subjective or open response questions, which are unavoidable in language tests if the intention is to test students' ability in the four skills. The A-level exam works on what Watts and García Carbonell have termed a focused-holistic marking criteria: "Este tipo de criterio combina las ventajas de la rapidez del método global y la obligación de considerar diversos aspectos del método analítico" (1999, p. 179). By situating students within bands, markers make decisions which take into account different aspects of candidates' written and spoken productions. The marking scheme for *Selectividad*, on the other hand, is analytic. There are no bands, just examples of criteria used to evaluate the students' written work and even those seem incomplete (see Appendix 10).

Of course it is self-evident that the more defined the bands are, the better and more reliable the marking of an exam paper will be, an observation that is reinforced by Watts and García Carbonell's experiment. Reliability can be further enhanced by a thorough standardization process which uses meetings with raters to engage with and to critically evaluate the marking procedure. Furthermore, detailed and frequent monitoring of marker performance is required for quality assurance. None of this is possible in the current Spanish PAU system, as there is inadequate time between the exam going live and the deadline when raters must submit students' marks.

239

CHAPTER VII

PROPOSAL FOR ASSESSING SPANISH STUDENTS' LEVEL OF ENGLISH

A failure is not always a mistake, it may simply be the best one can do under the circumstances. The real mistake is to stop trying.

B.F.Skinner

7.1 INTRODUCTION

Despite what was said in Chapters Five and Six about systemic failures associated with the English PAU, there are still some who proclaim the virtue of the *Selectivo*'s face validity:

[…] el rodaje de tres décadas del sistema de selectividad ha desembocado en una situación que, con un amplio consenso social, podría considerarse como razonablemente satisfactoria: se reconoce que las pruebas, sucesivamente afinadas, discriminan aceptablemente entre sujetos aptos y no aptos […], siguen sirviendo para refrendar los conocimientos adquiridos y las capacidades desarrolladas durante la etapa preuniversitaria, y sirven igualmente para ordenar de una manera ecuánime el proceso de elección de estudios universitarios.(Cátedra UNESCO, 2005, p. 5)

Such a viewpoint is, however, in marked contrast to the majority of experts who concur that this high-stakes test needs significant alterations if it is to conform to the best European practice established by the CEFR. To date, the proposed changes have been of three main types:

- The most discussed amongst *Bachillerato* teachers and academics (Gimeno, 2008; Sanz Saiz, 2005; García Laborda, 2012; and Fernández Álvarez, 2005), is that there is a need to include the oral component in the PAU by adding a listening comprehension and a speaking part to the exam.

243

- That tests should become computerized as a way to make the test easier to implement and because of the positive washback effect it would have (García Laborda, 2006; Gimeno, 2008; and Sanz Saiz, 2005).

- Improvement has to be made to the *Selectivo's* marking schemes and there is a need for greater training of assessors (Watts and Carbonell, 1999; Figueras, 2007; and Fernández Álvarez, 2007).

In this chapter, each of these options will be discussed in more detail. But, unlike in previous studies, a proposal will be made that goes beyond making suggestions for modifying the PAU exam. Instead, it will be explained that radical reformulation of the entire structure that underpins the PAU is essential if any superficial future changes to the exam's format are to be effective.

7.1.1 Addition of the oral component to the English PAU

Firstly, regarding the inclusion of speaking and listening items in the English PAU, it needs to be stressed that the 2008 Royal Decree established the need for an oral element to become a mandatory part of all foreign language PAU exams (DOCV, 2008). In addition, it allowed for a period of four years during which schools and colleges could adapt to this new requirement, therefore giving them adequate time to make the necessary alterations within their centres in terms of planning, staffing and other logistical issues. The Decree and its reinterpretation in the Valencian Region were also flexible in terms of the weight that the oral component would have for the students' overall *Selectividad* mark. Initially, the listening and speaking parts would weigh 10% of the overall mark, before that percentage gradually increased until the

four skills would be equally balanced at 25% each. This approach, which seems intended to be as fair as possible with students, teachers and educational centres, also relied on the assumption that each cohort, having had longer to prepare for the new format than the one before, would be able to cope with the new test better (particularly as past papers would progressively become available, a valuable resource through which students could become familiar with the specifics of the PAU exam).

It is now 2012 and at the English *Selectividad* coordination meeting in November 2011 which I attended, it was announced that the process of introducing this oral component will now be delayed in the Valencian region for at least another academic year. This caused a large amount of consternation amongst teachers, particularly from those who, in the midst of a period of economic frugality and even cuts, have already invested part of their valuable budget in providing extra preparatory oral opportunities for the students. Of course, these lessons constitute a valuable source of practice for the students who will consequently improve their oral skills. Yet, as they will now only have to take a written exam, many teachers felt that they had wasted both time and money practicing the oral skills when they could instead have focused on improving their students' grammatical and lexical competences, aspects that have much more relevance in the context of this year's PAU exam.

Additionally, on the 5th of March, a press release in *Levante*, one of the local newspapers (Ducajú, 2012), announced the piloting of the oral component in May 2012 with a small group of students, in order to "conocer el nivel de los alumnos y comprobar el tiempo que se tarda en realizar una prueba oral" (ibid.), since "[…] la falta de un procedimiento establecido y el tiempo que hubiera supuesto someter a miles de alumnos al mismo llevó al Ministerio de Educación a retirar el borrador del

real decreto que lo desarrollaba" (ibid.). In personal communication with J.R. Insa, and Carmen Soler, English coordinators from the *Comisión de selectividad in* Valencia, I asked for more details about the pilot (J.R Insa, personal communication, March 10; C. Soler, personal communication, June 26). Unfortunately, at the time of the communication, neither of them was in a position to provide much detail about the procedure for the pilot or its outcomes. Such a pilot will also take place in another six regions (Principado de Asturias, Aragón, Baleares, Castilla-La Mancha, Madrid and La Rioja), a clear indication that it is not only Valencia that has defaulted on the requirements of the 2008 Royal Decree and, thus, of the widespread inability (or unwillingness) of the autonomous regions to implement such changes.

Apart from the fact that the pilot, as far as the news article indicated, will only involve the oral expression component and not listening comprehension, there are three key — and striking — issues regarding this matter. First of all, there is the tacit suggestion that the other parts of the exam will remain the same as they are now. That is to say that, since 2008, there has been no procedure in place to review the current assessment from a holistic point of view. As was pointed out in Chapter Five, however, there are important flaws within the current examination that have nothing to do with the lack of the oral component but instead with issues that affect the validity and reliability of the test, such as the number of questions and the marking criteria used. Yet again, it seems that another opportunity to establish a mechanism for PAU review and appraisal (in line with the English and/or CEFR model) has been lost.

Secondly, if national and local governments want to add a listening comprehension component and an oral production section to the assessment of second languages (in this case, English) in order that educational authorities can feel

that they have satisfied the requirements of evaluating Communicative Competence, then they are sadly mistaken. Teachers will of course make greater efforts to improve the oral skills of their students, whose level of spoken English and overall experience of learning a language will improve over time, but this approach will not solve the underlying problems of this high-stakes test because, although all four skills will now be assessed, the manner in which they are evaluated remains problematic in terms of, for instance, the scope of the sample of language assessed (content validity). It will only serve to mask a highly flawed process.

Thirdly, and perhaps more significantly, it is impossible not to wonder why this pilot which intends to determine the length of time required for an oral component has not been carried out before in the four years since the 2008 Royal Decree. In essence, it has taken the entire period of time originally allocated for logistical adjustments simply to reach a decision that a pilot to gauge what those logistical factors might be should be begun.

Although the *Levante* article asserts that the intention of the pilot is to know the level of the students and to find out how long it will take to complete each of the exams, it could be argued that this is simply a way by national and local governments to disguise their lack of planning and the failure of their quality management. Fundamentally, the level of attainment for the students taking the PAU should be that already established in the *Bachillerato* curriculum. In addition, even taking into account the different variables involved in the assessment process, it is not realistic to think that a small scale oral pilot such as this one is going to reveal the true complexity of students' ability and so, to this extent, the pilot will reveal nothing that is not already known. Given that the English *Selectivo* is a criterion-referenced test, the

results of the pilot will not influence the pass mark, unless the authorities are considering the possibility of adapting the current PAU to the students' real levels of competence. But since the local Valencian government has indicated that the current standard for *Bachillerato* lies above an A2 level, it is difficult to envisage a change in such a criterion-referenced approach.[1] The results of the pilot, therefore, will have little (if any) influence on the level of attainment for any future PAU oral tests. Furthermore, if that was really the intention, the final report should provide details about the sample of participant students' attainment in relation to the other skills and also a number of factors that affect linguistic ability such as gender, type of school, ratio of students per class, experience of travelling abroad and so on. This information would provide the general public, and more importantly, *Selectivo* stakeholders, with a thorough picture of the generalizability of the results. However, it seems rather unlikely that such valuable and detailed data will result from the pilot.

The second objective of the pilot (to ascertain how long it takes to conduct an oral test) seems equally pointless. Given that the process will use a procedure "similar al de las pruebas de certificación de idiomas" (Ducajú, 2005), it would have been sufficient to liaise with test designers and experienced assessment professionals from the local Escuela Oficial de Idiomas (EOI), University Language Centres or prestigious external exam boards (such as Cambridge) in order to obtain an accurate picture of the timings required for such a test. A degree of cynicism about the true rationale for undertaking the pilot seems unavoidable. From the above, it is clear that the most likely outcome of this venture is an investment of time and money that will produce very little that is not already known or that could have been established with much

---

[1] Students who wish to do so, can obtain certification of A2 level in a foreign language at the end of the compulsory secondary education by taking a special internal exam.

greater efficiency. It is difficult, therefore, not to conclude that, rather than being undertaken for the purposes of essential research, the pilot is merely an attempt to further delay the introduction of the official oral test as part of the PAU.

7.1.2 Computerization of tests

Having considered the implications of adding an oral component to the English PAU, the second commonly proposed change that will be critically evaluated is a possible computerization of the test.

First of all, it is important to stress that, as García Laborda & Gimeno Sanz, (2007) have previously suggested, if such an innovation was introduced, the construct of the exam would have to be thoroughly revised. Secondly, computer-based marking would not only would mean a faster turnaround of exam results, but it would also provide a set of statistical data that could be used to inform both test users and stakeholders about different aspects in relation to the examination. For example, if the time allocation is sufficient to perform the tasks, or more technical data about test item behaviour. Finally, from a practical point of view, students could take the exam in their own centres, a factor that could contribute to lower their stress levels and therefore reduce the percentage sources of uncontrollable error.

However, despite the potentially positive consequences of using a computerized test, this remains in reality an unattainable goal at the moment. On the one hand, there is a significant lack of resources in some centres. Moreover, even if students from those centres that are unequipped to deliver the PAU tests themselves continue to take the test at their local university, not having the resources to practice

249

the exam prior to it going live would give students in centres that do have appropriate computer facilities a clear and unfair advantage.

However, having pointed out these potential problems, the computerization of the PAU test must be a long-term goal of the Spanish educational system. It will have many long-term advantages for the exam even though, at the moment, such computerization by itself would not solve the more pressing issues regarding validity and reliability of results.

7.1.3 Improving of the marking schemes and rater training

The third type of commonly proposed change is related to the notion of marking criteria and rater training. Some academics (including Watts & Carbonell, 1999; Figueras, 2007; and Fernández Álvarez, 2007) have been highly critical of the current marking procedures for the PAU and they have, in particular, emphasized the lack of standardization measures for the marking of the open questions (which account for approximately 40% of the overallmark). This lack of standardization and rater training was something I witnessed personally when I attended the PAU markers' meeting in September 2011. At the meeting, held after a tiresome evening of invigilating the English PAU exam, there was no opportunity to discuss the marking of the more subjective part of the test, the essay question. Instead, the correct answers for the objective questions were given to check if there were any issues with them.

There have also been several proposals for alternative marking schemes (by, for example, Watts, 1997 or Watts & Carbonell, 1999). However, nothing has changed which suggests that those with the power to instigate assessment reform have little interest in (or knowledge of) the proposals of academics with expertise in this field.

The fact that raters have very little time to mark the PAU exam papers should not be an excuse to justify the lack of standardization that currently exists. In fact, raters are not monitored at any stage of the marking process, neither before they start or during their marking of the tests. Furthermore, unlike in the English system, there is also no procedure in place by which statistical data about a marker can be made available. For example, markers may be asked to mark the same item more than once, therefore the level of inter-rater consistency can be assessed. In England, this type of data allows the coordinators of the Spanish A-level exams to assess the training needs of the individual raters and, in some extreme instances, it also demonstrates the unsuitability of some markers to perform their tasks adequately.

It goes without saying that the introduction of a rigorous system of marker training is of paramount importance in Spain. With such a mechanism, raters who are shown to lack the necessary expertise could be given further training to improve their performance or they could even be removed from the process altogether. Both outcomes would help to ensure the quality and consistency of PAU exam marking. At the moment, as there is no such system in place, rater performance can have a significance (and unquantifiable) impact on the grades that are awarded to students and, thus, on their futures. As such, the reliability of the marking for the PAU is currently highly questionable and, therefore, severely undermines the integrity of the whole exam process.

7.1.4 Next Steps

All of the aspects discussed above – the introduction of an oral component, the computerization of tests and improvements to the marking schemes and rater training

– would undoubtedly contribute to a more reliable English PAU exam. Yet these alterations, though important, are also superficial in the sense that they focus on the nature of the test without fully considering the underlining process upon which it is based. However, in this thesis, having examined both the parallel exam system in England and the guidelines from the CEFR (and related documents issued by the CoE), it has become apparent that the Spanish system needs is a fundamental and radical transformation of its whole second language assessment policy and, ultimately, a complete reconsideration of the role of English for Spanish students in the PAU. National and regional politicians may have the best intentions, but nothing can or will change unless there is meaningful agreement between governmental officials, academics and teachers (perhaps parents and students too) so that any change to the system is implemented thoroughly and with a clearly defined process from the beginning. It could be argued that PAU stakeholders are currently experiencing how such a lack of cooperation and coordination in the past has created the present uncertainties with regard to the *Bachillerato* curriculum: the elusive oral component has still not materialized and, as a result, the PAU exam that will be taken this year again falls short of the testing standards that are now common across Europe.

Consequently, in this last part of the thesis, a proposal will be made for an action model of essential changes to the current Spanish assessment system for the PAU that will be implemented within a realistic timeframe. This proposal is based on the following two key premises:

- PREMISE 1: No effective change will be possible unless all the participants that are involved in the PAU process fully understand their role and are genuinely integrated into the process.

- PREMISE 2: No effective change will be possible unless the necessary steps are taken in a common direction, under a functional management structure and with the allocation of sufficient resources in terms of time and money.

In relation to the first premise, national and local governments need to take a proactive role in ensuring that quality management procedures are in place which, in turn, would result in wider international recognition and acceptance of Spanish assessment processes and the qualifications that it produces. In the interests of reliability and validity, it is essential that all students from across Spain sit exactly the same PAU English test. However, as each autonomous region currently has the ability to adapt national educational policies to meet their own specific requirements, a demand for such a unilateral exam seems unlikely to be realized in reality. As an alternative, the central government could establish a set of procedures to ensure that assessment standards are maintained in every region by establishing regional assessment offices to coordinate local training and exam implementation. Since students can apply to study at any Spanish university with the grades they obtain from the *Selectividad,* it would make sense that they compete with students from other regions on the same terms. Moreover, while across Europe governmental agencies, international testing associations, academics and teachers are nowadays being encouraged by the CoE to take part in cooperative projects (and benefiting from them), it would make no sense whatsoever that Spanish regional education

departments and universities do not also make an effort to work together for the improvement of such a high-stakes exam as the PAU.

Universities are the places where the PAU exam is currently designed and taken. At the moment, each *Selectividad* commission is organized by subject and has a coordinator, under whose guidance all members of the committee contribute with their ideas to the final PAU paper. It is the responsibility of this commission to produce an exam that, while respecting the content of *Bachillerato* curriculum, also complies with basic assessment development standards (although these are not currently codified in any way). Throughout this thesis, the importance of validity and reliability as key aspects of any testing process has been stressed. With this in mind, it is clear that those university professionals in charge of developing the English PAU should also be held accountable for the consequences of their work, as well as being expected to provide as much information about the process to students and other stakeholders, such as teachers and parents. It is also worth mentioning that, as the institutions in which post-PAU students will continue their education, it is in the universities' own best interests to ensure that the access process is as transparent and reliable as possible. The more information that is available and the greater the reliability that the PAU results have, the easier it will be for universities to plan their provision of courses according to the needs of their students. It will also, in turn, benefit students' overall level of achievement.

Teachers, as the individuals who have most contact with English PAU students and who also understand the limitations of their centres to provide opportunities for the development of Communicative Competences, should be an integral part of the *Selectividad* planning process. Without the support of the teaching community, any

future changes to the educational system will be very difficult to apply. The challenge is for teachers not to see any alterations to the PAU process as an imposition but as a cooperative project. In the different surveys conducted by Martínez Sáez *et al.* (2009), Amengual Pizarro (2009) and García Laborda and Fernández Álvarez (2012), despite expressing some initial reservations, teachers made clear that they understood the importance of the oral component for the linguistic development of their students, and that, given the time, appropriate class sizes and a greater availability of key resources, they would be more than willing to implement any modifications that could enhance their students' second language skills. In summary, it needs to be emphasized that, thanks to their privileged closeness to the students, teachers can provide very valuable insight for test developers who are seeking to modify the PAU exam.

It is the argument of this thesis that students should also be given greater consideration in terms of the educational changes that will affect them. They do not (and should not) have the power to make important decisions about educational policy and neither do they have the expertise to assess the relative merits of any changes in the system to the same extent as their teachers or academics. Yet, in spite of this, their interests are — or should be — at the core of the testing process. Students should, therefore, be provided with as much information as possible about the requirements of the PAU, its format and its assessment so that they can have a clear understanding of the grades that are awarded to them.

In relation to the second premise, it is currently the case that "La Comisión Europea (CE) sitúa en la cola el conocimiento de ingles en España, por debajo de Grecia, Portugal, y los países bálticos" (*Las Provincias*, 19/03/2012, p. 25). Furthermore, the English Proficiency Index published by Education First (EF, 2011),

which measures the command of English by adults worldwide, locates Spain in 24th position (out of 44 participating countries), only just ahead of Russia and Turkey. English has been taught in Spanish schools since the mid-1950s and yet, according to Morales *et al*. (2000), the country is still at the bottom of linguistic ability rankings. What these surveys demonstrate, therefore, is that, despite a relatively long history of teaching English in secondary schools, the Spanish system simply does not work as it lacks a coherent direction, rigorous management of quality issues and sufficient logistical investment. If Spain wants to be competitive at European level, the pertinent authorities must understand that the processes necessary to improve students' attainment in English must be implemented with sufficient time for them to be effective. In addition, an important (and large-scale) investment in human and material resources is required for any such changes to be meaningful. With this in mind, three steps should be taken to achieve this objective:

(i) **A change in the syllabus**. The foundation is theoretically promising, as the *Bachillerato* curriculum already stipulates that the four skills should be developed in relation to the notion of Communicative Competence. However, a much more detailed explanation of what precisely students are expected to have achieved at the end of *Bachillerato* is needed.

(ii) **A change in assessment procedures.** As a consequence of a shift in the focus of the curriculum, the evaluation process should also be reviewed in depth in all its scope, from a thorough modification of the examination paper to the reconsideration of exam logistics.

256

(iii) **A change in the way the PAU English qualification relates to the CEFR.**

An effort to link Spanish foreign language systems more steadfastly to the CEFR would allow for greater recognition of national attainment levels abroad and student mobility would be enhanced as individuals could use their B1 certificate to study in other regions of Spain or in different European countries. Furthermore, in order to adapt the PAU qualification, the level of testing expertise needed to undertake such a task will in turn result in Spain having a greater understanding of assessment processes and it will produce a group of experts in a field that, for political or funding reasons, hasremained stagnant for too long.

Figure 11 displays diagrammatically the proposed changes to the PAU exam structure that have been described above. The three corners of the triangle represent the three foundations upon which the process must be founded, with a focus always in providing students, who are at the heart of the assessment process, with an exam from which meaningful information about be extracted about their ability. The success of the improvement of the quality of the assessment processes also rests on a further three elements: the curriculum, the format of assessment, and its linkage to the CEFR:
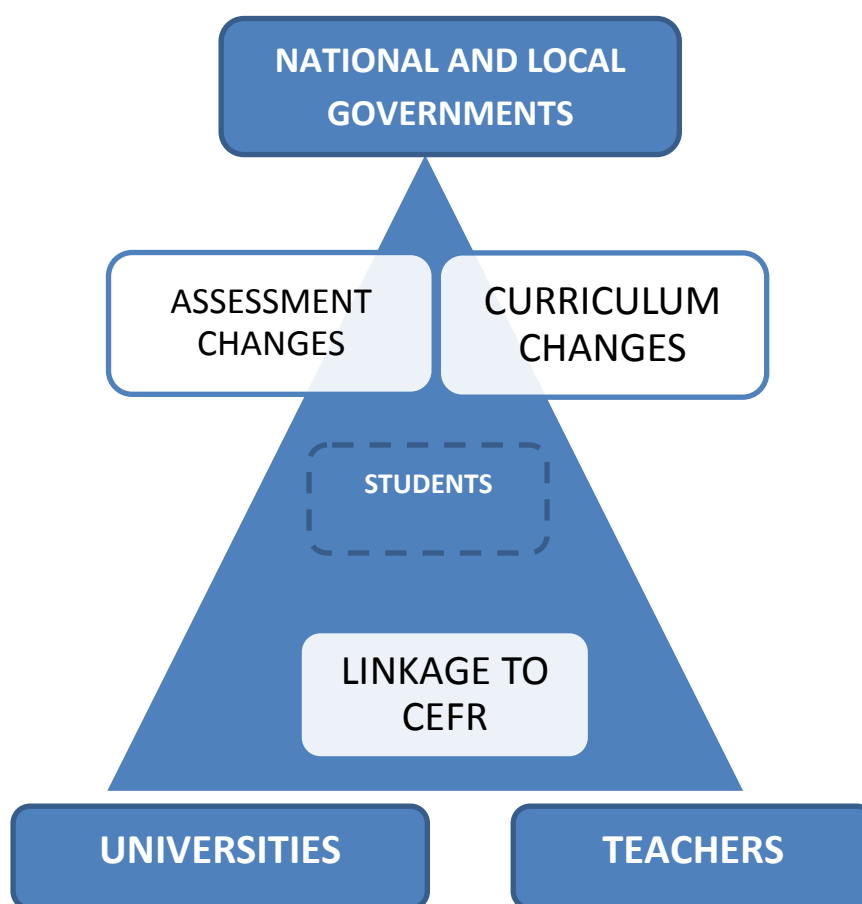
Figure 11. The proposal for the stakeholders and processes involved in the English PAU

In the following sections of this thesis, a proposal will be made for three approaches to the transformation of second language assessment in Spain in relation to the university entry level high-stakes PAU exam. These strategies may be classified in terms of the relative ease with which each could theoretically be introduced into the existing system. Thus, the first (or "soft") model would allow for the most straightforward modification of the current PAU whereas the second (or "hard") approach would involve a more radical restructuring at every level of the system. The third (or "combined") model obviously represents a compromise between these two polarized alternatives and, as such, is the most likely to be effective in the current context.

7.2 THE "SOFT" MODEL

As well as being, in principle, the option that would allow the easiest transition between the current format and administration of the PAU test and the new proposal, this strategy would also be the cheapest in terms of human and material costs as it would build on the existing structure rather than overhauling it. The English as a second language exam would continue to have the same weight in terms of the overall PAU grade – around 8% -, maintaining its importance as one of the core compulsory subjects. Students will obtain a mark out of ten for their performance and the test will be criterion-referenced – that is to say, students will be measured against a standard established by the central government.

However, the biggest changes would take place in assessment design: first of all, the reading and writing sections that now exist would be reviewed, taking into account the views of academics, such as Fernández Alvarez (2007), who have already expressed their concern that there are not enough tasks to establish reliable judgments about students' real level of linguistic command. A commission of expert assessors should be set up to this purpose, ideally composed of academics and classroom practitioners. Yet, the addition of new tasks does not have to mean that the test will be necessarily longer than its current ninety minutes as both Cambridge and EOI have similar tests with similar timings. For instance, the Reading and Writing section of the Cambridge PET exam has that duration.

Secondly, an oral component would be added and oral expression and listening comprehension would be assessed within the centres. The listening component, in line with the Cambridge PET, EOI *nivel intermedio* or *Instituto Cervantes* B1 tests, would have a duration of approximately thirty minutes. The oral assessment, also following

national and international standards, should include monologue and interactional parts (ideally conducted with a counterpart of a similar level rather than with a teacher or an assessor), and have a duration of around 10-12 minutes. Traditionally, these are the two skills that language students find the most difficult, so the fact that they could take the tests in a familiar environment and with their own teachers would considerably reduce students' levels of stress and minimise anxiety. Centres would have to make sure, of course,that they have the necessary equipment to carry out the tests in appropriate conditions (in terms of outside noise or room temperature, for instance). Furthermore, the addition of speaking and listening components into the PAU would necessitate that *Bachillerato* teachers become trained as official oral examiners, thereby enhancing the reliability and validity of the judgements that they make. All tests would also be digitally recorded in order to provide a physical record of an individual student's oral performance and then a random sample would be sent to the *Comisión de Selectividad* for moderation purposes. Again, by adding a layer of standardization into the process, the grades awarded by teachers to PAU students would become considerably more reliable.

The oral component would be assessed between the end of May (when students finish their lessons) and the start of the PAU week, when both students and *Bachillerato* teachers have the availability to take the tests. If teachers do not teach any other courses, this will require between twenty and twenty-two hours during the week, with each teacher potentially able to examine over one hundred students. Finally, as there will be more raters involved in the marking process, a thorough training and moderation programme should be implemented. A summary of this "soft" model can be seen below in Figure 12.

- PAU week
- At local universities
- Range of tasks
- Externally marked

- PAU week
- At local universities
- Range of tasks
- Externally marked

Reading

Writing

Listening

Speaking

- Prior to official PAU dates
- In-centre assessment
- Conducted by *Bachillerato* teachers
- Externally marked

- Prior to official PAU dates
- In-centre assessment
- Conducted by *Bachillerato* teachers
- Internally marked, externally moderated

ENGLISH PAU

CRITERION-REFERENCED
MARKED OUT OF 10
8% OF OVERALL PAU MARKS

*Figure 12.*Organisational structure of the proposal for a "soft" model

7.3 THE "HARD" MODEL

Alternatively, the "hard" model reflects a more radical view of the importance that should be given to the assessment of a second language in Spain and the awarding of national qualifications. As the organization of an education system and the tools used to measure academic success at its different stages are paramount for a country's functionality, it is essential that the Spanish government understands the need for urgent and profound change within its educational policies and the mechanisms deployed to assess student attainment.

For those who study *Bachillerato* and who are, thus, potential undergraduate students, the knowledge and skills that they develop at this point in their academic career are the foundations forfuture educational success. But, whether a student decides to pursue a university degree or a professional career after completing his/her *Bachillerato* studies, the impact of the PAU assessment must not be underestimated, particularly in a country which is known as suffering from "*titulitis*" –that is to say, an obsession with having numerous certificates to mark a range of different achievements. Indeed, according to the Royal Academy of Language (RAE), "Valoración desmesurada de los títulos y certificados de estudios como garantía de los conocimientos de alguien" (www.rae.es). Not everybody can afford the additional expense of using the private sector to improve their language skills by taking extra courses at, for example, the *Escuela Oficial de Idiomas* (EOI). However, the modern reality is that a large (and growing) proportion of Spaniards now need some degree of proficiency in foreign languages in order to take advantage of work opportunities. As the *Feria de las Idiomas* website makes clear, "El 78% de las ofertas que se publican en

España buscan profesionales con conocimientos de inglés (74%), francés (más del 6%) y alemán (4,5%), según un reciente estudio elaborado por Infoempleo y Adecco" (retrieved from www.feriadelosidiomas.es). Therefore, the national education system, in order to encourage equal opportunities and to boost the level of English generally spoken by the population, should do everything possible to guarantee a minimum standard within the system of compulsory education. This process, if well organized, will result in enhancing the development of students' foreign language abilities throughout their academic and professional lives and it will also clearly establish the roles and responsibilities of the different public language providers (such as schools, colleges, universities and EOIs) in second language instruction.

With the above in mind, what is here termed the "hard" model for the English *Selectividad* would necessitate that the exam becomes an independent, stand-alone qualification, no longer tied to the overarching PAU assessment system. The grades from the English PAU would, therefore, not be combined with those from other subjects to create an overall *Selectividad* score out of 10 and the marks that students receive throughout their *Bachillerato* course would have no bearing on their final grade. Instead, a student's mark for the English PAU would be separate and entire in itself, a product solely of a comprehensive four skills exam. For this reason, a change in the name to the *Prueba de Aptitud en Inglés* (PAI) would help to emphasise that the qualification has now become a discreet entity within the end of *Bachillerato* assessment system.

The *PAI* would still be compulsory for all students and the grades that they receive would be used to determine their suitability to study at university (within the Espacio Europeo de Educación Superior, EEES, students cannot obtain a degree unless

they prove a proficiency level of at least a B1 (depending on the university) in a foreign language, therefore English, as the language learned by the majority of students, is deemed to have a key importance for their undergraduate courses). Such a change would offer a great opportunity to adapt the current PAU, which is a proficiency test, to create the PAI as a diagnostic exam, thus following the proposal made by the DIALANG project (Alderson and Huhta, 2005) but with the addition of an oral component. Such a diagnostic test would provide universities with valuable information about students' abilities in English and this, in turn, would allow them to allocate students the appropriate courses they need in order to improve their particular language level. Since Spain is now within the European Higher Education Area, the ability to communicate in a foreign language is a paramount requirement to obtain a degree. Currently, some universities (such as, *Universitat de Girona* and *Universitat Politècnica de València*) offer diagnostic tests for new students as an optional tool to assess their future linguistic needs and, quite sensibly, to avoid a situation in which a student completes his/her degree but cannot gain accreditation because s/he cannot demonstrate a certain level of language skill. (At the moment, this could be either B1 or B2, depending on the university, as there are no national unified criteria to describe what level students must attain at the end of their undergraduate studies – again testimony to the lack of consistency currently within the system). It does seem a waste of effort and resources that universities have to run such diagnostic tests for students who have only taken the PAU English test two months previously, but this obviously is a consequence of two circumstances (which are summarized in Figure 14 below): the lack of a thorough and official correlation between the English *Selectividad* exam and the CEFR; and the lack of credibility that

PAU English grades obtained by students have for universities. This, in itself, is an obvious and worrying paradox, given that the *Comisión de Selectividad* (the team of representatives from the regional universities) designs the English PAU test but then the grades that result from it are not deemed to have sufficient reliability to gauge students' true level of second language attainment.

Comisión de Selectividad designs the PAU English Test

Students take PAU
- Valid grade for university entrance

Universities design diagnostic tests to assess students' level
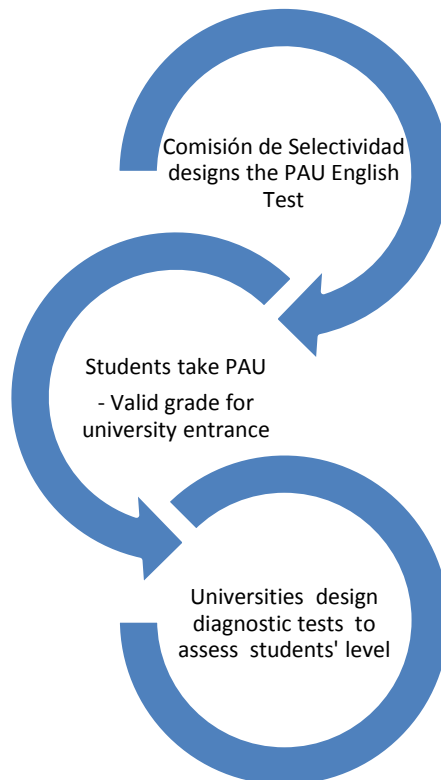
Figure 13. English PAU paradox

The English PAU paradox is a clear absurdity that is created by the flaws inherent to the existing system. As a result, a valid, reliable test must now be implemented in order to avoid the further expense and the waste of resources that currently result from it.

265

If, in contrast, a stand-alone PAI were to be implemented, students would become more aware of the importance of language learning for their futures and, furthermore, should they go to seek employment at the end of their *Bachillerato* studies, they would have a useful qualification for potential employers. In addition, since the grades obtained throughout the students' *Bachillerato* studies would not constitute part of their overall English grade, this "hard" model of systemic reform would further guarantee the unbiased nature of the test and, therefore, the increased reliability of its results.

It is not the intention of this thesis to criticize the role of the many hardworking and accomplished *Bachillerato* English teachers who currently work in Spain. However, the stark reality is that, currently (and through a lack of training opportunities), they also lack the expertise to design high-stakes tests which, by their very nature, have a huge impact on students' academic and professional futures. A short extract from an interview with L. Bachman suitably illustrates this point:

Jing Chen: Do you think that they [teachers] are in the best position to design language tests? Why or why not?

Lyle F. Bachman: The answer is yes and no. Yes, because they are closest to the content—the construct to be assessed—and to the test takers, their students. No, because very few language teachers are ever given any training in developing and using language assessments. What should be noted is that it takes a considerable amount of time and effort to acquire the knowledge and skills required of a language testing professional. (Chen, 2011, p.288)

266

It is important to ask, therefore, how such an independent PAI test could be developed. As in the "soft" model represented in Figure 13, cooperation and coordination between teachers and university experts is also key to more radical reform so that some English skills will be assessed internally (in schools) and some others externally (at the local universities). The new PAI test will be designed to respond to the demands of the national curriculum and the realities of a particular group of students of a particular age at a particular educational stage.The test would take place in June, either before or after the PAU exam week, depending on what is deemed to be generally more convenient. In this particular case, probably an adaptive, DIALANG-style computerized test would be a good option for the testing of listening, reading and used of language.

Ultimately, students would receive a certificate that specifies the precise level they have achieved in each individual skill, so both they and their future university teachers/employers are aware of their language training needs. The certificate could be as follows:

This is to certify that student _____ has achieved the following competences in English language.

SKILL/CEFR LEVEL	A2	B1	B2	C1
SPEAKING				
LISTENING				
READING				
WRITING				
USE OF LANGUAGE				

Figure 14. The proposed certificate for the English PAI qualification

7.4 THE "COMBINED" MODEL

Whereas the "hard" approach would have many benefits in improving the reliability of English assessment in Spanish schools, it is also the case that such a radical divorce of the English exam from the overarching PAU structure would be, at this moment, highly unlikely to occur in reality. For this reason, the "combined" model offers a compromise between having an exam that is integrated into the PAU system and a test that provides useful information about students' levels of second language attainment. That is to say, under this approach, the exam would be organized as shown in Figure 12 and the grade that results would still be part of a student's overall university entry PAU profile, as it is now.

However, as part of their individual grades report, students would receive a breakdown of their level of attainment as shown in Figure 15. This practice is now commonplace amongst European assessment bodies such as Cambridge or assessment regulatory organizations such as ACLES and, as such, it would enable the Spanish system to conform to contemporary assessment norms. As ACLES explains, "En el certificado constará la lengua examinada, el nivel consolidado alcanzado (en términos del MCER), la fecha de la prueba realizada y, si procede, el desglose por competencias" (2011, p.23). By adding an individualized skill-attainment level profile to the certificate, the document will be more useful for any needs analysis done by universities before students begin their undergraduate courses. However, this exam would have a ceiling level, for example a B1, since it would be an almost impossible task to create tests that could cover the A-C CEFR range reliably.

Using the "combined" model, the structure of the current PAU system would not be greatly affected, meaning that it could be more easily and quickly implemented.

There would be a new format for the English PAU exam which would, of course, require close cooperation from teaching centres that would deliver some parts of the test. But the university entry system would still be maintained and the grade obtained by students aggregated with their overall marks in other subjects.

Reading
- PAU week
- At local universities
- Range of tasks
- Externally marked

Writing
- PAU week
- At local universities
- Range of tasks
- Externally marked

Listening
- Prior to official PAU dates
- In-centre assessment
- Conducted by *Bachillerato* teachers
- Externally marked

Speaking
- Prior to official PAU dates
- In-centre assessment
- Conducted by *Bachillerato* teachers
- Internally marked, externally moderated

ENGLISH PAU

CRITERION-REFERENCED
MARKED OUT OF 10
8% OF OVERALL PAU MARKS

Figure 15. Organizational structure of the proposed "combined" model

7.5 PROPOSALS FOR ACTION & THE CEFR

In the previous sections, several possible lines of action in relation to reforming the overall organization of the current Spanish language assessment system have been proposed. In reality, the "soft" model could most probably feasibly be applied in the short-term future, although the third (or "combined") approach would not involve too major an alteration to the current system and, as has been pointed out above, it would significantly add to the quality of information that students receive about their exam performance.

Even before considering a change in the exam format, however, there are several processes that first need to be either implemented or improved. Primarily, it is necessary to thoroughly link the English PAU qualification system to the CEFR. As was seen in Chapter Two, the CEFR is an indispensable tool for the design of contemporary language courses and, most of all, for their accreditation and recognition not only at European level but also globally. For that purpose, a minimum level of achievement must be clearly defined and implemented throughout Spain via the exam specifications. This needs to become a statutory obligation for all schools and, as such, the whole process by which exams are designed needs to be methodically reviewed. The linkage between the *Selectividad* and the CEFR must be undertaken from a centralized perspective, since all autonomous regions share the guidelines of the national curriculum. At the moment, some regions (such as Andalucía) state in their curriculum the desired level of achievement for *Bachillerato* students: "[…] la orden de 5 de agosto de 2008 por la que se desarrolla el currículo correspondiente al Bachillerato en Andalucía concretamente establece que se procurará que los

estudiantes 'hayan consolidado las destrezas y habilidades necesarias para la comunicación, al menos en el nivel B1' al finalizar sus estudios" (Halbach, Lázaro and Pérez Guerra, 2011). Yet, in other regions, (for example, the Valencian community) there is no such stipulation. There is a need, therefore, to clarify the particular level demanded from all *Bachillerato* students, no matter in which part of Spain they live. In order to do this successfully, much greater use must be made of the CEFR to standardize the skills that will be assessed. It is to this ultimate end that the most important and radical proposal of this thesis is to create a national agency that will have overarching control of the whole PAU examination system.

CREATION OF A NATIONAL ASSESSMENT AGENCY

SOFT APPROACH

HARD APPROACH

COMBINED APPROACH

CURRICULUM REDESIGN   LINKAGE TO CEFR TEACHER/ASSESSOR TRAINING
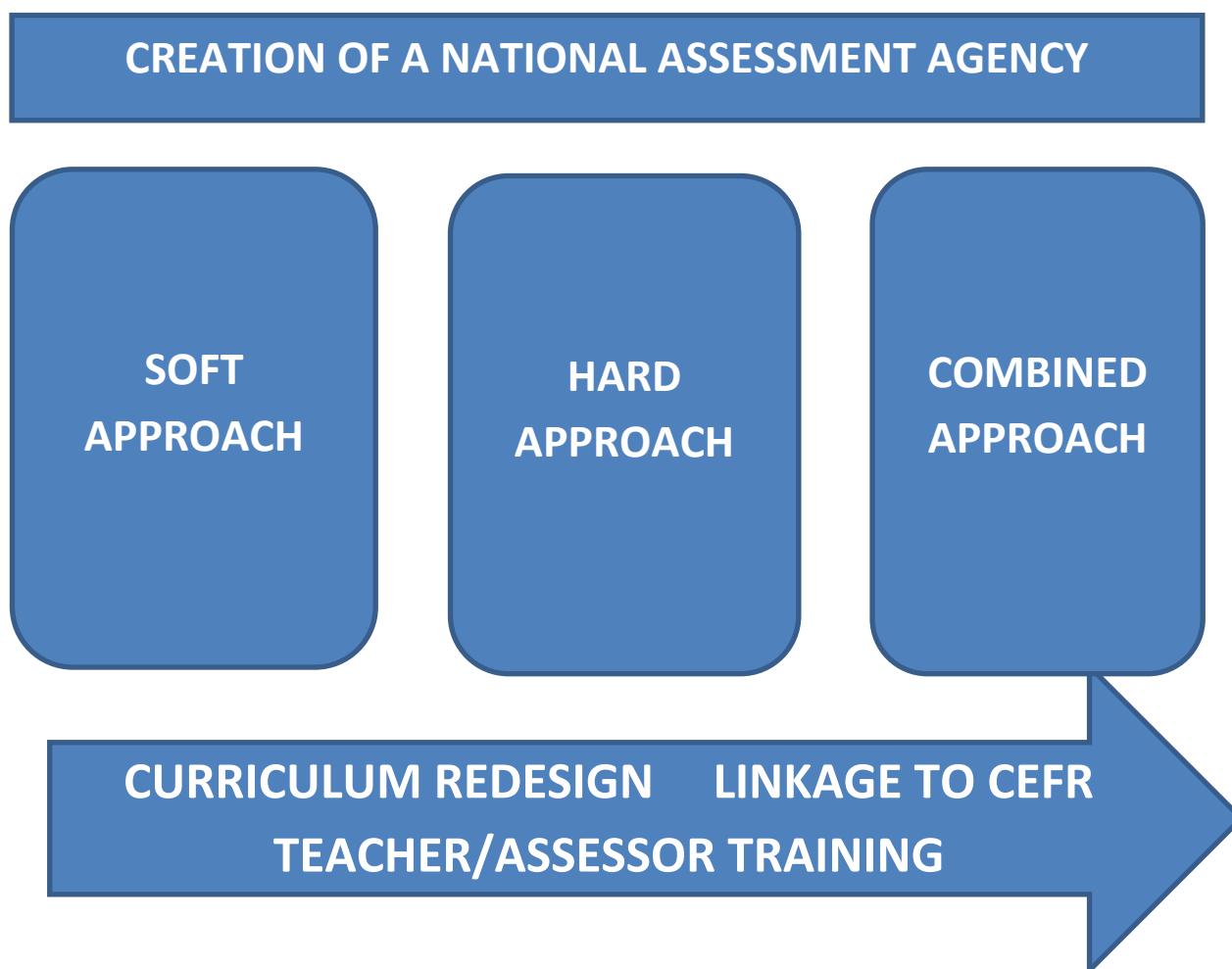
*Figure 16.*The proposal for alterations to the current PAU system.

271

7.6 THE NATIONAL ASSESSMENT AGENCY FOR ENGLISH

The *Agencia Nacional de Evaluación de Inglés* (henceforth, ANEI) should, ideally, be an independent body that responds directly to the Ministry of Education, in a similar way to how Ofqual does in England (see Chapter Five above). This would allow for the centralization of the English PAU exam and, as such, the responsibility for its development and implementation would be handed to a relatively small number of suitably qualified professionals. However, since the final responsibility for the development of the PAU lies with the local universities, a less radical alternative would be to utilize an existing organization such as ACLES to monitor the quality of the testing processes that each university provides. This would clearly be a more straightforward modification to the existing system and, as such, it would be financially and logistically more efficient to introduce. However, whether a new agency is created from scratch or ACLES expands the remit of its current role to become an ANEI, its constituent members must be in post because they are testing experts who, in addition to their developmental and monitoring responsibilities, will also provide advice and training for individual regions, universities, schools and teachers.

The main role of such a national agency would be to ensure that the tests in each region are in compliance with the guidelines established in the English curriculum and, with the necessary adaptions suggested earlier in this chapter, by the CEFR. As such, it will be responsible for monitoring the construct validity of the regional PAU exams. Furthermore, the ANEI must develop processes to ensure the reliability of the results that students are awarded and, ultimately, the fairness of the tests. As Scott suggests, "Test developers and test users must exercise fairness in four major areas of

the testing process — creating and selecting, tests, administering and scoring them, reporting and interpreting results, and providing certain information to the test takers" (2011, p.471).
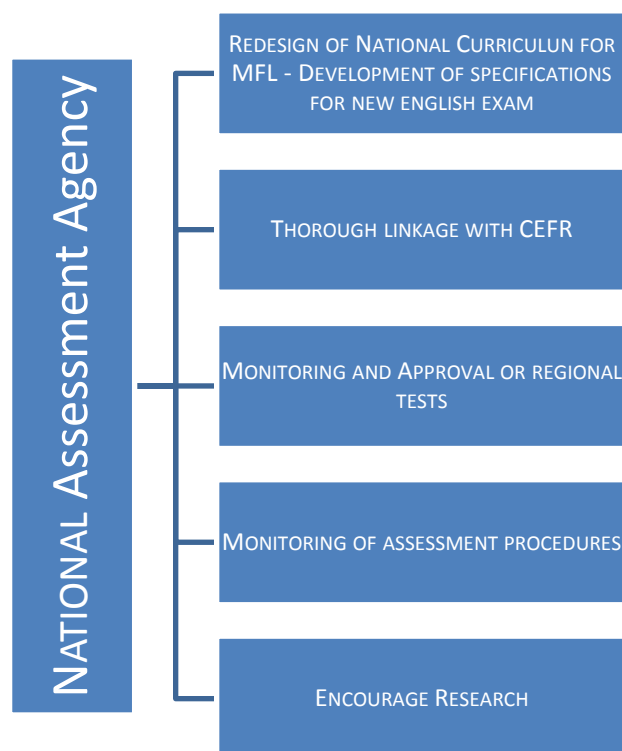
Figure 17. The proposed role of the ANEI

The constitution of the ANEI would also create the opportunity for its members to undertake two final and key reforms to the Spanish foreign language assessment system: the redesign of marking schemes and the introduction of a training programme for oral examiners and raters. With the introduction of the oral component in the PAU exam, the marking of the tests will have to be reviewed as there will be a need for expert oral assessors. In addition, raters will have to be first trained and then standardized. If, as this thesis has proposed, English oral exams are to

be conducted by teachers in their educational centres, *Bachillerato* practitioners should be the first to receive training in oral testing, since they will be crucial to the elaboration of the new process. Developing teachers' proficiency as oral examiners will have the additional benefits that the tests they conduct will be more reliable and uncontrollable sources of error (in particular, student anxiety) can be lowered.

Currently, both teachers and university lecturers constitute the rater team for the external marking of the PAU tests. Instead, under the new proposal, interested candidates must apply to the ANEI to become an official exam rater. In this way, the rater team will be formed by a select number of individuals who have demonstrated the greatest degree of expertise by undergoing a process of training and evaluation. These will, of course, be paid employment as it is now but the additional prestige that comes from joining a specially selected band of raters should also ensure that there are plenty of applicants for the posts. It is also envisioned that PAU raters will work in a manner that recalls the English system and, as such, they will only be allowed to mark the candidates from centres that are not their own or in which they have worked previously. In the long-term, this system would be extended even further so that markers from one region would only be given scripts from centres in other regions and the administration of such a network of inter-regional raters would be directly overseen by the ANEI.

Research has shown that marking mechanisms can be applied to ensure a higher level of inter- and intra-rater reliability. Therefore, it is a matter of exploiting the available data and expertise, both nationally and internationally, in order to create appropriate marking grids that are specifically adapted to the types of tests on offer and also a cascade structure of marker trainers, coordinators and team members who

can offer guarantees with regards to the stakeholders' interests. It is the belief of this thesis that the creation of a national body with overall responsibility for the English PAU is an essential mechanism through which to implement crucial and long overdue modifications to this high-stakes exam. This agency would have sufficient expertise to develop suitable, reliable examination materials and to provide the training and standardization required to give Spanish foreign language qualifications greater validity in twenty-first century Europe. In implementing such changes, four fundamental objectives should be maintained:

- **To create greater transparency**

  For the PAU to become a valuable and valued tool for assessing students' level of attainment in English, information should be provided to stakeholders regarding the content of the curriculum, the exam specifications and assessment principles and procedures. Furthermore, in order to be truly transparent, assessment samples should be made publicly available. The levels awarded to students (for example, B1 or B2) must be clearly explained and accurately linked to the CEFR. Statistical data about each PAU exam series should be produced through an Examiner's Report which includes analysis of item behaviour and the general successfulness of student responses.

- **To create greater cooperation between the ANEI and classroom teachers**

  It could be argued that the current PAU exam is inadequate to assess students' true level of English, particularly as it does not take account of their ability with respond to listening or spoken tasks. At the moment, since

the English PAU is an external exam taken at the local universities, the involvement of the teachers in curricular and assessment decisions is minimal. Perhaps understandably, they often perceive any mooted changes — particularly those that will involve more work but without them being provided with sufficient (or, indeed, any) training — as an abuse of their position. In Chapter Three, it was highlighted that, in contrast, many English teachers are key members of the various exam boards and they play a central and proactive role in determining the content and assessment of foreign language exams. Classroom practitioners, as the professionals who work most closely with A-level Spanish students, know with a high degree of reliability the attainment levels and limitations of those in their charge and, in consequence, their viewpoint is a valuable source of information when it comes to planning each examination series. Earlier it was proposed that any new oral component for the PAU should take place in schools and, of course, it would be impossible to introduce this innovation without the full cooperation of English *Bachillerato* teachers. In order to achieve such collaboration, teachers must feel themselves to be instrumental to the process of change and they (or their representatives) should be given a voice on the decision-making team at the ANEI.

- **To create greater thoroughness in procedures**

  The format of the English PAU exam has changed very little since 1984, in contrast to the A-level exams in England which, as described in Chapter Three, have gone through a series of recent modifications. For over twenty years, academics and foreign language teachers have been raising their

concerns about the quality of assessment procedures in Spain. In 2008, with the LOGSE, it seemed that Spain had reached an important milestone: finally, and to the welcome relief of those who had advocated for its introduction, the oral component was going to be assessed as part of the English PAU exam, thus, bringing the qualification in line with its European equivalents. As has been mentioned before, 2012 was intended to be the year in which oral testing became live in Spain, although this date has now been officially delayed until 2014. As negative as this may be seen, it could be argued that such a delay in actual fact provides a valuable opportunity to reassess why there has been such a profound failure to modernize the PAU structure and to develop procedures that will not only prevent further delays but also guarantee that, whenever the new English exam is ready to go live, it will be a high quality and reliable test. As such, it will enhance the learning experience of Spanish *Bachillerato* students as well as their opportunities to study or work abroad. This, in turn, will mean that the face validity of the exam is increased. Furthermore, as a valid and reliable test, PAU results will be trusted to be an accurate reflection of students' attainment in English at B1 which will allow universities to focus their efforts on developing the skills for the higher levels of the CEFR, the B2 or even the C1 in some cases. This whole process would mean a great qualitative leap in educational terms for the Spanish educational system. An investment in gathering the opinions, research data and proposals of academics who have expertise in testing, combined with a thorough and coherent programme of training for teachers, will create an ANEI that is on

a par with any other in the rest of Europe. As a result, the prestige of the PAU exam will be enhanced to a previously unprecedented degree.

- **To create greater fairness and accountability**

According to the Spanish constitution, all national citizens are equal (art. 14). Regarding university applications, any Spanish student has the right to apply to the university of his/her choice, irrespective of the region from which he or she comes. Enshrined within the legal system of Spain, therefore, is the right Spanish nationals have to mobility of educational opportunity. Yet, at the moment, each regional university's *Comisión de Selectividad* designs its own English PAU tests, none of which are monitored by any external educational authority. Despite the similarities in that many exams have in terms of format, there are some regions that include a listening component in the *Selectividad* (such as Cataluña) and some with a higher percentage of objective questions. Some regional PAU exams allow students to choose between two possible writing tasks (for example, in Andalucía) while, in Madrid, Murcia and Aragon, there is no such choice available. Furthermore, no comparability data is available regarding the relative difficulty (or attainment level) of the various regional tests and there is no process to standardize the assessment of the different exams. As such, it is impossible to say with any degree of certainty that the education a student of English receives in Valencia is commensurate with that of a student in Galicia or Canarias.

The *Comisión de Selectividad* is not accountable in any way for the consequences of the test it produces and, what is more, the universities

whose lecturers produce the tests do not often accept its results as a valid measure of students' English level. This patent absurdity reflects that, at the moment, the procedures in place are so dysfunctional that they are, in fact, unfair to the students who sit the PAU exam. First of all, this is because there is no guarantee that the exam taken by a particular student in one region is equivalent to that sat by another in a different region. Yet both could potentially apply for the same university place. It is self-evident that, if a Spanish student has the right to any university in the country, there has to be confidence that the exam which determines their suitability to pursue undergraduate study is equal wherever it is taken. As this is not currently the case, there must be a thorough revision of the role and responsibilities of universities in the development of the PAU exams, a notion that is summarized in Figure 18 below.
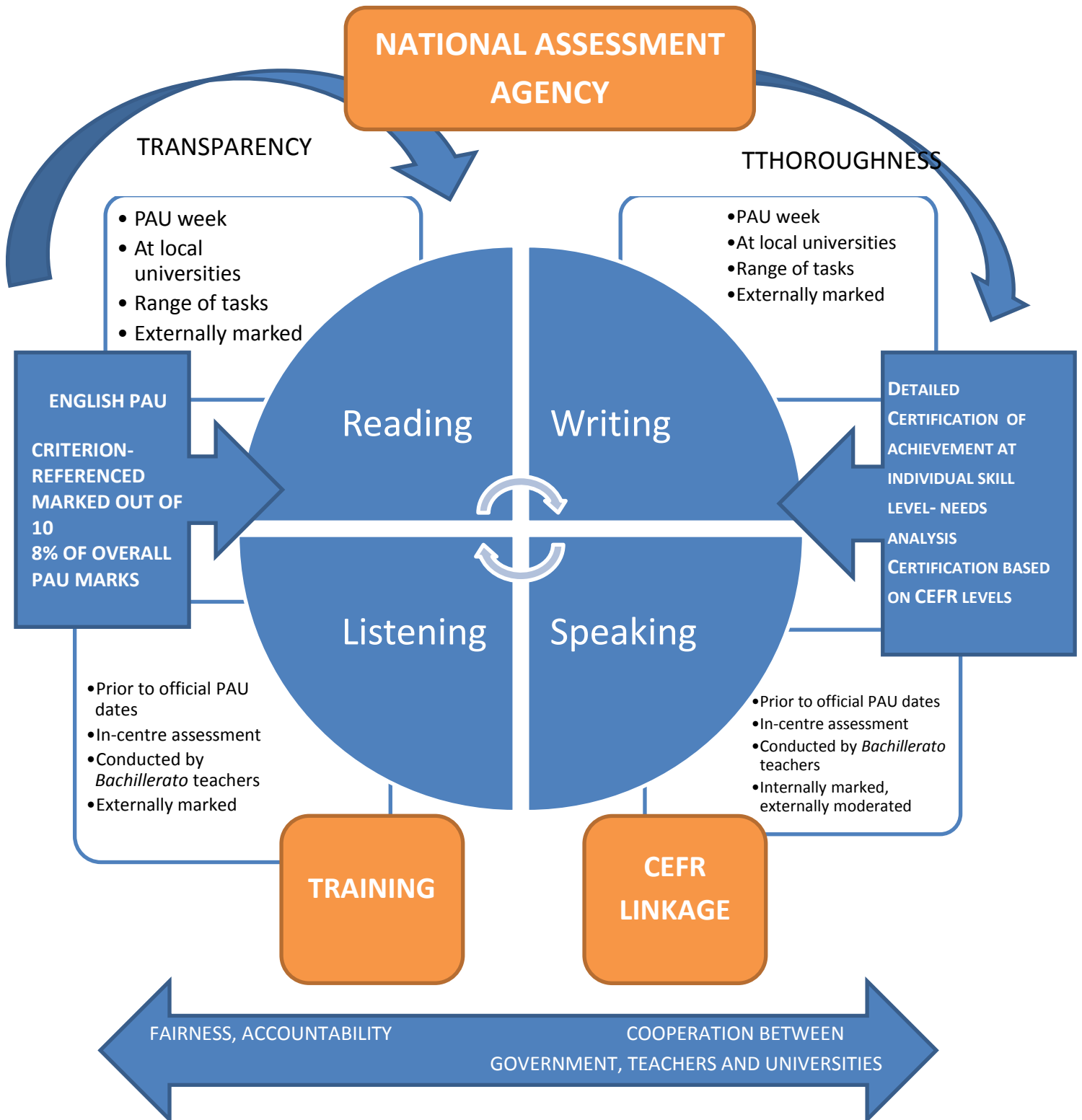
Figure 18. Proposal for the new English PAU structure

7.7 CONCLUSION

The proposal summarised in Figure 18, which represents the culmination and synthesis of the proposals made in this thesis, is very ambitious. It not only acknowledges that the current PAU exam paper needs to change, as has been pointed out by many of the authors discussed above, but that a whole new structure needs to be created in the form of a national agency with responsibility for the English *Selectividad*. As such, the foreign language assessment procedures in Spain must undergo real, significant and, ultimately, positive reform.

At the moment, the English PAU remains as it has been for the last 20 years, a stagnation that stands in marked contrast to the progressive, innovative developments in second language testing that have occurred in that time in many other European countries. But proposals for change have begun to gather momentum and, as mentioned previously, a pilot scheme has been conducted in several regions across Spain to assess the logistics of introducing an oral component into the PAU exam, the results of which are still to be published. However, as highlighted by academics such as Fernández Álvarez (2007), it is not simply a matter of adding listening and speaking elements to the current test as such a modification would prove to be woefully inadequate to solve the more fundamental systemic problems inherent within Spanish second language assessment processes. Changing the elements that constitute the PAU test is long overdue but, as this thesis proposes, without a more radical rethinking of how the PAU functions and, indeed, why it exists, there will be no significant progress in the foreseeable future.

281

A national body, accountable to central government and with the power and expertise to oversee that each region's version of the PAU has equivalence is of such urgent need that its importance cannot be overstated. As this thesis has demonstrated, in England, where such a body already exists, the reliability and validity of its second language testing (though not without problems) is amongst the best in the world. Years of investment in research, data analysis and training have created a system of assessment expertise. Yet, if England seems too remote to provide a constructive model for Spain's process of reform, it is worth briefly considering several other European countries that have already introduced changes in their foreign language assessment procedures. From considering their experiences, it is clear that the Spanish government needs to radically rethink its plans for the English PAU if it does not want to repeat the mistakes and failures of the past. The language testing reforms in the Baltic States, Hungary and Poland are summarized in Table 20 below:

COUNTRY	THE BALTIC STATES: Estonia, Latvia, Lithuania	HUNGARY	POLAND
OBJECTIVES OF THE REFORM	• To create uniform demands on graduating students from secondary schools • To develop a model of transparent and coherent system of evaluation of foreign language performance • To create a link between secondary and tertiary education in the form of foreign language examinations	• Modernization of the school-leaving exam system in order to replace the university entrance examination and have a reference document for employers, as well as positive washback on teaching practice	• To produce a standardized examination that would replace university entrance examinations
ACTION TAKEN	• English language assessment training • English language assessment system development and implementation (pretesting, moderating, standardization, rater training, etc.) • National assessment system growth and validation	• British Council-led project in training of item writers, examiners and secondary school teachers. • Development of test specifications, training materials and courses for examiners • Piloting and calibration of hundreds of items	• Baseline study of existing examinations • Drawing-up of examination standards, production of syllabus, proposed examination formats and sample tasks • Piloting in schools and feedback collected • Piloting at national level • Training of examiners
TIMEFRAME	10 years 1994-2004	8 years (1997-2005)	7 years (1995-2002)

Table 20. Timeline for second language assessment reforms in the Baltic States, Hungary and Poland. (Adapted from Eckes *et al.*, 2005)

From Table 20, it is clear that the two years allocated by the Spanish government for reform to the current PAU exam system is clearly inadequate, requiring as it does a thorough revision of the current foreign language curricula, the implementation of reliable testing processes and the provision of a rigorous programme of training for raters and item writers. A relatively easy solution would be, of course, to add an oral component to the PAU exam which would provide a 'quick fix' to the criticisms about the PAU raised by Herrera Soler (2005) and it would probably also help to improve the low level of foreign language attainment that is currently typical of Spanish students. But such a solution would definitely address the more fundamental problems at the core of the high-stakes English assessment for university entrance that were discussed in Chapters Five and Six: the PAU's clear lack of validity and reliability. Furthermore, while not asserting that what is done in other countries is without problems, some useful conclusions can be drawn by comparing the Spanish context with the nature of second language university entrance tests in England and the actions taken by the nations described in Table 20 in order to improve their testing systems. In England, despite the recent WJCE controversy, the usefulness of having an overarching independent body to oversee exam production and implementation has been highlighted earlier in this thesis. Such an external monitoring agency guides exam boards in the development of their tests and specifications, as well as ensuring their compliance to existing standardized procedures. Furthermore, it encourages a system in which policy is frequently reviewed and a high degree of transparency exists in its communication with stakeholders and the general public.

The latter examples from Eastern European countries, on the other hand, reflect the fact that, in educational contexts with a shorter testing tradition and a

284

system that is more reliant on non-standardized national assessment (as is Spain), a commitment of time and financial resources by the national educational authorities is paramount. Their support not only allows for professionals to have the necessary funding to implement good testing practice but it also provides face validity for the whole process as public confidence in the exams increase.

The question remains, then, how long would Spain need to reform the English PAU in the manner that has been suggested in this thesis? In the final section of this conclusion, a framework will be provided for the various phases of what would be a significant process of change in Spanish high-stakes second language assessment. Although specific timings for each part will not be given, it is envisioned that the transition from the current PAU model to the one proposed in this thesis would take approximately five years. Therefore, working on the basis that the modifications begin in early 2013, the live version of the new exam would not be available until 2018.

Phase 1: Revision of the foreign language curriculum and the creation of English PAU exam construct

The initial phase of the reform process should include three basic lines of action:

(i) First of all, the expertise from a number of professionals should be coordinated to oversee the beginning of modifications to the system. These will include representatives from the Ministry of Education and the regional educational authorities, academics, English subject coordinators for *Selectividad*, testing experts (both national and international) and, of course, teachers. In fact, as is the case in the English system, teachers should be at the core of the process as

active participants, not just marginalized as the people who will finally implement the changes in the classroom (as has been the case traditionally). To facilitate this process, surveys will need to be conducted nationally and conferences and seminars will be organized, initially at regional level, and subsequently at national level in order to identify the most pressing issues for reform and to stimulate a debate about the role of English in the PAU exams. Ultimately, an integrative view of the changes required will be achieved, which must include a clear definition of which level of attainment is reasonable to ask of students at the end of *Bachillerato*. A review of the existing academic literature will be undertaken and data will be collated from other nations' high-stakes university entry exams. The ultimate goal of this initial (theoretical) stage would be to identify the individuals, selected from the range of parties mentioned above, who would establish an independent, professional body with the responsibility to implement later reforms. As was suggested previously in this chapter, this national agency for the assessment of English could be created afresh or by modifying the current role and membership of ACLES.

(ii) Secondly, the newly established national agency would begin developing foreign language curriculum guidelines and exam specifications. In order to do that, a variety of documents would need to be employed, including:

- o Existing national and regional curricula for English as a foreign language.

- o Existing teaching materials developed by publishing companies for *Bachillerato*.

- o The CEFR, in particular Chapters 4 ('Language use and the language user/learner') and Chapter 5 ('the user/learner's competences').

- o The ALTE *Manual for Language Test Development and Examining*, developed as a response to "the need to ensure quality, coherence and transparency in language provision, and the increasing interest in the portability of qualifications" (ALTE, 2011, p.5).

- o The British Council's *EAQUALS Core Inventory for General English*. This is also a tool to be used in conjunction with the CEFR as it provides "a practical inventory of language points that should be part of a balanced course at each level of the CEFR [...] to provide directions for teachers on how to select inventory items and plan lessons that will help students gain the competences they need within CEFR" (North, Ortega and Sheehan, 2010, Foreword).

The more closely the appointed team uses the CEFR as a tool to develop the new guidelines, the easier it will be to provide a valid linkage between the newly developed tests to the attainment levels specified by the CEFR.

(iii) Finally, a process of thorough training of item writers and assessors should be begun. This, of course, will require a significant financial investment. However, the long-term benefits of such training would ultimately far outweigh the initial cost needed to create a core team of testing specialists.

Phase 2: PAU test development

Once the objectives of the new test have been clearly defined, the second phase of the project should be focused on developing the elements necessary for the new PAU test to have reliability and validity. This would involve the following essential stages:

(i)   Decisions are made about exam content and its format based on the new CEFR-linked specifications.

(ii)   An item bank is created as a repository for possible exam tasks.

(iii) Marking criteria are developed.

(iv)   A cascade structure is created of assessment coordinators (for example, the current English PAU coordinators), team leaders (experienced teachers or academics), and raters (a combination of university lecturers and Bachillerato teachers).

(v)   The training of item writers and assessors who will be part of the cascade structure above begins.

Finally, when all of these stages have been completed, initial small-scale piloting should begin in selected schools. The data received from these pilots will then be collated and analyzed with a view to making the necessary adjustments before large-scale piloting begins. Classical item analysis could be employed at this stage to determine the level of difficulty that specific items have for the target population, the degree of item-level discrimination and the performance of distractors.

Phase 3: Try-out

Once the data from the small-scale piloting has been analyzed and the necessary changes have been made to the original material, large-scale piloting should then be undertaken. This phase will provide the assessment team with essential information, not only about the behaviour of the items of the test but also about the effectiveness of the marking criteria and feasibility, two key factors in test development. The first element will influence decisions on further rater training needs

and rater aptness as well as any fine tuning needed for the marking grids. The second element will focus on practical issues, for instance, if it would indeed be possible for teachers to assess the oral performance of students in their educational centres.This would involve consideration of such factors as time allocation, resources needed, staff availability and training.

Relevant data should be extracted from the large-scale pilot using Rasch analysis and Many-facet Rasch measurement techniques.[2] This data would provide information for test developers about the performance of items in the pilot and it could also be used to improve the test specifications and materials. Final specifications and test samples should be made available to teaching centres at least eighteen months before the new tests go live, in order for teachers and students to have sufficient time to familiarize themselves with the exam format and content. As such, under the new proposal, the assessor teams for each regional *Comisión de Selectividad* must produce the exams within a similar time-scale and this would mean that, for a PAU exam going live in the summer 2018, schools must have received the samples by January 2017. With a national monitoring body like the one proposed in this thesis, time would also be needed for each region's PAU exam to go through a process of evaluation and revision to ensure that there is parity between the different regions. In consequence, for an exam taken in June 2018, each *Comisión de Selectividad* would have to submit their paper to the ANEI no later than September 2016.

---

[2] Further information about these processes can be found in the ALTE *Manual for Language Test Development and Examining* (2011) and also in sections C to H of the Reference Supplement
to the Preliminary Pilot version of the *MRLE* (Council of Europe, 2004).

Phase 4: Live examination

The final phase in the process of PAU reform in reality constitutes the beginning of a constant process of revision and improvement of foreign language testing standards in Spain. Once the PAU exam goes live, the national agency should ensure that the following three key elements become embedded into the system:

(i) The thorough process of piloting and exam revision is maintained.

(ii) Statistical data (for example, in terms of student passes, the gender of students and their performances, the number of complaints etc.) is collected annually and utilised in rater trainer, standard setting, examiner's reports and any relevant information is also provided to stakeholders. To this end, there should be an effort to be more transparent about the processes in place and the assessment outcomes – that is, any decisions which affect students' grades or their performances in each exam series.

(iii) Test developers, coordinating organizations and raters are held accountable for any practices that could jeopardize students' opportunity to experience a fair, valid and reliable assessment process. Therefore, the coordinators of the *Comisión de Selectividad* for English, in their role as regional representatives, would have a clear responsibility to stakeholders. In short, they would have an important duty to conduct themselves with professionalism and integrity as they would be liable for their decisions.

The test development process can seem long and complicated. Yet it is certainly true that, any attempt to minimize the timescale for implementing the radical reforms needed for the PAU would ultimately affect the quality of any modifications and jeopardize their long-term sustainability. Furthermore, the cyclical nature of test

design (a constant process of development and review) requires a real commitment from educational authorities, both in terms of the financial support that they provide and a strong quality management for test production and administration. As Saville asserts, quality checks may focus on important details such as:

- the quality of the test materials themselves – in other words the test items and other features of the assessment procedures;

- the quality of the information and support provided to the clients (the test takers, teachers and other users);

- the quality of the documentation needed to support the administration of the tests at the testing venues;

- the quality of the data collected and stored for assessment purposes and for producing the test results.

(2012, p. 400)

It is the conclusion of this thesis that, if genuine, necessary and long-term change is going to take place in Spain after over twenty years of evidence-based academic criticism about an obsolete and unfair exam along with numerous complaints from foreign language teachers, then it has to be implemented correctly from the very beginning. Learning a foreign language, and particularly English, is paramount in modern Spanish society. As such, the testing systems in place for PAU should guarantee that students are ready to pursue undergraduate study as well as able to participate fully in a competitive European job market. Indeed, it is a duty of the Spanish educational authorities at both national and regional levels to ensure that students are given a fair opportunity to obtain a valid and internationally recognised

qualification in English. The proposals that have been outlined in this thesis will allow for a wholesale and significant improvement in the Spanish system. In particular, the observation has been made that, without the creation of a national agency whose mandate is to oversee the production, standardization and review of the PAU exam, any more superficial changes to the structure or content of the test will ultimately be ineffective to enhance its overall reliability and validity.

CHAPTER VIII

CONCLUSION

8.1 VERIFICATION OF OBJECTIVES AND HYPOTHESES

The motivation for this thesis began with the observation that, following the publication of the CEFR in 2001, Spanish educational policy has not undergone the same rigorous process of modification than has occurred in many fellow European countries. It is clearly the case that in 2012, over a decade after its introduction, the Spanish government needs to appreciate the benefits that the CEFR can provide to redesigning foreign language policies for the twenty-first century. What is widely acknowledged is that the level of student attainment in English at the end of *Bachillerato* is significantly lower in Spain than it is for teenagers in a host of other European member states. This is even more remarkable when one considers that, "España es el único país en el que la enseñanza de una primera lengua extranjera es obligatoria desde la Educación Infantil, junto con la comunidad alemana de Bélgica" (Instituto Nacional de Evaluación Educativa, 2012, p. 23). If Spanish children begin to learn English when they are younger but the progression of their attainment is less successful, it is apparent that the responsibility for this must be with the national education policy.

In this thesis a number of proposals have been forwarded not only to improve the PAU exam system, but also to radically reconstruct the assessment culture upon which it is founded. As pointed out in Chapter Eight, superficial changes alone to the format of the test will be ultimately insufficient to enhance the reliability and validity of the results that students obtain at the end of their *Bachillerato* studies.

Reviewing the proposed objectives at the beginning of this research project, the outcomes are as follows:

1. *To carry out a comparative study, initially from a broad viewpoint, of the parallelisms and differences in the foreign language curriculum at pre-university level in England and Spain.*

Regarding this point, a description of the curriculum objectives and exam specifications in England and Spain was provided. The comparison of the two systems highlighted some parallelisms between the two countries in terms of intended outcomes and a similarly focused approach on Communicative Competence. However, a number of inconsistencies between England and Spain were also noted, particularly in relation to the hierarchical structure that oversees foreign language curriculum development.

2. *To analyse to what extent the curricula in England and Spain are in accordance with CEFR guidelines for the given level.*

In Chapter Five, the extent to which the curricula in England and Spain are linked to the CEFR was analysed. It was discovered that, whereas the curriculum for foreign languages in the Valencian region makes explicit reference to the need to adhere to the guidelines specified by the CEFR, there is no specific mention to the level of attainment that students must reach at the completion of their *Bachillerato* course. Surprisingly, the English curriculum makes no direct reference to the CEFR, however, the British educational authorities commissioned a project with the explicit intention

to map the various existing language qualifications to particular levels of the CEFR (Jones & Saville, 2009).

3. *To present an in-depth study of final language exams in each country, compare them and analyse the relationship to the curriculum in which they are embedded.*

Chapters Five, Six and Seven undertook a detailed analysis of the A-level Spanish exam and the English PAU test from a threefold perspective: construct validity, reliability and task characteristics. The result of this analysis revealed that there is a great deal of imbalance between the two examination systems. Whereas the English A-level was found to have a high degree of all three elements and therefore it can be regarded as a useful assessment tool, the same, unfortunately, cannot be said about the Spanish PAU. From close investigation of the mechanisms that underpin the execution of this exam, it is clear that the lack of standardisation, rater training and monitoring processes renders the whole system somewhat dubious from a validity and reliability point of view.

4. *To propose an alternative evaluative structure within the parameters established by the CEFR*

In Chapter Seven three proposals were outlined for possible modifications to the evaluative structures within the PAU. These were identified as the soft, hard and compromise models, the former of which would involve the least changes to the

current system. Following the earlier work undertaken by Fernández Álvarez (2007), it was suggested that the addition of an oral component into the PAU exam would involve further alterations to the assessment structure (such as it would create the need for a programme of rater and oral examiner training). The more radical (or "hard") model proposed a more fundamental shift in the function of the PAU exam. No longer tied to the overarching PAU process, it was suggested that a new stand-alone English qualification (the *Prueba de Aptitud en Inglés* or PAI) would be created as an independent certification of students' achievement in English at the end of their *Bachillerato* studies. Given that such a change to the system would be hard to foresee at the current moment, a compromise model was offered, which would maintain the English PAU as an integral element of the existing structure. Following this, a final and fundamental proposal was made to establish a new national agency of assessment which would have direct responsibility for all aspects of the PAU's development, implementation, and post-test evaluation. This agency's remit would cover all the autonomous regions of Spain and it would have the power to standardise tests to ensure their fairness and consistency.

Having reviewed the initial objectives of this thesis, consideration will now be given to whether the hypotheses of the research have been confirmed:

1. *The contents and assessment systems of foreign language curricula in England and Spain are far from comparable, although they may seem superficially similar.*

Having earlier commented on some of the similarities that exist between the two systems of assessment in England and Spain, it has also been demonstrated that, as hypothesis one suggests, these are ultimately only superficial. In reality, the assessment system of England has been shown to be far more rigorous, progressive and professionally constituted than its Spanish counterpart. In Spain, a lack of systemic mechanisms for the review and evaluation of the PAU test means that the results that it produces are far from unproblematic.

2. *There is no explicit intention at the moment to adapt pre-university studies in either England or Spain to the framework prescribed by the CEFR.*

This hypothesis has been prove to the extent that, in the case of Spain, although the foreign language curriculum makes reference to the CEFR, this allusion is in actuality only to the Communicative Competence and the division of the content in terms of the four skills. In itself, this is insufficient to claim a thorough linkage of the curriculum to the CEFR. With regard to England, as no mention is even made of the CEFR in the foreign language curriculum, it is clear that at this moment there is no intention to adapt the A-level framework to that promoted by the CEFR.

3. *The PAU examination does not evaluate the communicative competence of students or reflect the established parameters in the Bachillerato curriculum for foreign languages*

Despite referencing Communicative Competence in its foreign language curriculum, the PAU examination, as hypothesis three suggests, is clearly inadequate to accurately assess its mastery by Spanish *Bachillerato* students. In particular, the glaring and continued absence of an oral component in the PAU test renders it unable to assess candidates' communicative skills. Furthermore, it could be argued that this test, to the extent that it does not satisfy its own curricular objectives, cannot adequately assess a students' appropriateness to undertake university study.

4. *A regulatory assessment body for foreign languages and a specialised group of examiners are fundamental for the successful development and implementation of future tests*

Given the failings of the PAU assessment system that have been detailed in this thesis, it is apparent that the need for a national regulatory body is long overdue. Through the comparison between the English and Spanish models that was undertaken in Chapters Three and Five, it became clear that one of the most fundamental differences between the two systems is that England already benefits from the operation of Ofqual, its national assessment agency. In essence, one primary reason why the English A-level system is more reliable than its Spanish counterpart is because the latter country does not have the same regulatory body currently in existence. Indeed, the dysfunctional nature of a regionalised system in the context of a high-stakes university entrance exam has become clearly apparent through the comparative analysis undertaken in this thesis. In conclusion, Spain can (and even must) learn from the English system if it is to improve the mechanisms that underpin

the PAU exam. Only in this way will Spanish foreign language qualifications achieve the same degree of reliability and international recognition that the A-level system in England currently enjoys.

8.2 ADDITIONS BY THIS STUDY

The English PAU exam has provoked a great amount of controversy for at least the last twenty years; yet, considering the impact of the exam, not much research has been produced by academics or encouraged by the educational authorities about this high-stakes test. Owing to the fact that it is a regionalised exam, under the control of independent *Comisiones de selectividad*, studies tend to involve relatively small samples or focus on the situation in a particular Spanish region. Research projects undertaken until now have focused on three main areas (Díez-Bedmar, 2011c): first of all, studies on validity (Herrera Soler, 1999; Sanz Saiz (1999); Sanz Saiz & Fernández Álvarez, 2005) and rater reliability (Amengual Pizarro, 2003; Watts & Carbonell, 2005; Gila González, 1996; Herrera Soler, 2000-2001). Those studies have emphasized principally the lack of an oral component in the English PAU and the necessity to improve the marking schemes and rater training procedures. The second area of study of Spanish academics has been proposals for improvement of the test. For instance, Fernández Álvarez (2007), who redesigned and piloted items for a completely new English PAU exam which would assess the four skills. Others (García Laborda & GimenoSanz, 2007) have focused on the computerisation of tests in order to encourage positive washback and facilitate test logistics. And finally, eight studies have focused on dealing with the language produced by Spanish students when taking their

English exam (Crespo García, 1999; Doval Suárez, 1999; González Álvarez, 1999; Iglesias Rábade, 1999; Woodward Smith, 1999; Wood Wood, 2002; Rodríguez Aguado, 2004; &Díez Bedmar, 2010). The test samples analysed have produced remarkable evidence of the lack of linguistic proficiency shown in students' compositions. Díez Bedmar's sample (ibid.), for instance, demonstrated that there are four key problematic areas for PAU test takers: selection of vocabulary, spelling, use of pronouns and use of articles. Taking into account that *Bachillerat*o teachers spend a great deal of time preparing their students for a written exam, these results are striking.

Having considered the existing literature on the PAU, it is evident that this thesis adds an extra, overarching dimension to the debate: the need to reform not only assessment materials or assessment components (such as marking schemes), but overall assessment policy. By comparing two foreign language university entry exams in two very different educational contexts, this study has gained insight into the main problematic areas about the English PAU from an external perspective. The ideas portrayed throughout this research culminate in a comprehensive proposal outlined in Chapter Seven for a radical shift in Spanish assessment policy. This proposal includes a detailed account of the different roles educational authorities, centres, teachers and to a certain extent, students, would play in a renewed assessment system. Furthermore, realistic timeframe for any significant change to take place is also included. But perhaps the most fundamental change proposed in this thesis is the creation of a national assessment monitoring body, which would be in charge of evaluating the evaluation in order to guarantee equality and fairness for all students taking the PAU

across Spain; moreover, the monitoring role of this agency can substantially improve the quality of the assessment of foreign languages in Spain, a task long overdue.

8.3 PROSPECTIVE RESEARCH

By comparing two high-stakes tests in two European countries, this thesis has highlighted some of the deficiencies of the Spanish assessment system and the need for further research on the matter of assessment policies across Europe and compliance to internationally recognised assessment standards. Consequently, a summary of proposed lines of research is presented here in three categories: regional, national and international.

i.   Regional prospective research:

- Comparability of options A and B of the English PAU exam in the Valencian region

- Comparability of the June and September examination series in the Valencian region

- Study of the feasibility of implementing a test cycle that included piloting of tasks

- Research on the impact of further involvement of *Bachillerato* teachers on assessment decisions

- Study of the familiarity of teachers with the CEFR

- Analysis of the results of the pilots on the oral component conducted in May 2012 in various regions

ii.   National prospective research:

- Comparability of foreign language national assessment systems with other European countries with a similar testing tradition and educational system

- Comparability of exams across Spanish regions

- Comparative study of students' English proficiency in different regions at different educational stages in order to implement assessment requirements in accordance with the reality of the Spanish context

- Study of the feasibility of introducing an oral component in the English PAU by June 2014, as announced by the Royal Decree 961/2012, on 22[nd]June 2012

- Study of the feasibility of having a unique English PAU test for all Spanish students. Regarding this aspect, on the 29th of June 2012, the government presented a proposal for a new law, the *Ley para la Mejora de la Calidad Educativa* (Consejo de Ministros, 2012). Although still in an embryonic stage,[1] this law would mean the disappearance of the PAU exam and its substitution for an achievement test at the end of *Bachillerato*. This test would be the same across Spain, under the central supervision of the Ministry of Education. Whether the PAU continues as it is or becomes what is known as *reválida*, the basic organisational issues and quality management concerns highlighted in Chapter Seven of this thesis need further scrutiny

---

[1] Although there are some conflicting messages in the Spanish press (see Yagüe,A.M, 2012; Aunión, J.A., 2012), the news coincide in that the new government wants to prioritise the learning of foreign languages (and English in particular), and that the students' average of *Bachillerato* grades will still be taken into account to calculate the final university entry mark.

iii.   International prospective research:

- Thorough linkage of the Spanish foreign language curriculum and assessment to the CEFR

- Examine international assessment standards and produce a guide for good practice

- Study initiatives by other European countries in terms of teacher training in order to assess the feasibility (mainly time and financial constraints) of training Secondary school and *Bachillerato* teachers to become part of a nationwide team of expert oral assessors and exam markers

BIBLIOGRAPHY

ACLES (2011). *Modelo de acreditación de exámenes de acles*. Retrieved from
http://www.acles.es/multimedia/enlaces/9/files/fichero_29.pdf

ALDERSON, J.C., (2007). The CEFR and the Need for More Research. *The Modern Language Journal, 91*.659-663.

ALDERSON, J.C.,CLAPHAM, C. &WALL, D. (1995). *Language test construction and evaluation*. Cambridge: CUP.

ALDERSON, J.C., FIGUERAS, N., KUIJPER, H., NOLD, G., TAKALA, S. & TARDIEU, C. (2006). Analysing Tests of Reading and Listening in Relation to the Common European Framework of Reference: The Experience of the Dutch CEFR Construct Project. *Language Assessment Quarterly*, *3*(1), 3-30.
Retreived from http://dx.doi.org/10.1207/ss15434311laq0301_2

ALDERSON, J.C.,&HUHTA, A. (2005). The Development of a Suite of Computer-Based Diagnostic Tests Based on the Common European Framework. *Language Testing*, vol. 22, no. 3.301-320. Edward Arnold Ltd.

A-LEVELS.CO.UK. (2008). *History of A-levels*. Retrieved from
http://www.a-levels.co.uk/history-of-a-levels.html

ALLWRIGHT,D. (1984). The importance of interaction in classroom language learning.*Applied Linguistics,5*(2), 156-71.

AMENGUAL-PIZARRO, M. (2003). A study of different composition elements that raters respond to. *Estudios Ingleses de la Universidad Complutense, 11,* 53-72.

AMENGUAL-PIZARRO, M. (2005). Posibles sesgos en el examen de selectividad. En H. Herrera Soler& J.García Laborda, (Eds.) *Estudios y criterios para una selectividad de calidad en el examen de inglés* (pp. 121-148). Valencia: Universitat Politècnica de València.

AMENGUAL-PIZARRO, M. (2009). Does the English Test in the Spanish University Entrance Examination Influence the Teaching of English?. *English Studies90*(5), 582-598.

AMENGUAL-PIZARRO, M. & MÉNDEZ GARCÍA, M. (2012). Implementing the Oral English Task in the Spanish University Admission Examination: an International Perspective of the Language. *Revista de Educación357*, 105-127.

AQA.(2007). *GCE AS and A Level specification French/German/Spanish*. Retrieved from
http://store.aqa.org.uk/qual/gce/pdf/AQA-2650-2660-2695-W-SP.PDF

AQA.(2010). *A basic guide to standard setting*. Retrieved from
http://store.aqa.org.uk/over/pdf/GUIDETOSTANDARDSETTING.PDF

AQA. (2011). *Uniform marks in A-level and GCSE exams and points in the diploma. Version 4.2.* Retrieved from http://store.aqa.org.uk/over/stat_pdf/UNIFORMMARKS-LEAFLET.PDF

AQA. (2012a). About *us.* Retrieved from http://www.aqa.org.uk/about-us.php

AQA.(2012b). *A level Spanish.* Retrieved from http://web.aqa.org.uk/qual/gce/languages/spanish_overview.php?id=09&prev =09

AQA. (2012c). *What we do.* Retrieved from http://web.aqa.org.uk/over/whatwedo.php?id=01&prev=

ASSOCIATION OF LANGUAGE TESTERS IN EUROPE (ALTE).(2011). *Manual for language test development and examining*. Strasbourg: Council of Europe. Retrieved from http://www.coe.int/t/dg4/linguistic/ManualtLangageTest-Alte2011_EN.pdf

AUNIÓN, J.A. (2012, June 29). El gobierno establecerá reválidas en primaria, ESO y bachillerato. *El País*. Retrieved from www.sociedad.elpais.com/sociedad/2012/06/29/actualidad/1341003185_3180 90.html

BACHMAN, L. (1990). *Fundamental considerations in language testing*. Oxford: OUP.

BACHMAN, L. (2000). Modern language testing at the turn of the century: assuring that what we count counts. *Language Testing, 17*(1), 1-42.

BACHMAN, L., (2005). Building a Supporting Case for Test Use. *Language Assessment Quarterly*, *2*(1), 1-34. doi: 10.1207/s15434311laq0201_1.

BACHMAN, L., DAVIDSON, F., RYAN, K. & CHOI, I. (1995). *An investigation into the comparability of two tests of English as a foreign language. The Cambridge-TOEFL comparability study*. Cambridge: CUP.

BACHMAN, L. & PALMER A. (1996). *Language testing in practice*. Oxford: OUP.

BAIRD, J.A., BÉGUIN, A., BLACK, P., POLLIT, P. & STANLEY, G. (2011). *A reliability programme: final report of the technical advisory group.* Retrieved from http://www.ofqual.gov.uk/files/reliability/11-03-16-TAG-The-Reliability-Programme-Final-Report.pdf

BARTOLOME, L. (1994). Beyond the methods fetish: toward a humanizing pedagogy.*Harvard Educational Review64*(2),173-94.

BBC. (2008, May 1). GCSE and A-level papers stolen.*BBC News*. Retrieved from http://news.bbc.co.uk/2/hi/uk_news/education/7377375.stm

BBC. (2010, August 19). Exam results 2010, A-level. Retrieved from
    http://news.bbc.co.uk/2/shared/bsp/hi/education/10/exam_results/a_levels/h
    tml/spanish.stm

BBC.(2012). *AS and A levels at a glance*. Retrieved from
    http://www.bbc.co.uk/schools/parents/alevels/

BBC. (2012, April 30). University A-level plan challenged. *BBC News*. Retrieved from
    http://www.bbc.co.uk/news/education-17595345

BINGHAM, M. (1983). Communicative Testing in a Second Language. *The Modern
    Language Journal, 67*, 41-55.

BOLETÍN OFICIAL DEL ESTADO (BOE).(1970). *Ley 14/1970, de 4 de agosto, General de
    Educación y Financiamiento de la Reforma Educativa.* Retrieved from
    http://www.boe.es/boe/dias/1970/08/06/pdfs/A12525-12546.pdf

BOLETÍN OFICIAL DEL ESTADO (BOE).(1974). *Ley 30/1974, de 24 de julio, sobre pruebas de
    aptitud para acceso a las Facultades, Escuelas Técnicas Superiores, Colegios
    Universitarios y Escuelas Universitarias*. Retrieved from
    http://www.boe.es/boe/dias/1974/07/26/pdfs/A15458-15458.pdf

BOLETÍN OFICIAL DEL ESTADO (BOE). (1985a). *Real decreto 2093/1983, de 28 de julio, sobre
    traspaso de funciones y servicios de la Administración del Estado a la
    Comunidad Valenciana en materia de educación*. Retrieved from
    http://www.seap.minhap.gob.es/dms/es/areas/politica_autonomica/traspasos
    /reales_dec_traspasos/rd_valencia/1983_2093/1983-2093

BOLETÍN OFICIAL DEL ESTADO (BOE). (1985b). *Real decreto 2633/1983, de 20 de noviembre,
    sobre traspaso de servicios de la Administración del Estado a la Comunidad
    Valenciana en materia de Universidades*. Retrieved from
    http://www.seap.minhap.gob.es/dms/es/areas/politica_autonomica/traspasos
    /reales_dec_traspasos/rd_valencia/1985_2633/1985-2633

BOLETÍN OFICIAL DEL ESTADO (BOE). (1988). *Real Decreto 406/1988, de 29 de abril, sobre
    organización de las pruebas de aptitud para el acceso a Facultades, Escuelas
    Técnicas Superiores y Colegios Universitarios, y composición de los tribunales*.
    Retrieved from
    http://www.boe.es/boe/dias/1988/04/30/pdfs/A13351-13352.pdf

BOLETÍN OFICIAL DEL ESTADO (BOE). (1990). *Ley 1/1990, de 3 de octubre, Orgánica de
    Ordenación General del Sistema Educativo*. Retrieved from
    http://www.boe.es/boe/dias/1990/10/04/pdfs/A28927-28942.pdf

BOLETÍN OFICIAL DEL ESTADO (BOE).(1999). *Real Decreto 1640/1999, de 22 de octubre, por el que se regula la prueba de acceso a estudios universitarios*. Retrieved from http://www.boe.es/boe/dias/1999/10/27/pdfs/A37539-37542.pdf

BOLETÍN OFICIAL DEL ESTADO (BOE).(2006). *Ley orgánica 2/2006, de 3 de mayo, de Educación.* Retrieved from http://www.boe.es/boe/dias/2006/05/04/pdfs/A17158-17207.pdf

BOLETÍN OFICIAL DEL ESTADO (BOE).(2008). *Orden ESD/1729/2008, de 11 de junio, por la 806/2006, de 30 de junio, por el que se regula la ordenación y se establece el calendario de aplicación de la nueva Ordenación del Sistema currículo del bachillerato.* Retrieved from http://www.boe.es/boe/dias/2008/06/18/pdfs/A27492-27608.pdf

BOLETÍN OFICIAL DEL ESTADO (BOE).(2010). *Real Decreto 558/2010, de 7 de mayo, por el que se modifica el Real Decreto 1892/2008, de 14 de noviembre, por el que se regulan las condiciones para el acceso a las enseñanzas universitarias oficiales de grado y los procedimientos de admisión a las universidades públicas españolas.* Retrieved from http://www.boe.es/boe/dias/2010/05/08/pdfs/BOE-A-2010-7330.pdf

BOLETÍN OFICIAL DEL ESTADO (BOE).(2012). *Real Decreto 961/2012, de 22 de junio, por el que se modifica el Real Decreto 1892/2008, de 14 de noviembre, por el que se regulan las condiciones para el acceso a las enseñanzas universitarias oficiales de grado y los procedimientos de admisión a las universidades públicas españolas*. Retrieved from http://www.boe.es/boe/dias/2012/07/03/pdfs/BOE-A-2012-8849.pdf

BONNET, G. (2007). The CEFR and Education Policies in Europe.*The Modern Language Journal, 91*(iv), 669-672.

BOYLE, A., OPPOSS, D. & KINSELLA, A. (2009, September). *'No News is Good News? Talking to the Public about the Reliability of Assessment'*. Paper presented at the 35th International Association for Educational Assessment (IAEA) Annual Conference in Brisbane, Australia. Retrieved fromhttp://www.ofqual.gov.uk/files/2009-09-iaea-no-news-is-good-news.pdf

BRADSHAW, J. & WHEATER, R. (2010). *International Survey of Results Reporting*. Coventry: Ofqual. Retrieved from http://www.ofqual.gov.uk/files/Ofqual_10_4705_International_Survey_of_Results_Reporting_08_03_10_(2).pdf

BREEN, M.L. & CANDLIN C. (1980).The essentials of a communicative curriculum in language teaching.*Applied Linguistics, 1*(2), 89-112.

BRENNAN, R.L. (2001). An essay on the history and future of reliability from the perspective of replications.*Journal of Educational Measurement, 38*, 295-317.

BROWN, J.D. (2000). What is construct validity?.*Shiken: JALT Testing & Evaluation SIG Newsletter, 4*(2), 8-12. Retrieved fromhttp://jalt.org/test/bro_8.htm

BUCK, G. (2001). Assessing Listening. Cambridge: CUP

BUENO ALASTUEY, M. & LUQUE AGULLÓ, G. (2012). Competencias en lengua extranjera exigibles en la Prueba de Acceso a la Universidad: una propuesta para la evaluación de los aspectos orales. *Revista de Educación*, 357, 81-104.

CANALE, M. & SWAIN, M. (1979). Theoretical bases of communicative approaches to Second Language Teaching and Testing.*AppliedLinguistics,1*(1), 1-47.

CARTA DE BUENAS PRÁCTICAS DE LA INSPECCIÓN EDUCATIVA DE LA COMUNIDAD VALENCIANA (2011, JUNE 2). Retrieved from http://noticias.juridicas.com/base_datos/CCAA/va-res020611-edu.html

CÁTEDRA UNESCO DE GESTIÓN Y POLÍTICA UNIVERSITARIA (2005). *Propuestas para la modificación de las pruebas y el sistema de acceso a la Universidad*. Retrieved from http://debateeducativo.mec.es/documentos/pau_unesco.pdf

CENTRE FOR MARKET REFORM OF EDUCATION. (2012, February 28). *A single exam board might seem a tidy solution, but further rationalisation of exams provision should be avoided* [Web log comment]. Retrieved from http://www.cmre.org.uk/blog/examinations-reform/a-single-exam-board-might-seem-a-tidy-solution-but-further-rationalisation-of-exams-provision-should-be-avoided/

CENTRE FOR OPEN EDUCATIONAL RESOURCES AND LANGUAGE LEARNING. (2009-2012). *Lesson 4: Key ideas in assessment. Reliability.* Retrieved August 3, from http://www.coerll.utexas.edu/methods/modules/assessment/04/reliability.php

CENTRE FOR OPEN EDUCATIONAL RESOURCES AND LANGUAGE LEARNING. (2009-2012). *Lesson 4: Key ideas in assessment. Validity.* Retrieved August 3, from http://www.coerll.utexas.edu/methods/modules/assessment/04/index.php

CHAMBERLAIN, S. (2010).*Public Perceptions of Reliability*. Coventry: Ofqual. Retrieved from http://www.ofqual.gov.uk/files/Ofqual_10_4708_public_perceptions_reliability_report_08_03_10.pdf

CHAPELLE, C. (2012).Conceptions of Validity. In G. Fulcher & F. Davidson (Eds.), *The Routledge handbook of language testing* (pp. 21-33). New York: Routledge.

313

CHEN, J. (2011). Language Assessment: Its Development and Future- An interview with Lyle F. Bachman. L*anguage Assessment Quarterly, 8*(3), 277-290. doi: 10.1080/15434303.2011.591464.

COMISIÓN INTERUNIVERSITARIA DE GALICIA. (2010). *PAU, Xuño 2010, Inglés, opción A.* Retrieved from http://ciug.cesga.es/docs/probas/2010/PAU%202010%20Ingles.pdf

COMMISSION OF THE EUROPEAN COMMUNITIES.(2003). *Communication from the commission to the Council, the European Parliament, the Economic and Social Committee and the Committee of the Regions promoting language learning and linguistic diversity: an action plan 2004 – 2006*. Retrieved from http://ec.europa.eu/education/doc/official/keydoc/actlang/act_lang_en.pdf

CONSEJO DE MINISTROS.(2012, June 29). *Informe sobre el anteproyecto de ley para la mejora de la calidad educativa.* Retrievedfrom www.lamoncloa.gob.es/consejodeMinistros/referencias/_2012/refc20120629.htm

CONSELL INTERUNIVERSITARI DE CATALUNYA. (2010). *Provesd'Accés a la Universitat. Curs 2009-2010, Llengua estrangera Anglès, Sèrie 1 – A*. Retrieved from http://www.gencat.cat/economia/ur/doc_un/pau_angl10jl.pdf

CONSELLERIA D'EDUCACIÓ, FORMACIÓ I OCUPACIÓ (CEFE). (2010a). *Guía PAU 2009/2010*. Retrieved fromhttp://www.cefe.gva.es/univ/docs/Guia_PAU_2009_2010.pdf

CONSELLERIA D'EDUCACIÓ, FORMACIÓ I OCUPACIÓ (CEFE). (2010b). *Estadístiques PAU Sistema Universitari Valencià de Juny de 2010*. Retrieved from http://www.cefe.gva.es/univ/docs/LOGSE_junio_2010.pdf

CONSELLERIA D'EDUCACIÓ, FORMACIÓ I OCUPACIÓ (CEFE). (2012).*Pruebas de acceso a la universidad*. Retrieved from http://www.cefe.gva.es/univ/es/prueba_acceso.htm

COSTE, D. (2007). Contextualising Uses of the Common European Framework of Reference for Languages. In F.Goullier (Ed.) *Report on "The Common European Framework of Reference for Languages (CEFR) and the development of language policies: challenges and responsibilities"* (pp. 38-47). Strasbourg: Language Policy Division, Council of Europe. Retrieved fromhttp://www.coe.int/t/dg4/linguistic/Publications_en.asp

COUNCIL OF EUROPE.(2001). *Common European Framework of reference for languages: Learning, teaching, assessment*. Cambridge: CUP.

COUNCIL OF EUROPE.(2004).*Reference Supplement to the Preliminary Pilot version of the Manual for Relating Language examinations to the Common European Framework of Reference for Languages: learning, teaching, assessment. Sections B-Re*trieved from http://www.coe.int/t/DG4/Portfolio/documents_intro/Reference_supplement _intro.html

COUNCIL OF EUROPE.(2009). *Relating Language Examinations to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR). A Manua*l. Retrieved fromhttp://www.coe.int/t/dg4/linguistic/manuel1_en.asp

COUNCIL OF EUROPE. (2010). *The Erasmus Programme 2008/2009. A Statistical Overview*. Retrieved from http://ec.europa.eu/education/erasmus/doc/stat/report0809.pdf

COUNCIL OF EUROPE.(2012).*Council of Europe Language Education Policy*. Retrieved from http://www.coe.int/t/dg4/linguistic/Division_EN.asp#TopOfPage

CRESPO GARCÍA, B. (1999). Errores morfosintácticos. In L.IGLESIAS RÁBADE(Ed.), *Análisis de los errores del examen de inglés en las pruebas de acceso a la universidad en el distrito universitario de Galicia*(pp.167-206). Santiago de Compostela: Servicio de Publicacións e Intercambio Científico Universidade de Santiago de Compostela.

CUMMING, A. (1996). Introduction: the concept of validation in language testing. In A. Cumming & R. Berwick (Eds.), *Validation in Language Testing*(pp. 1-14). Clevendon: Multilingual Matters.

DAVIDSON, F. & FULCHER, G. (2007). The Common European Framework of Reference (CEFR) and the design of Language Tests: A matter of effect. *Language teaching, 40,* 231-241.doi: 10.1017/S0261444807004351

DAVIES, A. (Ed.). (1997). Special Issue: ethics in Language Testing. *Language Testing,14*(3).Retrieved from http://ltj.sagepub.com.libezproxy.open.ac.uk/content/14/3.toc

DAVIES, A., Brown A., Elder C., Hill, K.T. Lumley, & T. Macnamara (1999). *Dictionary of Language Testing.* Cambridge: CUP.

DECRETO (1957, September 13). Ordenación del Curso Preuniversitario. In Fernández Álvarez, M. (2007),*Propuesta metodológica para la creación de un nuevo examen de inglés en las pruebas de acceso a la universidad* (Doctoral Dissertation), (p.967). Universidad de Granada, Granada. Retrieved from TESEO http://0-hera.ugr.es.adrastea.ugr.es/tesisugr/16613430.pdf

DEPARTMENT FOR CHILDREN, SCHOOLS AND FAMILIES. (2007). *The Languages Ladder*. *Steps to success*. DCSF Publications. Retrieved from https://www.education.gov.uk/publications/eOrderingDownload/DCSF-00811-2007.pdf

DEPARTMENT FOR EDUCATION.(2012). *A levels/AS levels*. Retrieved from http://www.education.gov.uk/childrenandyoungpeople/youngpeople/qandlearning/alevels

DIARI OFICIAL DE LA COMUNITAT VALENCIANA (DOCV). (2008). *DECRETO 102/2008, de 11 de julio, del Consell, por el que se establece el currículo del bachillerato en la Comunitat Valenciana.*
Retrieved from http://www.docv.gva.es/datos/2008/07/15/pdf/2008_8761.pdf

DIARI OFICIAL DE LA COMUNITAT VALENCIANA (DOCV). (2010).*ORDEN 29/2010, de 20 de abril, de la Conselleria de Educación, por la que se regula en la Comunitat Valenciana la prueba de acceso a estudios universitarios para los alumnos que estén en posesión del título de Bachiller, establecida en el Real Decreto 1892/2008, de 14 de noviembre, por el que se regulan las condiciones para el acceso a las enseñanzas universitarias oficiales de grado y los procedimientos de admisión a las universidades públicas españolas.* Retrieved from http://www.uv.es/incorp/admissio/Orden_29-2010.pdf

DICCIONARIO DE LENGUA ESPAÑOLA.(2012). *Titulitis*. Retrieved from www.rae.es

DÍEZ-BEDMAR, M.B. (2011a). The English exam in the University Entrance Examination: an overview of studies*. Revista Canaria de Estudios Ingleses, 63*, 101-112. ISSN: 0211-5913

DÍEZ-BEDMAR, M.B. (2011b).Spanish pre-university students' use of English: CEA results from the University Entrance Examination. *International Journal of English Studies, 11*(2), 141-158.

DÍEZ-BEDMAR, M.B. (2012).The Use of the Common European Framework of Reference for Languages to Evaluate Compositions in the English Exam Section of the University Admission Examination. *Revista de Educación*, *357,* 55-80.

DIRECTGOV. (2012). *Your child's education: what's new for 14 to 19 years old*. Retrieved from http://www.direct.gov.uk/en/Parents/Schoolslearninganddevelopment/ExamsTestsAndTheCurriculum/DG_10013915

DIRECTGOV.(2012). *AS and A levels*. Retrieved from http://www.direct.gov.uk/en/educationandlearning/qualificationsexplained/dg_10039018

DISTRITO UNIVERSITARIO DE CANARIAS. (2010). *Pruebas de Acceso a la Universidad, materia: inglés, opción A*. Retrieved from http://www.gobiernodecanarias.org/educacion/General/pwv/scripts/DetalleMateria.asp?idItem=41&DesItem=Lengua%20Extranjera%20II:%20Ingl%E9s

DOVAL SUÁREZ, S. (1999). Análisis de los errores ortográficos. In L.IGLESIAS RÁBADE(Ed.), *Análisis de los errores del examen de inglés en las pruebas de acceso a la universidad en el distrito universitario de Galicia*(pp.115-165). Santiago de Compostela: Servicio de Publicacións e Intercambio Científico Universidade de Santiago de Compostela.

DUCAJÚ, M. (2012, March 5). Educación hará una prueba piloto en selectivo.*Levante-emv*. Retrieved from http://www.levante-emv.com/comunitat-valenciana/2012/03/05/educacion-hara-prueba-piloto-idiomas-selectivo/887412.html

ECKES, T., Ellis, M., Kalnberzina, V., Pižorn, K., Springer, C., Szollás, K., &Tsagari, C.(2005). Progress and Problems in Reforming Public Language Examinations in Europe: cameos from the Baltic States, Greece, Hungary, Poland, Slovenia, France and Germany. *Language Testing, 22*(3), 355-377.

EF.(2011).*English Proficiency Index*. Retrieved fromwww.ef.com.es/epi/

ERICKSON, G. (2010). Putting the CEFR to Good Use- A Collaborative Challenge.In J. Mader& Z. Urkun (Eds.), *IATEFL TEA SIG/EALTA Conference Proceedings*. Barcelona: IATEFL (TEA). ISBN: 978-1-901095-37-1.

ESTÉBANEZ, C. (2007). [Review of the book *Estudios y criterios para una selectividad de calidad en el examen de inglés,* by H. Herrera Soler & J. García Laborda (Eds.)]. *Ibérica, 13*, pp. 181-194. Retrieved from http://www.aelfe.org/documents/12%20Resenas_Estebanez.pdf

EUROPEAN COMMISSION (2006) *Europeans and their languages. Special Eurobaromenter 243.* Retrieved from http://ec.europa.eu/public_opinion/archives/ebs/ebs_243_en.pdf

EUROPEAN COMMISSION (2011).*The Erasmus Programme 2009/2010.A statistical overview.* Retrieved from http://ec.europa.eu/education/erasmus/doc/stat/report0809.pdf

EUROPEAN COMMISSION (2012).*Official EU Languages*. Retrieved from http://ec.europa.eu/languages/languages-of-europe/eu-languages_en.htm

FERIA DE LOS IDIOMAS.(2012). Retrieved from www.feriadelosidiomas.es

FERNÁNDEZ ÁLVAREZ, M. (2007). *Propuesta metodológica para la creación de un nuevo examen de inglés en las pruebas de acceso a la universidad* (Doctoral Dissertation). Universidad de Granada, Granada. Retrieved from TESEO: http://0-hera.ugr.es.adrastea.ugr.es/tesisugr/16613430.pdf

FERNÁNDEZ ÁLVAREZ, M. & SANZ SAINZ, I. (2005a). Breve Historia del examen de selectividad. In H.Herrera Soler & J. García Laborda (Eds.) *Estudios y criterios para una selectividad de calidad en el examen de inglés* (pp. 19-26). Valencia: UPV.

FERNÁNDEZ ÁLVAREZ, M. & SANZ SAINZ, I. (2005b) Metodología para el diseño de una prueba de inglés en selectividad. In H.Herrera Soler & J. García Laborda (Eds.) *Estudios y criterios para una selectividad de calidad en el examen de inglés* (pp. 41-62). Valencia: UPV.

FERNÁNDEZ ÁLVAREZ, M. & SANZ SAINZ, I. (2005c) La validez del examen de inglés en selectividad. In H. Herrera Soler& J. García Laborda (Eds.) *Estudios y criterios para una selectividad de calidad en el examen de inglés* (pp. 149-164). Valencia: UPV.

FERNÁNDEZ ÁLVAREZ, M. & SANZ SAINZ, I. (2005d, June). *The University Entrance Exam in Spain: Present Situation and Possible Solutions*. Poster session presented at the EALTA Conference, Gothenburg.

FIGUERAS, N. (2007). The CEFR, a Lever for the Improvement of Language Professionals in Europe. *The Modern Language Journal, 9,* 673-675. Retrieved from http://www.jstor.org/stable/4626097

FIGUERAS, N., NORTH, B.,TAKALA, S., VERHELST, N. & VAN AVERMAET, P. (2005). Relating Examinations to the Common European Framework: a manual. *Language Testing, 22*(3). 261-279. doi: 10.1191/0265532205lt308oa

FINOCCHIARO, M. & BRUMFIT, C. (1983).*The Functional-Notional Approach. From Theory to Practice.* Oxford: OUP.

FRARY, R.B. (1993). Statistical detection of multiple-choice answer copying: review and commentary. *Applied Measurement in Education*, *6*(2), 153-165.

FULCHER, G.(2003, April 17th). Few ills cured by setting scores. *The Guardian Wee*kly. Retrieved from http://www.guardian.co.uk/education/2003/apr/17/tefl.glennfulcher?INTCMP=SRCH

FULCHER, G. (2004a, March 18th). Are Europe's tests being built on an 'unsafe` framework?. *The Guardian Weekly*. Retrieved from http://www.guardian.co.uk/education/2004/mar/18/tefl2?INTCMP=SRCH

FULCHER, G. (2004b). Deluded by Artifices? The Common European Framework and Harmonization.*Language Assessment Quarterly, 1*(4), 253-266.

FULCHER, G. & DAVIDSON F. (2007).*Language testing and assessment. An advanced resourcebook.* New York: Routledge.

GACETA DE MADRID. (1900, julio 7). *Real Decreto 20 de Julio de 1900*. In Fernández Álvarez, M. (2007),*Propuesta metodológica para la creación de un nuevo examen de inglés en las pruebas de acceso a la universidad* (Doctoral Dissertation), (p.929). Universidad de Granada, Granada. Retrieved from TESEO http://0-hera.ugr.es.adrastea.ugr.es/tesisugr/16613430.pdf

GARCÍA LABORDA, J. (2005).Un análisis cualitativo de la selectividad de inglés abierto a la esperanza. In H. Herrera Soler & J. García Laborda (Eds.) *Estudios y criterios para una selectividad de calidad en el examen de inglés* (pp. 27-40). Valencia: UPV.

GARCÍA LABORDA, J. (2006). Designing an Internet based tool for oral evaluation in the University Access Examination in Spain. In J.Colpaert, W.Decco, S. Van Bueren & Godfroid, A. (Eds.), *CALL and Monitoring the learner: Proceedings of the International CALL conference, Antwerp*(pp. 92-94), Antwerp: Universiteit Antwerpen pages. ISBN: 90-5728-058-2.

GARCÍA LABORDA, J. (2010).¿Necesitan las Universidades españolas una prueba de acceso informatizada? El caso de la definición del constructo y la previsión del efecto en la enseñanza (washback) para idiomas extranjeros. *Revista Española de Orientación y Psicopedagogía, 21*(1), 71-80.

GARCÍA LABORDA, J. (2012). Presentación. De la Selectividad a la Prueba de Acceso a la Universidad: pasado, presente y un futuro no muy lejano. *Revista de Educación 357*, 17-27.

GARCÍA LABORDA, J. & FERNÁNDEZ ÁLVAREZ, M. (2010). Las variables sexo, edad y lugar de trabajo en las actitudes de los profesores hacia la interacción oral en L1 y L2 en la clase de inglés de segundo de Bachillerato. *Porta Linguarum, 14*, 91-103.

GARCÍA LABORDA, J. & FERNÁNDEZ ÁLVAREZ, M. (2011). Teachers' opinions towards the integration of oral tasks in the Spanish University Examination.*International Journal of Language Studies, 5*(3), 1-12.

GARCÍA LABORDA, J. & FERNÁNDEZ ÁLVAREZ, M. (2012). Actitudes de los profesores de Bachillerato adscritos a la Universidad de Alcalá y a la Universidad Pública de Navarra ante la preparación y efecto de la Prueba de Acceso a la Universidad. *Revista de Educación, 357*, 29-54.

GARCÍA LABORDA, J. & GIMENO SANZ, A. (2007). Adaptación del examen de inglés de las pruebas de acceso a la universidad a un entorno informático: estudio sobre las tipologías de pregunta. In R. Monroy & A. Sánchez (Eds), *25 años de lingüística aplicada en España: Hitos y Retos* (pp. 723-730). Murcia: EDINUM. Retrieved from http://www.um.es/lacell/aesla/contenido/pdf/6/garcia4.pdf

GARCÍA LABORDA, J., GIMENO SANZ, A., & MARTÍNEZ SÁEZ, A. (2008, September 2nd). *Anticipating Washback in a Computer Based University Entrance Examination: Key Issues*. Paper session presented at the CALL conference 2008, Antwerp. Retrieved from http://www.eric.ed.gov/PDFS/ED504035.pdf

GARCÍA LABORDA, J. & MAGAL ROYO, T. (2007). Diseño y validación de la plataforma PLEVALEX como respuesta a los retos de diseño de exámenes de lenguas para fines específicos. *Ibérica, 14*, 79-98.

GARCÍA LABORDA, J., MAGAL ROYO, T. & BAKIEVA, M. (2010). Cuatro años de la versión computerizada del Examen de Inglés como segunda lengua (TOEFL). *Encuentro, 18*, 23-28.

GILA GONZÁLEZ, B. (1996). Encuesta sobre la selectividad. *GRETA, 4.2*, 90-92.

GILLARD, D. (2011). *Education in England: a brief history*. Retrieved from http://www.educationengland.org.uk/index.html

GONZÁLEZ ÁLVAREZ, E. (1999). "Errores léxicos". In L. IGLESIAS RÁBADE (Ed.), *Análisis de los errores del examen de inglés en las pruebas de acceso a la universidad en el distrito universitario de Galicia*(pp.207-270). Santiago de Compostela: Servicio de Publicacións e Intercambio Científico Universidade de Santiago de Compostela.

GOULLIER, F. (2007a). Impact of the Common European Framework of Reference for Languages and Council of Europe's work on the new European Educational Area. In F. Goullier, *Report on "The Common European Framework of Reference for Languages (CEFR) and the development of language policies: challenges and responsibilities"* (pp. 29-37). Strasbourg: Language Policy Division, Council of Europe. Retrieved from
http://www.coe.int/t/dg4/linguistic/Publications_en.asp

GOULLIER, F. (2007b). *Report on "The Common European Framework of Reference for Languages (CEFR) and the development of language policies: challenges and responsibilities"*. Strasbourg: Language Policy Division, Council of Europe. Retrieved fromhttp://www.coe.int/t/dg4/linguistic/Publications_en.asp

HALBACH, A., LÁZARO, A., & PÉREZ GUERRA, J. (2011). La lengua inglesa en la nueva universidad española del EEES. *Revista de Educación, 362*. Unpublished.
Doi: 10.4438/1988-592X-RE-2011-362-154
Retrieved from http://www.revistaeducacion.mec.es/doi/362_154.pdf

HARDING, D.W. (1967). Raids on the Inarticulate. *Use of English*, *19*, 99-111.

HE, Q. (2009).*Estimating the Reliability of Composite Scores*. Coventry: Ofqual. Retrieved from
http://www.ofqual.gov.uk/files/2010-02-01-composite-reliability.pdf

HE, Q., OPPOSS D. & BOYLE A. (2010*). A Quantitative Investigation into Public Perceptions of Reliability in Examination Results in England*. Retrieved from http://www.ofqual.gov.uk/files/2010-10-20-public-perceptions-of-eliability.pdf

HE, Q. AND OPPOSS, D., (2011).*The reliability programme. Final report.*Conventry: Ofqual. Retrieved from: http://www.ofqual.gov.uk/files/reliability/11-03-16-Ofqual-The-Final-Report.pdf

HERRERA SOLER, H. (1999). Is the English test in the Spanish university entrance examination as discriminating as it should be?. *Estudios ingleses de la Universidad complutense, 7*, 87-103.

HERRERA SOLER, H. (2000-2001). The Effect of Gender and Working place of raters on university entrance examination scores. *Revista española de lingüística aplicada 14*, 161-180.

HERRERA SOLER, H. (2005). Vigencia del examen de selectividad. In H.Herrera Soler & J. García Laborda (Eds.) Estudios y criterios para una selectividad de calidad en el examen de inglés (pp. 5-15). Valencia: UPV.

HUGHES, A. (1989). *Testing for Language Teachers*. Cambridge: CUP.

HULSTINJ, J.H. (2007). The shaky ground beneath the CEFR: Quantitative and qualitative dimensions of language proficiency. *The Modern Language Journal, 91*, 663-667.

HUTCHINSON, D. & BENTON, T. (2009). *Parallel Universes and Parallel Measures: Estimating the Reliability of Test Results*. Coventry:Ofqual. Retrieved from http://www.ofqual.gov.uk/files/2010-02-01-parallel-universes-and-parallel-measures.pdf

IGLESIAS RÁBADE, L. (Ed.) (1999a). *Análisis de los errores del examen de inglés en las pruebas de acceso a la universidad en el distrito universitario de Galicia.* Santiago de Compostela: Servicio de Publicacións e Intercambio Científico Universidade de Santiago de Compostela.

IGLESIAS RÁBADE, L. (1999b). Análisis de los errores de organización textual. In L.IGLESIAS RÁBADE (Ed.), *Análisis de los errores del examen de inglés en las pruebas de acceso a la universidad en el distrito universitario de Galicia*(pp.357-397). Santiago de Compostela: Servicio de Publicacións e Intercambio Científico Universidade de Santiago de Compostela.

INSA, J.R., GARCÍA PASTOR, M.D., & GÓMEZ LÓPEZ, A. (2010). *Evaluación del nivel B1 de inglés entre los alumnos universitarios: utilización del Oxford online placement test con alumnos de magisterio de valencia.* Paper sesión presented at the I Congreso Internacional Virtual de Formación del Profesorado. Retrieved from http://congresos.um.es/cifop/cifop2010/paper/view/11301/9361

INSTITUTO CERVANTES. (2007). Plan curricular del Instituto Cervantes. Retrieved from http://cervantestv.es/2007/01/01/plan-curricular-del-instituto-cervantes/

IPSOS MORI.(2009).*Public Perceptions of Reliability in Examinations*. Coventry: Ofqual. Retrieved from: http://www.ofqual.gov.uk/files/2009-05-14_public_perceptions_of_reliability.pdf

JOHNSON, K. (2001). *An Introduction to Foreign Language Learning and Teaching.* Essex: Pearson Education.

JOHNSON, S.(2011). *A focus on teacher assessment reliability in GCSE and GCE*. Coventry: Crown.

JOHNSON, S., AND JOHNSON, R. (2010).*Conceptualising and interpreting reliability*. Coventry: Ofqual. Retrieved from http://www.ofqual.gov.uk/files/2010-02-05-conceptualising-and-interpreting-reliability.pdf

JOINT COUNCIL FOR QUALIFICATIONS (JCQ). (2008). *About us*. Retrieved from http://www.jcq.org.uk/about_us/index.cfm

JOINT COUNCIL FOR QUALIFICATIONS (JCQ).(2010). *Results 2010*. Retrieved from http://www.jcq.org.uk/attachments/published/1297/JCQ%20GCE%20Results%202010.pdf

JONES, N. (2012).Reliablity and Dependability. In G.Fulcher, &F.Davidson (Eds.),*The Routledge Handbook of Language Testing*(pp. 350-362). New York: Routledge.

JONES, N. AND SAVILLE, N. (2009). European Language Policy: Assessment, Learning and the CEFR. *Annual Review of Applied Linguistic, 29,* 51-63. doi: 10.1017/S0267190509090059

JUNTA DE ANDALUCÍA. (2010). *Prueba de acceso a la Universidad, Lengua extranjera II (inglés), Option A.* Retrieved from http://www.juntadeandalucia.es/innovacioncienciayempresa/sguit/g_b_examenes_anteriores.php

KAFTANDJIEVA, F. (2009). Basket Procedure: The Breadbasket or the Basket Case of Standard Setting Methods?. In N. Figueras, &J. Noijons, (Eds.) *Linking to the CEFR levels: Research perspectives* (pp. 21-34). Arnhem:Cito, EALTA, Council of Europe.

KANE, M.T. (2006). Validation.In R. Brennen (Ed.), *Educational Measurement* (pp. 17-64). Westport, CT: Greenwood Publishing.

KUNNAN, A.J. (1998).*Validation in Language assessment: selected papers from the 17th Language testing research colloquium, Long Beach*. Mahwah, NJ: Lawrence Erlbaum Associates.

KUNNAN, A.J. (Ed.). (2000). *Fairness and validation in language assessment. Selected papers from the 19th language testing research colloquium, Orlando, Florida.* Cambridge: CUP

LARSEN-FREEMAN, D. (2000). *Techniques and principles in language teaching*. Oxford: OUP.

LITTLE, D. (2007). The Common European Framework of Reference for Languages: Perspectives on the Making of Supranational Language Education Policy. *The Modern Language Journal, 9,* 645-653.
doi: 10.1111/j.1540-4781.2007.00627_2.x

LITTLE, D. (2011). The Common European Framework of Reference for Languages: a Research Agenda. *Language Teaching, 44*(3), 381-393. Cambridge: CUP.
doi: 10.1017/S0261444811000097.

LITTLEWOOD, W. (1990).*Communicative language teaching. An introduction.* Cambridge: CUP.

LLOBERA, M. (Coord.).(2000). *Competencia Comunicativa: Documentos Básicos en la Enseñanza   de Lenguas Extranjeras.* Madrid: Edelsa, Colección Investigación Didáctica.

MANSELL, W. (2012, January 2).Exam boards hit by scandals and criticism.*The Guardian*.Retrieved from
http://www.guardian.co.uk/education/2012/jan/02/a-level-criticism-exam-boards

MARTIN-MONJE, E. (2012). La nueva prueba oral en el examen de ingés de la Prueba de Acceso a la Universidad: una propuesta metodológica. *Revista de Educación, 357*, 143-161.

MARTINEZ SAEZ, A., SEVILLA PAVÓN, A. & GIMENO SANZ, A. (2009). Resultados encuesta profesores 2º bachillerato nueva prueba de lengua extranjera PAU LOGSE. Retrieved from http://www.upv.es/ingles/documentos/informe.pdf

MCNAMARA, T. (2006). Validity in Language Testing: The Challenge of Sam Messick's Legacy. *Language Assessment Quarterly, 3*(1), 31-51.
doi: 10.1207/s15434311laq0301_3.

MESSICK, S. (1981).Constructs and their vicissitudes in educational and psychological measurement. *Psychological Bulletin,89,* 575-88.

MESSICK, S. (1989).Validity.In R.L. Linn (Ed.) *Educational measurement* (pp. 13-103). New York: Macmillan/American Council on Education.

MINISTERIO DE EDUCACIÓN, CULTURA, Y DEPORTE. (2012). *Organización del sistema educativo*. Retrieved from http://www.educacion.gob.es/educacion/sistema-educativo/principios-fines/administracion-educativa.html

MIYATA-BODDY, N. & LANGHAM, C.S. (2000).*Communicative language testing – an attainable goal?*. Tokyo: The British Council. Retrieved from: http://www.tsukuba-g.ac.jp/library/kiyou/2000/5.LANGHAM.pdf

MITCHELL, R. & MYLES F. (1998). *Second language learning theories.* London: Arnold.

MOE, E. (2009). Jack of more trades? Could standard setting serve several functions?. In N. FIGUERAS & J. NOIJONS (Eds.), *Linking to the CEFR levels: Research perspectives* (pp. 131-139). Arnhem: Cito & EALTA.

MORALES GÁLVEZ, C., ARRIMADAS GÓMEZ, I., RAMÍREZ NUEDA, E, LÓPEZ GAYARRE, A. & VILLUENDAS OCAÑA, L. (2000).*La enseñanza de lenguas extranjeras en España.* Madrid: Ministerio de Educación, Cultura y Deporte.

MORENO OLMEDILLA, J. M. (1992). *Los exámenes: un estudio comparativo*. México, DF: Fondo de Cultura Económica.

MUÑOZ-REPISO, M. (1991). Las calificaciones en las Pruebas de Acceso a la Universidad: diferencias de resultados según centro, opción y sexo. In M. Latiesa (Ed.),*La investigación educativa sobre la Universidad*(pp. 113-133). Madrid: Centro de Publicaciones, Ministerio de Educación y Ciencia, CIDE.

MUÑOZ VITORIA, F. (1995). El acceso a la universidad en España: perspectiva histórica (I). *Revista de Educación,308*, 31-61.

THE NATIONAL CENTRE FOR LANGUAGES (CILT).(2012). *Languages Ladder*. Retrieved from http://www.cilt.org.uk/home/standards_and_qualifications/languages_ladder.aspx

NEWTON, P., BAIRD, J-A., GOLDSTEIN, H., PATRICK, H. & TYMMS, P. (Eds.).(2007). *Techniques for monitoring the comparability of examination standards.* London: Qualifications and Curriculum Authority.

NORTH, B. (2007a). The CEFR Common Reference Levels: Validated Reference Points and Local Strategies. In F. GOULLIER (Ed.),*Report on "The Common European Framework of Reference for Languages (CEFR) and the development of language policies: challenges and responsibilities"*(pp.19-28). Strasbourg: Language Policy Division, Council of Europe.

NORTH, B. (2007b). The CEFR Illustrative Descriptor Scales. *The Modern Language Journal*, *91*, 656-659. doi: 10.1111/j.1540-4781.2007.00627_3.x

NORTH, B. (2010). Linking Certification to the CEFR: Do we need Standard Setting? In J. MADER & Z. URKUN (Eds.), *IATEFL TEA SIG/EALTA Conference Proceedings*(pp. 58-73). Barcelona: IATEFL (TEA). Retrieved from: http://www.ealta.eu.org/documents/resources/IATEFL_EALTA_Proceedings_20 10.pdf

NORTH, B., ORTEGA, A. & SHEEHAN, S. (2010).*Core Inventory for General English.* British Council/EAQUALS. Retrieved from http://www.teachingenglish.org.uk/sites/teacheng/files/Z243%20E&E%20EQU ALS%20BROCHURErevised6.pdf

NUNAN, D. (1988). *Syllabus Design.*Oxford: OUP.

OFQUAL. (n.d.).A levels. The official study guide to the system. Retrieved from http://www.ofqual.gov.uk/files/A-levelGuide.pdf

OFQUAL. (2008).*Reliability Programme factsheet*. Manchester: Ofqual. Retrieved from http://www.ofqual.gov.uk/files/reliability-factsheet.pdf

OFQUAL. (2009).*Qualifications monitoring*. Retrieved from http://webarchive.nationalarchives.gov.uk/+/http://www.ofqual.gov.uk/2599.a spx?showEmailForm=true

OFQUAL. (2009). *The reliability programme. Technical seminar report- 7 October 2009* (Report OFQUAL/09/4638). Retrieved from http://www.ofqual.gov.uk/files/Reliability_Programme_Technical_Seminar_Re port.pdf

OFQUAL. (2011a).*GCE AS and A Level Subject Criteria for Modern Foreign Languages (MFL).*Retrieved from http://www.ofqual.gov.uk/downloads/category/191-gce-as-and-a-level-subject-criteria?download=1216%3Agce-as-and-a-level-subject-criteria-for-modern-foreign-languages-mfl-september-2011

OFQUAL. (2011b). *The new GCE A level examinations. Findings from the monitoring of the new qualifications in 2010*. Retrieved from http://www.ofqual.gov.uk/files/11-04-04-The-new-GCE-A-level-examinations.pdf

OFQUAL. (2011c). Our regulatory approach. Retrieved from
http://www.ofqual.gov.uk/for-awarding-organisations/96-articles/609-our-regulatory-approach

OFQUAL. (2012a).*Qualification support material and services: call for evidence*. Retrieved fromhttp://www.ofqual.gov.uk/news-and-announcements/83/855

OFQUAL. (2012b).*Reliability Compendium*. Retrieved from
http://www.ofqual.gov.uk/standards/reliability/

OPPOSS, D. (2009, May). *Ofqual's reliability of results programme*. Paper session presented at the Chartered Institute of Educational Assessors' Third National Assessment Conference, London. Retrieved from
http://www.ciea.org.uk/upload/conference_2009/presentations/seminar%203.ppt

OPPOSS, D. & HE, Q. (2010).*The Reliability of Results from National Curriculum Assessments, Public Examinations and Qualifications.An interim report of the Ofqual Reliability of Results Programme* (Report Ofqual/10/4756). Retrieved from
http://www.ofqual.gov.uk/files/2010-07-26-reliability-of-results-interim-report.pdf

OULTON, N. (2004, February 10). This is no way to teach languages.*The Daily Telegraph.* Retrieved from
http://www.telegraph.co.uk/education/educationnews/3324889/This-is-no-way-to-teach-languages.html

PASTOR CESTEROS, S. (2006). *Aprendizaje de segundas lenguas. Lingüística aplicada a la enseñanza de idiomas.* San Vicente del Raspeig: Universidad de Alicante.

PATON, G. (2011, December 9). Exam Boards: teachers' reactions. *The Daily Telegraph.* Retrieved from
http://www.telegraph.co.uk/education/secondaryeducation/8943998/Exam-boards-teachers-reaction.html

PAULSTON, C.B.(1971)*.* The Sequencing of Structural Pattern Drills. *TESOL Quarterly*, *5*(3), 197-208.

PENNYCOOK, A. (1989). The concept of method, interested knowledge, and the politics of language teaching. *TESOL Quarterly 23*(4), 591-615.

PENNYCOOK, A. (2008). English as a language always in translation.*European Journal of English Studies, 12*(1), 33-47.Doi:10.1080/13825570801900521

PIŽORN, K. (2009). Designing Proficiency Levels for English for Primary and Secondary School Students and the Impact of the CEFR. In FIGUERAS, N. and NOIJONS, J. (Eds.),*Linking to the CEFR levels: Research perspectives*(pp. 87-102). Arnhem:Cito& EALTA.

PRABHU, N.S. (1990). There is no best method- why?. *TESOL Quarterly,24*(2), 161-76.

PRABHU, N.S. (1992). The Dynamics of the Language Lesson.*TESOL Quarterly,26*(2), 225-241.

PUIG, F. (2008). El Marco Común Europeo de Referencia, el Portfolio de las Lenguas y la Evaluación en el Aula. *Monográfico MarcoELE, 7*, 78-91.

QUALIFICATIONS AND CURRICULUM DEVELOPMENT AGENCY. (2010). *About A levels*. Retrieved from http://webarchive.nationalarchives.gov.uk/20110223175304/http://www.qcda.gov.uk/qualifications/3930.aspx

RICHARDS, J.C. (Ed.). (1974). *Error Analysis: Perspectives on Second Language Acquisition.*London: Longman.

RICHARDS, J.C. & RODGERS, T. S. (2001). *Approaches and methods in language teaching.*New York: CUP.

RICHARDSON, G. (1983). An Introductory overview of methods and methodology. In G.Richardson, (Ed),*Teaching Modern Languages*. Worcester: Billing & Sons.

RICHARDSON, H. (2012, May 17). A levels could become 'university entrance exams'. *BBC news*. Retrieved from http://www.bbc.co.uk/news/education-18101727

ROBINSON, C. (2007). Awarding examination grades: current processes and their evolution. In P. NEWTON, J.A. BAIRD, H. GOLDSTEIN, H. PATRICK& P. TYMMS(Eds.),*Techniques for monitoring the comparability of examination standards*(pp. 97-125)*.* London: QCA. Retrieved from http://www.ofqual.gov.uk/standards/134-comparability-articles/265-techniques-for-monitoring-the-comparability-of-examination-standards

SANZ SAINZ, I. (1999). El examen de selectividad a examen. *GRETA 7.1*, p. 16-29.

SANZ SAINZ, I. & FERNÁNDEZ, M. (2005, June).*The university Entrance exam in Spain: present situation and possible Solutions*. Poster session presented at the EALTA conference, Voss (Norway).

SAVILLE, N. (2012) Quality Management in test production and administration. In G. Fulcher & F.Davidson, (Eds.),*The Routledge Handbook of Language Testing*(pp. 395-411). New York: Routledge.

Scott, F. (2012). Fairness. In G. Fulcher & F. Davidson (Eds.), *The Routledge Handbook of Language Testing*(pp. 469-477). New York: Routledge..

Shohamy, E. (2001). *The Power of Tests: a critical perspective on the uses of language tests.* Harlow: Longman.

Shrum, J.L. & Glisan E.W. (1994).*Teacher's Handbook.* Boston: Heink and Heink.

Sistema Universitari Valencià. (2010). *Pruebas de Acceso a la Universidad, convocatoria junio 2010, Inglés, opción A.* Retrieved from http://www.cefe.gva.es/univ/es/guia_estudios_junio_2010.htm

Stern, H.H. (1983). *Fundamental concepts of language teaching.* Oxford: OUP.

Souto, M. And. Mccoshan A (2006). *Survey of the Socio-Economic background of Erasmus students. Final report.*Birmingham: ECOTEC Research and Consulting Limited. Retrieved from http://ec.europa.eu/education/erasmus/doc/publ/survey06.pdf

Spolsky, B. (1977). Language testing: art or science. In G. Nickel (Ed.), *Proceedings of the Fourth International Congress of Applied Linguistics*(pp.7-28). Stuttgart: Hochsschulverlag.

Spolsky, B.(1989).Communicative Competence, Language Proficiency and Beyond. *Applied Linguistics, 10*(2), 138-156.Doi: 10.1093/applin/10.2.138

Spolsky, B. (1995). *Measured Words. The Development of Objective Language Testing*. Oxford: OUP.

Stobart, G. (2008). *Tiempos de pruebas. Los usos y abusos de la evaluación.* Morata: Madrid.

Tattersall, K. (2007). A brief history of policies, practices and issues relating to comparability. In P. NEWTON, J.A. BAIRD, H. GOLDSTEIN, H. PATRICK & P. TYMMS (Eds.), *Techniques for monitoring the comparability of examination standards* (pp. 43-91). London: QCA. Retrieved from http://www.ofqual.gov.uk/standards/134-comparability-articles/265-techniques-for-monitoring-the-comparability-of-examination-standards

Tragant, E., Miralpeix, I., Serrano, R., Pahissa, I., Navés, T., Gilabert, R. & Serra, N. (2011). Cómo se enseña inglés en un grupo de institutos donde se obtienen resultados destacables en a prueba de lengua inglesa en las PAU. *Revista de Educación, 363*. To be published in 2014. Doi: 10-4438/1988-592X-RE-2012-363-170. Retrieved from http://www.revistaeducacion.mec.es/doi/363_170.pdf

TESOL-SPAIN. (n.d.). *Analizando Críticamente la Selectividad de inglés, ¿todos los estudiantes españoles tienen las mismas posibilidades?*. Retrieved from http://www.tesol-spain.org/uploaded_files/files/TESOL-SPAIN-newsletter-sample1.pdf

TRIM, J.L. (2007a).CEFR in Relation to the Policy Aim of the Council of Europe.. In F. Goullier (Ed.) *Report on "The Common European Framework of Reference for Languages (CEFR) and the development of language policies: challenges and responsibilities"* (pp. 48-50). Strasbourg: Language Policy Division, Council of Europe.
Retrieved from http://www.coe.int/t/dg4/linguistic/Publications_en.asp

TRIM, J.L. (2007b).*Modern Languages in the Council of Europe 1954-1997. International Co-operation in support of lifelong language learning for effective communication, mutual cultural enrichment and democratic citizenship in Europe*. Language Policy Division, Strasbourg.

UNIVERSIDAD DE CANTABRIA. (2010). *Pruebas de Acceso a la Universidad (LOE), junio 2010, inglés, opción de examen nº 1.*Retrieved from http://www.unican.es/NR/rdonlyres/1D937432-0871-4C2A-A67B-466B89F2D015/73819/DefinitivosJunio.pdf

UNIVERSIDAD DE CASTILLA LA MANCHA. (2010). *Pruebas de Acceso a enseñanzas universitarias oficiales de grado, idioma extranjero Inglés, junio 2010, propuesta A.* Retrieved from http://www.uclm.es/preuniversitario/paeg/pdf/modelos/2010/Ingles/Junio.pdf

UNIVERSIDADES DE CASTILLA Y LEÓN. (2010). *Pruebas de Acceso a enseñanzas universitarias oficiales de grado Castilla y León, convocatoria 2010, lengua extranjera: Inglés, option A.* Retrieved from http://campus.usal.es/~gesacad/web-acceso/Examen10/JUNIO/INGJ.pdf

UNIVERSIDAD DE EXTREMADURA. (2010). *Prueba de acceso a la universidad de Extremadura, curso 2009-2010, convocatoria junio, inglés, opción A*. Retrieved from http://www.unex.es/organizacion/organos-unipersonales/vicerrectorados/vicealumn/archivos/ficheros/pau/EXAMENESPRUEBAGENERALJUNIO2010.pdf

UNIVERSITAT DE LES ILLES BALEARS. (2010). *Prova d'Accés a la Universitat, Juny 2010. Anglès, model 1, opció A.* Retrieved from http://estudis.uib.es/digitalAssets/140/140744_angles2010juny.pdf

UNIVERSIDAD DE OVIEDO. (2010). *Pruebas de Acceso a la Universidad, curso 2009-2010, Inglés II, opción A.* Retrieved from http://www.uniovi.es/nuevosestudiantes/acceso/pau/examenes?p_p_id=C1NN VisorBibliotecaDocumentos_WAR_C1NNVisorBibliotecaDocumentos&p_p_lifec ycle=1&p_p_state=normal&p_p_mode=view&p_p_col_id=column-1&p_p_col_pos=1&p_p_col_count=2&_C1NNVisorBibliotecaDocumentos_WAR _C1NNVisorBibliotecaDocumentos_javax.portlet.action=cambiarCarpeta

UNIVERSIDAD DE LA RIOJA. (2010). *Prueba de Acceso a la Universidad (LOE), curso 2009-2010, convocatoria Junio, Lengua extranjera inglés, opción A.* Retrieved from http://www.unirioja.es/estudiantes/acceso_admision/PAU/Pau_bachiller/Exam enes/junio_10/ingles.pdf

UNIVERSIDAD DE MURCIA. (2010). *Prueba de Acceso a la Universidad. Inglés, junio 2010*, *opción A*. Retrieved from https://examenesacceso.um.es/examenesacceso/indexacceso.seam

UNIVERSIDAD DEL PAÍS VASCO. (2010). *Pruebas de Acceso a la Universidad, junio 2010, inglés*. Retrieved from http://www.sarrera.ehu.es/p259-content/es/contenidos/plan_programa_proyecto/examen_selectividad_ord_ac a/es_2010/adjuntos/InglesJunio.pdf

UNIVERSIDADES PÚBLICAS DE LA COMUNIDAD DE MADRID.(2010). *Prueba de acceso a las enseñanzas universitarias oficiales de grado, curso 2009-2010, materia: inglés, opción A.* Retrieved from http://www.ucm.es/cont/descargas/documento33178.pdf

UNIVERSIDAD PÚBLICA DE NAVARRA. (2010). *Prueba de acceso a la universidad, junio 2010, inglés, opción A*. Retrieved from http://www1.unavarra.es/estudios/acceso-y-matricula/grados/pruebas-de-acceso-a-la-universidad/selectividad?submenu=yes&opcion=7

UNIVERSIDAD DE ZARAGOZA. (2010). *Prueba de Acceso a la Universidad – junio de 2010 ejercicio de: lengua extranjera II – Inglés.* Retrieved from: http://wzar.unizar.es/servicios/acceso/accespau/exame/10junio/ingle.pdf

UR, P. (1996).*A Course in Language Teaching.* Cambridge: CUP.

VALETTE, R.A. (1967). *Modern Language Testing*. New York: Harcourt, Brace and World.

VAN LIER, L. (1989).Reeling, writhing, drawling, stretching and fainting in coils: oral proficiency interview as conversations. *TESOL Quarterly, 23*(3), 489-508.

WAGNER J. (1996).Foreign Language Acquisition through interaction- A critical review of research on conversational adjustments. *Journal of Pragmatics,26*, 215-235.

WALZ, J. (1989). Context and Contextualized Language Practice in Foreign Language Teaching. *The Modern Language Journal,73*(2), 160-168.

WATTS, F. (1997).*Reliability in English Language Testing: Rater Agreement in the Spanish University Access Examination* (unpublished doctoral dissertation). Universitat de València, Valencia.

WATTS, F. & GARCIA CARBONELL, A. (1999). Control de calidad en la calificación de la prueba de inglés de selectividad. *Aula Abierta, 73*, 173-190.

WATTS, F. & GARCIA CARBONELL, A. (2005). Control de calidad en la calificación de la prueba de lengua inglesa de selectividad. In H. Herrera Soler & J. García Laborda, (Eds.),*Estudios y criterios para una selectividad de calidad en el examen de inglés* (pp. 99-115). Valencia: UPV.

WEIR, C. J. (1990).*Communicative language testing*. Oxford: Oxford University Press.

WEIR, C. J. (1993).*Understanding and developing language tests*. Hertfordshire: Prentice Hall.

WEIR, C.J. (2005a).*Language testing and validation*. Basingstoke: Palgrave Macmillan.

WEIR, C.J., (2005b).Limitations of the Common European Framework for Developing Comparable Examinations and Tests. *Language Testing, 22*(3), 281-300.

WELLS, C.S. & WOLLACK, A. (2003). *An Instructor's Guide to Understanding Test Reliability.* Madison: Testing and Evaluation services. Retrieved from http://testing.wisc.edu/Reliability.pdf

WHITTAKER, R. (2006). Reseña al libro de Herrera Soler, H. & J. García Laborda (Eds.) "Estudios y criterios para una selectividad calidad en el examen de inglés". *Estudios ingleses de la Universidad Complutense*, *14*, 198-206.

WHITE, L. (1996). The Tale of the Ugly Duckling (or The Coming of Age of Second Language Acquisition Research).In A.STRINGFELLOWS, D. CAHANA-AMITAY, E. HUGHES& A. ZUKOWSKI, (Eds),*BUCLD Proceedings* (pp. 1-17).Somerville: Cascadilla Press.

WIDDOWSON, H.G. (1998). Context, community and authentic language.*TESOL Quarterly 32*(4), 705-15.

WILKINS, D.A. (1976).*Notional Syllabuses*. Oxford: OUP.

WILKINS, D.A. (1979). Grammatical, Situational and Notional Syllabuses. In C.J. BRUMFIT, &K. JOHNSON (Eds),*The Communicative Approach to Language Teaching*(pp. 82-90)*.* Oxford: OUP.

WILLIAM, D. (2001).Reliability, validity, and all that jazz. *Education 3-13, 29*(3), 17-21. Retrieved from http://eprints.ioe.ac.uk/1156/1/Wiliam2001Reliability3_final.pdf

WINNETT, R., WATT, H. & NEWELL, C. (2011, December 9). Exam boards investigation: Michael Gove will reform system to prevent boards competing. *The Daily Telegraph.* Retrieved from http://www.telegraph.co.uk/education/educationnews/8947391/Exam-boards-investigation-Michael-Gove-will-reform-system-to-prevent-boards-competing.html

WOODWARD SMITH, E. (1999). Análisis de los errores en las palabras funcionales (preposiciones, conjunciones y partículas).In L. Iglesias Rábade (Ed.), Análisis de los errores del examen de inglés en las pruebas de acceso a la universidad en el distrito universitario de Galicia (pp. 271-356). Santiago de Compostela: Servicio de Publicacións e Intercambio Científico Universidade de Santiago de Compostela.

WOOD WOOD, M. (2002). *La transferencia de la L1 a la L2 (español-inglés): el artículo en la lengua escrita de los alumnos en las pruebas de acceso a la universidad* (Unpublished Doctoral Dissertation). Universidad de las Palmas de Gran Canaria.

XI, X. (2010) How do we go about investigating test fairness? *Language Testing, 27*, 147-70.

YAGÜE, A.M. (2012, June 29). El nuevo sistema educativo tendrá tres reválidas pero no selectividad. *El periódico*. Retrieved from http://www.elperiodico.com/es/noticias/sociedad/nuevo-sistema-educativo-tendra-tres-revalidas-pero-selectividad-2000122

APPENDICES

APPENDIX 1: GRAMMATICAL STRUCTURES FOR AS AND A2

APPENDIX 2: TOPIC CONTENT AQA MFL

APPENDIX 3: AQA LEARNING OUTCOMES BY BOUNDARY

APPENDIX 4: MINISTERIO DE EDUCACIÓN LETTER ON LISTENING/ORAL EXAM STRUCTURE

APPENDIX 5: DECRETO 102/2008, DE 11 DE JULIO, DEL CONSELL, POR EL QUE SE ESTABLECE EL CURRÍCULO DEL BACHILLERATO EN LA COMUNITAT VALENCIANA. EXTRACTO SOBRE LA ASIGNATURA LENGUA EXTRANJERA.

APPENDIX 6: ORDEN ESD/1729/2008, DE 11 DE JUNIO, POR LA QUE SE REGULA LA ORDENACIÓN Y SE ESTABLECE EL CURRÍCULO DEL BACHILLERATO. EXTRACTO SOBRE LA ASIGNATURA LENGUA EXTRANJERA.

APPENDIX 7: AS AND A2 A-LEVEL EXAMS 2010 SERIES

APPENDIX 8: AQA AS AND A2 2010 SERIES MARKING SCHEME

APPENDIX 9: ENGLISH PAU 2010 COMUNITAT VALENCIANA

APPENDIX 10: PAU WRITING MARKING INSTRUCTIONS

APPENDIX 11: FOCUSED HOLISTIC MARKING SCHEME PROPOSED BY WATTS AND CARBONELL

APPENDIX 1: GRAMMATICAL STRUCTURES FOR AS

AND A2

Spanish AS

Nouns: gender
singular and plural forms

Articles: definite and indefinite (including *lo* plus adjective)

Adjectives: agreement
position
apocopation (*buen, mal*)
comparative and superlative
demonstrative (*este, ese, aquel*)
indefinite (*alguno, cualquiera, otro*)
possessive (short and long forms) (*mi, mío*)
interrogative (*cuánto, qué*)
relative (*cuyo*)
exclamatory (*qué*)

Adverbs: comparative and superlative
interrogative (*cómo, cuándo, dónde*)

Quantifiers/intensifiers (*muy, bastante, poco, mucho*)

Pronouns: subject
object: direct and indirect
position and order
reflexive
relative (*que, quien, el que, el cual*)
disjunctive/emphatic
demonstrative (*éste, ése, aquél, esto, eso, aquello*)
indefinite (*algo, alguien*)
possessive (*el mío, la mía*)
interrogative (*cuál, qué, quién*)

Verbs: regular and irregular forms of verbs, including reflexive verbs
modes of address (*tú, usted*)
radical-changing verbs
impersonal verbs
verbs followed by an infinitive (with or without a preposition)
perfect infinitive
negative forms
interrogative forms
reflexive constructions (*se vende, se nos dice que*)
uses of *ser* and *estar*
tenses: present
preterite
imperfect
future
conditional
perfect
future perfect (R)
conditional perfect (R)
pluperfect
passive voice: present and preterite tenses
other tenses (R)

continuous tenses
imperative
gerund
past participle
subjunctive mood: present
perfect
imperfect
pluperfect
uses of subjunctive: polite commands
negative commands
after verbs of wishing, command, request, emotion
to express purpose (*para que*)
to express possibility/impossibility
after conjunctions of time (*cuando lleguemos*)
in conditional sentences after *si*
all other common uses (R)

Prepositions: personal *a*
uses of *por* and *para*

Conjunctions: common, including *y, pero, o, porque, como, cuando*

Number, quantity and time: constructions with *hace* and *desde hace*

Spanish A Level

All grammar and structures listed for AS, plus:

Verbs: future perfect tense
conditional perfect tense
passive voice: all tenses
subjunctive mood: all common uses

APPENDIX 2: TOPIC CONTENT AQA MFL

3 Subject Content

AS

For all four AS topics, the sub-topics must be studied. However, the bullet points given under the sub-topics are only suggestions as to the general areas which could be covered as part of the teaching programme. They are neither prescriptive nor exhaustive and are not to be covered in a specific order, but are intended to clarify the scope of each sub-topic and will be used as a general steer by question setters in the preparation of examination papers and assessment tasks.

As Knowledge of Society is not a discrete assessment objective in the subject criteria for Modern Foreign Languages, there is no requirement to study the topics in the context of the target language-speaking country/community. However, assessment material will include authentic sources.

MEDIA

Television
- TV viewing habits
- Range of programmes, eg their appeal and popularity
- Range of channels including satellite and internet
- Benefits and dangers of watching TV

Advertising
- Purposes of advertising
- Advertising techniques
- Curbs on advertising, eg tobacco, alcohol
- Benefits and drawbacks of advertising

Communication technology
- Popularity of mobile phones, MP3 players, etc
- Benefits and dangers of mobile phones, MP3 players, etc
- Internet - its current and potential usage
- Benefits and dangers of the internet

POPULAR CULTURE

Cinema
- Types of film, changing trends
- The place of cinema in popular culture
- A good film I have seen
- Cinema versus alternative ways of viewing films

Music
- Types of music, changing trends
- The place of music in popular culture
- Music I like
- How music defines personal identity

Fashion/trends
- How we can alter our image
- Does how we look define who we are?
- Lifestyle and leisure activities
- The cult of the celebrity

HEALTHY LIVING/LIFESTYLE

Sport/exercise
- Traditional sports versus 'fun' sports
- Reasons for taking part in sport / physical exercise
- Factors influencing participation in sport / physical exercise
- Links between physical exercise and health

Health and well-being
- Alcohol, tobacco, other drugs
- Diet, including eating disorders
- The 'work/life balance'
- Risks to health through accidents

Holidays
- Types of holiday and holiday activities
- The impact of tourism on holiday destinations
- Purposes and benefits of holidays
- Changing attitudes to holidays

FAMILY/RELATIONSHIPS

Relationships within the family
- Role of parents and importance of good parenting
- Attitudes of young people towards other family members
- Conflict between young people and other family members
- Changing models of family and parenting

Friendships
- Characteristics and roles of friends
- Conflicts with friends
- Importance of friends
- Friendship versus love

Marriage/partnerships
- Changing attitudes towards marriage or cohabitation
- Separation and divorce
- Staying single: benefits and drawbacks
- Changing roles within the home

A2

For A2, candidates must study **two** of the five Cultural Topics listed, together with the remaining three topics, ie Environment, the Multicultural Society and Contemporary Social Issues.

The bullet points given under the sub-topics for Environment, the Multicultural Society and Contemporary Social Issues are only suggestions as to the general areas which could be covered as part of the teaching programme. They are neither prescriptive nor exhaustive and are not to be covered in a specific order, but are intended to clarify the scope of each sub-topic and will be used as a general steer by question setters in the preparation of examination papers and assessment tasks.

As Knowledge of Society is not a discrete assessment objective in the subject criteria for Modern Foreign Languages, there is no requirement to study the above topics in the context of the target language-speaking country/community. However, assessment material will include authentic sources.

The requirement in the subject criteria to study aspects of the target language-speaking country/community is met in the Cultural Topics.

The bullet points for the Cultural Topics are not prescriptive, but are intended to provide some guidance for teachers and students choosing to study these topics.

ENVIRONMENT

Pollution

- Types, causes and effects of pollution
- Measures to reduce pollution
- Individual action/responsibility versus collective action/responsibility
- Transport issues

Energy

- Coal, oil and gas
- Nuclear
- Alternative energy sources
- Changing attitudes to energy consumption

Protecting the planet

- Ways of minimising environmental damage
- The role of pressure groups
- Initiatives to improve awareness and change behaviour
- Responsibilities towards other nations, especially developing countries

THE MULTICULTURAL SOCIETY

Immigration

- Reasons for immigration
- Benefits and problems of immigration for immigrants and for country of destination
- Migration within the enlarged EU
- Curbs on immigration

Integration

- Factors making integration difficult
- Factors facilitating integration
- To which culture should immigrants show loyalty?
- Experiences of individual immigrants

Racism

- Victims of racism
- Reasons for racism
- Measures to eliminate racism and their effectiveness
- Experiences of individuals, including those of 2nd and 3rd generation immigrants

CONTEMPORARY SOCIAL ISSUES

Wealth and poverty

- Causes of poverty in Europe and developing countries
- Work of charitable organisations and governments
- Attitudes to wealth and poverty
- Link between wealth and health

Law and order

- Examples of crime, especially committed by or affecting young people
- Reasons for criminal and anti-social behaviour
- Measures to reduce crime and their effectiveness
- Alternatives to imprisonment, their appropriateness and effectiveness

Impact of scientific and technological progress

- Technology in the home and workplace, including IT
- Space and satellite technology
- Medical research
- Ethical issues linked to scientific and technological progress

CULTURAL TOPIC

A target language-speaking region/community

- Its geography and how its geography has influenced/influences/will influence the region
- Its history and how its history has influenced/influences/will influence the region
- Its industries and how these have changed in the last 20 years. What about the future?
- Its population and how it has changed in the last 20 years. What about the future?
- Its economy and how important this is/was
- A personal perspective: Would I like to live/work in this region?

A period of 20th century history from a target language-speaking country/community

- Main events of the period
- Causes of these events
- The importance/influence/effects of these events
- The ideas and influences of at least two individuals who made a significant impact during the period
- Specific actions of these individuals plus an appraisal of the importance of these actions
- A personal perspective: Would I have liked to live in that period?

An author from a target language-speaking country/community

- A detailed study of at least one novel or collection of short stories, plus personal appraisal
- The themes/ideas/messages of the author
- How these themes/ideas/messages are expressed
- What/who influences/inspires the author? Why does he/she feel as he/she does?
- A personal evaluation of the author's work: Why do I enjoy reading the work of this author?

A dramatist or poet from a target language-speaking country/community

- A detailed study of at least one play or collection of poems, plus personal appraisal
- The themes/ideas/messages of the dramatist/poet
- How these themes/ideas/messages are expressed
- What/who influences/inspires the dramatist/poet? Why does he/she feel as he/she does?
- A personal evaluation of the dramatist's/poet's work: Why do I enjoy the work of this dramatist/poet?

A director, architect, musician or painter from a target language-speaking country/community

- A detailed study of at least one work of the artist, plus a personal appraisal
- The influences on the artist – events and people
- The ideas/techniques of the artist, plus personal appraisal
- The importance of the artist both in his/her own lifetime and later
- A personal evaluation: Why do I find this artist so interesting?

APPENDIX 3: AQA GRADE BOUNDARIES

Raw mark component grade boundaries - June 2010 exams

GCSE (Full and Short Courses)

Subject Code	Subject Title	Component Code	Component Title	Maximum Raw Mark	A*	A	B	C	D	E	F	G
								Raw Mark Grade Boundaries				
		3691/RF	SPANISH A READING F	35	-	-	-	23	20	18	16	14
		3691/RH	SPANISH A READING H	45	33	27	23	20	15	-	-	-
		3691/SF	SPANISH A SPEAKING	36	-	-	-	18	14	10	7	4
		3691/SH	SPANISH A SPEAKING H	40	32	26	22	19	14	-	-	-
		3691/WC	SPANISH A WRIT CWK	60	54	48	42	36	28	20	12	4
		3691/WF	SPANISH A WRITING F	42	-	-	-	30	26	22	18	14
		3691/WH	SPANISH A WRITING H	40	36	27	23	20	16	-	-	-
3697	SPANISH A (SC)	3697/LF	SPANISH A (SC) LF	25	-	-	-	21	18	15	12	9
		3697/LH	SPANISH A (SC) LH	30	28	25	22	19	15	-	-	-
		3697/RF	SPANISH A (SC) RF	25	-	-	-	19	16	13	10	7
		3697/RH	SPANISH A (SC) RH	35	30	26	22	18	15	-	-	-
		3697/SF	SPANISH A (SC) SPEAK	36	-	-	-	18	14	10	7	4
		3697/SH	SPANISH A (SC) SH	40	32	26	22	19	14	-	-	-
		3697/WC	SPANISH A (SC) WC	40	36	32	28	24	18	13	8	3
		3697/WF	SPANISH A (SC) WF	42	-	-	-	30	26	23	20	17
		3697/WH	SPANISH A (SC) WH	40	38	33	28	24	20	-	-	-
46902F	SPANISH B MODULE 2 TIER F	46902/LF	SPANISH B MOD 2 LF	40	-	-	-	34	29	24	20	16
		46902/RF	SPANISH B MOD 2 RF	40	-	-	-	34	29	24	20	16
46902H	SPANISH B MODULE 2 TIER H	46902/LH	SPANISH B MOD 2 LH	40	36	30	24	18	13	-	-	-
		46902/RH	SPANISH B MOD 2 RH	40	36	30	24	19	15	-	-	-
46904F	SPANISH B MODULE 4 TIER F	46904/LF	SPANISH B MOD 4 LF	30	-	-	-	24	20	16	13	10
		46904/RF	SPANISH B MOD 4 RF	30	-	-	-	22	19	16	14	12
		46904/SF	SPANISH B MOD 4 SF	56	-	-	-	28	23	18	13	8
		46904/WF	SPANISH B MOD 4 WF	26	-	-	-	16	14	12	11	10
46904H	SPANISH B MODULE 4 TIER H	46904/LH	SPANISH B MOD 4 LH	30	24	20	16	13	8	-	-	-
		46904/RH	SPANISH B MOD 4 RH	30	21	18	15	13	10	-	-	-
		46904/SH	SPANISH B MOD 4 SH	70	60	51	42	33	24	-	-	-
		46904/WH	SPANISH B MOD 4 WH	40	36	31	26	22	17	-	-	-

APPENDIX 4: MINISTERIO DE EDUCACIÓN LETTER ON LISTENING/ORAL EXAM STRUCTURE

MINISTERIO
DE EDUCACIÓN

SECRETARIA DE ESTADO DE
EDUCACIÓN Y FORMACIÓN
PROFESIONAL

DIRECCIÓN GENERAL DE
EVALUACIÓN Y COOPERACIÓN
TERRITORIAL

CARACTERÍSTICAS ESPECÍFICAS DE LA PRUEBA ORAL DEL EJERCICIO DE LENGUA EXTRANJERA DE LA P.A.U.

El Real Decreto 1892/2008, de 14 de noviembre, por el que se regulan las condiciones para el acceso a las enseñanzas universitarias oficiales de grado y los procedimientos de admisión a las universidades públicas españolas, en su disposición final segunda establece que el ejercicio de lengua extranjera de la fase general no incluirá la valoración de la comprensión y expresión oral hasta el curso académico 2011-2012 y que dos años antes de la implantación de la prueba oral se realizará un estudio para determinar las características específicas de la prueba y, en su caso, tomar las decisiones oportunas sobre su implantación.

Se presenta este documento como una propuesta de partida para su estudio y presentación de aportaciones.

OBJETIVOS DE LA PRUEBA

Evaluar la competencia en comunicación oral en lengua extranjera, el nivel de dominio de las destrezas orales, del alumnado a través de unos ejercicios accesibles. La prueba de expresión oral no debería convertirse en ningún caso en un "interrogatorio" tribunal/alumno o alumna, sino que se debe crear una situación distendida para que el alumno pueda intervenir de manera relajada. Se trata de reducir al máximo la tensión que puede provocar una situación comunicativa de estas características. Los miembros del tribunal podrán intervenir para desbloquear situaciones y facilitar el desarrollo de la prueba de expresión oral.

Dado que el objetivo es evaluar el nivel de comunicación lingüística, los temas deberán ser generales, cercanos, de interés para los alumnos y las alumnas, adecuados a la madurez cognitiva propia de su edad, sin dificultad añadida a la de la propia lengua extranjera.

DOCUMENTOS DE REFERENCIA

- Marco Común Europeo de Referencia para las Lenguas (MCERL)
- Real Decreto 1467/2007, de 2 de noviembre.
- Órdenes de currículo de las CCAA

¿QUÉ EVALUAR?

1. Comprensión auditiva.

2. Expresión oral:

- Monólogo: expresión continua preparada
- Conversación: interacción espontánea, en turnos breves

¿CÓMO EVALUAR?

1. Comprensión auditiva: ejercicio común para todos (llegará a ponderar el 25% del total de la materia[*])

   a. Tipo de texto: se sugiere documento sonoro auténtico preferiblemente acompañado de imágenes (TV u otras fuentes), con una duración aproximada de 3 minutos.

   b. Tipos de ejercicios:

      i. De opción múltiple: V/F, A/B/C/D, ...

      ii. Textos breves con huecos para rellenar, ...

2. Expresión oral: ejercicio realizado en parejas o de tres en tres (llegará a ponderar el 25% del total de la materia[*]).

   a. Tipo de texto: se sugiere documento auténtico con una imagen y un breve texto orientativo de tres o cuatro frases como máximo, que facilitarán a los alumnos la interpretación del documento y la reflexión sobre el tema propuesto, con el fin de preparar sus intervenciones orales. Los alumnos elegirán uno de los dos documentos propuestos.

   b. Tipo de ejercicio:

      Primera fase: preparación del tema en común y reflexión sobre el tema que plantea el documento (15 minutos).

      Segunda fase: expresión oral sobre el tema preparado (15 minutos máximo):

      - Monólogo: 2/3 min. para cada alumno.
      - Conversación entre los alumnos: 8/9 minutos.

¿CÓMO CALIFICAR?

Se sugiere elaborar un cuadro con los criterios de evaluación tomando como referencia las indicaciones sobre evaluación del MCERL.

Madrid, 18 de octubre de 2010

[*] Se iniciaría con un 10% en el año 2012 y se aumentaría un 3% cada uno de los 5 años siguientes hasta llegar al 25% en el año 2017.

APPENDIX 5:

DECRETO 102/2008, DE 11 DE JULIO, DEL CONSELL, POR EL QUE SE ESTABLECE EL CURRÍCULO DEL BACHILLERATO EN LA COMUNITAT VALENCIANA. EXCERPT ABOUT FOREIGN LANGUAGES

El criteri tracta d'orientar la valoració dels aprenentatges realitzats per l'alumne pel que fa a les llengües del territori espanyol.

8. Conéixer, identificar i analitzar les varietats lingüístiques (espacials, socials i d'estil) del castellà (també el d'Amèrica) i del valencià.

El criteri se centra en la capacitat per a utilitzar, en l'anàlisi de l'activitat comunicativa, la informació que determinades marques lingüístiques proporcionen sobre l'origen geogràfic dels parlants, sobre la seua pertinença a un grup social i sobre el moment històric en què es produïx el discurs. En tots els casos caldrà ajustar-se a l'anàlisi crítica de les actituds sobre la llengua i els parlants que comporta l'elecció d'una llengua o d'una varietat determinada, així com les implicades en el canvi de llengua.

9. Analitzar l'evolució històrica dels gèneres literaris en castellà (des del segle XVIII fina a l'actualitat) i en valencià (segle XX i XXI), atenent el marc històric i cultural i la seua relació amb les obres i els autors més destacats, coneixent i aplicant tècniques d'anàlisi i de comentari de textos per a interpretar obres literàries breus i fragments significatius d'estes èpoques, utilitzant els coneixements pertinents sobre les formes literàries i els distints períodes, moviments i autors.

Es tracta de valorar la capacitat per a comprendre el fenomen literari com a producte cultural situat en un context sociohistòric determinat i per a interpretar obres literàries en relació amb el gènere al qual s'adscriuen convencionalment i amb els procediments retòrics que les singularitzen. Serà necessària la lectura d'obres literàries completes o de fragments extensos a què aplicar els criteris d'anàlisi literària i d'interpretació d'acord amb el context de producció.

10. Manejar els recursos informàtics bàsics i aplicar-los a la busca i elaboració de la informació.

Este criteri pretén que l'alumnat siga capaç d'utilitzar les tecnologies de la informació i que les incorporen al seu treball acadèmic.

LLENGUA ESTRANGERA I I II
Matèria comuna
I. Introducció
Llengua Estrangera II requerix coneixements de Llengua Estrangera I

Els avanços humanístics i científics caracteritzen un món en plena evolució cultural; d'altra banda, les llengües estrangeres cobren nova rellevància amb el desenrotllament de noves tecnologies que les convertix en un instrument indispensable per a la inserció en el món de l'ocupació i la comunicació en general.

Per a integrar-s'hi de manera creativa i responsable és indispensable una sòlida formació escolar.

La idiosincràsia de la Unió Europea i la integració en esta de països amb parlants de llengües diverses, genera, així mateix, una creixent necessitat de coneixement de llengües estrangeres per part dels ciutadanes i ciutadans europeus que els permeta comunicar-se de manera efectiva amb els membres d'esta àmplia comunitat.

Per tot això, es reconeix en les llengües estrangeres un element clau en la construcció de la identitat europea: una identitat plurilingüe i multicultural. El coneixement de llengües estrangeres afavorix la lliure circulació de persones i facilita la cooperació cultural, econòmica, tècnica i científica entre els països. A través de l'aprenentatge continuat de llengües estrangeres, s'adquirix un mitjà privilegiat de comunicació personal alhora que intercultural, imprescindible per a la consecució d'algunes de les finalitats educatives en esta etapa. D'una banda, s'ampliaran els coneixements culturals amb nous continguts que permetran forjar-se una idea molt més rica de com és el món, valorar-lo críticament i, a partir d'ací, incidir-hi per a aconseguir una transformació compensadora i solidària.

En el marc sociolingüístic propi de la Comunitat Valenciana, on conviuen dos llengües, l'ensenyança de la Llengua Estrangera complix altres funcions educatives importants.

El criterio trata de orientar la valoración de los aprendizajes realizados por el alumno en lo que se refiere a las lenguas del territorio español.

8. Conocer, identificar y analizar las variedades lingüísticas (espaciales, sociales y de estilo) del castellano (también el de América) y del valenciano.

El criterio se centra en la capacidad para utilizar en el análisis de la actividad comunicativa la información que determinadas marcas lingüísticas proporcionan sobre el origen geográfico de los hablantes, sobre su pertenencia a un grupo social y sobre el momento histórico en que se produce el discurso. En todos los casos se atenderá al análisis crítico de las actitudes sobre la lengua y los hablantes que comporta la elección de una lengua o de una variedad determinada, así como las implicadas en el cambio de lengua.

9. Analizar la evolución histórica de los géneros literarios en castellano (desde el siglo XVIII hasta la actualidad) y en valenciano (siglo XX y XXI), atendiendo al marco histórico y cultural y a su relación con los autores y obras más destacados, conociendo y aplicando técnicas de análisis y comentario de textos para interpretar obras literarias breves y fragmentos significativos de estas épocas, utilizando los conocimientos pertinentes sobre las formas literarias y los distintos períodos, movimientos y autores.

Se trata de valorar la capacidad para comprender el fenómeno literario como producto cultural situado en un contexto sociohistórico determinado y para interpretar obras literarias en relación con el género al que se adscriben convencionalmente y con los procedimientos retóricos que las singularizan. Será necesaria la lectura de obras literarias completas o de fragmentos extensos a los que aplicar los criterios de análisis literario y de interpretación de acuerdo con el contexto de producción.

10. Manejar los recursos informáticos básicos y aplicarlos a la búsqueda y elaboración de la información.

Este criterio pretende que el alumnado sea capaz de utilizar las tecnologías de la información y que las incorporen a su trabajo académico.

LENGUA EXTRANJERA I y II
Materia Común
I. Introducción
Lengua Extranjera II requiere conocimientos de Lengua Extranjera I.

Los avances humanísticos y científicos caracterizan un mundo en plena evolución cultural; por otra parte, las lenguas extranjeras cobran nueva relevancia con el desarrollo de nuevas tecnologías que las convierte en un instrumento indispensable para la inserción en el mundo del empleo y la comunicación en general.

Para integrarse en él de manera creativa y responsable es indispensable una sólida formación escolar.

La idiosincrasia de la Unión Europea y la integración en ella de países con hablantes de lenguas diversas, genera asimismo una creciente necesidad de conocimiento de lenguas extranjeras por parte de los ciudadanos y ciudadanas europeos que les permita comunicarse de manera efectiva con los miembros de esta amplia Comunidad.

Por todo esto, se reconoce en las lenguas extranjeras un elemento clave en la construcción de la identidad europea: una identidad plurilingüe y multicultural. El conocimiento de lenguas extranjeras favorece la libre circulación de personas y facilita la cooperación cultural, económica, técnica y científica entre los países. Mediante el aprendizaje continuado de lenguas extranjeras, se adquiere un medio privilegiado de comunicación personal a la vez que intercultural, imprescindible para la consecución de varias de las finalidades educativas en esta etapa. Por un lado, se van a ampliar los conocimientos culturales con nuevos contenidos que van a permitir forjarse una idea mucho más rica de cómo es el mundo, valorarlo críticamente y, a partir de ahí, incidir en él para conseguir una transformación compensadora y solidaria.

En el marco sociolingüístico propio de la Comunitat Valenciana, donde conviven dos lenguas, la enseñanza de la Lengua Extranjera cumple otras funciones educativas importantes.

D'una banda, este aprenentatge afavorix l'observació de les altres llengües que es posseïxen o s'aprenen i fa possible la transferència de coneixements d'unes a les altres sempre que es partisca d'uns plantejaments comuns quant a l'objecte d'aprenentatge i a la metodologia. Amb això es millora i inclús es desenrotlla la competència en la llengua materna o en la segona.

D'altra banda, les actituds davant de les cultures, les llengües i els parlants constituïxen una part important dels continguts curriculars proposats. Amb això es continua i s'afavorix la reflexió sobre la diversitat lingüística i cultural i els possibles conflictes que esta pot provocar. Es promouen actituds positives, no sols respecte de les llengües estrangeres, sinó respecte de les diverses llengües parlades a l'Estat Espanyol i, sobretot, respecte de les dos llengües parlades a la nostra Comunitat.

Al llarg de l'Educació Secundària Obligatòria, l'estudi de la Llengua Estrangera ha dotat els alumnes d'una competència bàsica que els permet interactuar en situacions habituals de comunicació. També apareixen en l'Educació Secundària Obligatòria altres tipus de continguts bàsics en l'aprenentatge lingüístic; d'una banda, tots aquells procediments destinats a desenrotllar, en els estudiants, la capacitat d'aprendre cada vegada més autònomament. D'altra banda, els continguts de tipus sociocultural transmesos per mitjà de l'ús social de la llengua i les actituds positives de respecte, obertura i esperit crític que motiven per a la comunicació, tant interpersonal com intercultural.

En el Batxillerat, l'aprenentatge de la llengua estrangera suposarà, d'una banda, la prolongació i consolidació del que ja es coneix i, d'una altra, un desenrotllament de capacitats més especialitzades en funció dels interessos professionals i acadèmics que guiaran el futur laboral de l'alumnat.

El Consell d'Europa establix un marc de referència comuna europeu per a l'aprenentatge de llengües estrangeres, indicant que per a desenrotllar progressivament la competència comunicativa en una determinada llengua, l'alumnat ha de ser capaç de dur a terme una sèrie de tasques de comunicació.

Les tasques de comunicació configuren un conjunt d'accions que tenen una finalitat comunicativa concreta dins d'un àmbit específic. Per a la seua realització, s'activa la competència comunicativa.

En primer lloc, per a ampliar la competència comunicativa s'ampliarà el tipus de situacions en què s'utilitza la llengua estrangera per mitjà de la diversificació de les funcions comunicatives i dels àmbits d'ús en què estes es produïxen.

Es crearan o simularan situacions en què, més enllà de la comunicació més o menys quotidiana, s'utilitze la llengua estrangera per a desenrotllar tècniques de treball intel·lectual, per a adquirir coneixements relacionats amb altres àrees disciplinares o per a investigar en àmbits específics, seleccionats en funció dels interessos dels estudiants.

En segon lloc, ampliar la competència comunicativa significa capacitar-se per a comprendre i produir discursos més complexos per mitjà de la consolidació dels procediments de comprensió i la posada en pràctica de les estratègies de producció tant oral com escrita. Significa també capacitar-se per a reconéixer i interpretar els elements que sovint es comuniquen de manera implícita en el discurs.

Com que s'adquirix més capacitat per a comprendre els continguts transmesos de manera implícita, s'amplia també la capacitat de reconéixer i analitzar el paper dels estereotips i les connotacions culturals que poden convertir la llengua en un instrument de manipulació dels valors i actituds socials; s'amplia, per tant, la capacitat de reaccionar de manera crítica davant d'estos.

En tercer lloc, un altre nivell d'aprofundiment de la competència comunicativa és el de les variants discursives i textuals que poden ser objecte d'observació i apropiació. L'edat dels estudiants i la diversificació d'interessos poden aconsellar que s'òbriga el ventall dels gèneres discursius, que podran incloure també alguns textos relativament especialitzats o certs textos literaris.

Així mateix, en l'etapa de Batxillerat és necessari ampliar la competència gramatical per mitjà del treball sobre textos orals i escrits que presenten estructures morfosintàctiques i continguts lèxics més com-

Por un lado, este aprendizaje favorece la observación de las otras lenguas que se poseen o se aprenden y hace posible la transferencia de conocimientos de unas a otras siempre que se parta de unos planteamientos comunes en cuanto al objeto de aprendizaje y a la metodología. Con ello se mejora e incluso se desarrolla la competencia en la lengua materna o en la segunda.

Por otro lado, las actitudes ante las culturas, las lenguas y sus hablantes constituyen una parte importante de los contenidos curriculares propuestos. Con ello se continúa y se favorece la reflexión sobre la diversidad lingüística y cultural y los posibles conflictos que ésta puede provocar. Se promueven actitudes positivas, no sólo respecto de las lenguas extranjeras, sino respecto de las diversas lenguas habladas en el Estado Español y, sobre todo, respecto de las dos lenguas habladas en nuestra Comunidad.

A lo largo de la Educación Secundaria Obligatoria, el estudio de la Lengua Extranjera ha dotado a los alumnos de una competencia básica que les permite, desenvolverse en situaciones habituales de comunicación. También aparecen en la Educación Secundaria Obligatoria otros tipos de contenidos básicos en el aprendizaje lingüístico; por una parte, todos aquellos procedimientos destinados a desarrollar en los estudiantes la capacidad de aprender cada vez más autónomamente. Por otra parte, los contenidos de tipo sociocultural transmitidos mediante el uso social de la lengua y las actitudes positivas de respeto, apertura y espíritu crítico que motivan para la comunicación, tanto interpersonal como intercultural.

En el Bachillerato, el aprendizaje de la lengua extranjera supondrá, por una parte, la prolongación y consolidación de lo que ya se conoce y, por otra, un desarrollo de capacidades más especializadas en función de los intereses profesionales y académicos que guiarán el futuro laboral del alumnado.

El Consejo de Europa establece un marco de referencia común europeo para el aprendizaje de lenguas extranjeras, indicando que para desarrollar progresivamente la competencia comunicativa en una determinada lengua, el alumnado debe ser capaz de llevar a cabo una serie de tareas de comunicación.

Las tareas de comunicación configuran un conjunto de acciones que tienen una finalidad comunicativa concreta dentro de un ámbito especifico. Para su realización, se activa la competencia comunicativa.

En primer lugar, para ampliar la competencia comunicativa se ampliará el tipo de situaciones en las que se utiliza la lengua extranjera mediante la diversificación de las funciones comunicativas y de los ámbitos de uso en los que éstas se producen.

Se crearán o simularán situaciones en las que, más allá de la comunicación más o menos cotidiana, se utilice la lengua extranjera para desarrollar técnicas de trabajo intelectual, para adquirir conocimientos relacionados con otras áreas disciplinares o para investigar en ámbitos específicos, seleccionados en función de los intereses de los estudiantes.

En segundo lugar, ampliar la competencia comunicativa significa capacitarse para comprender y producir discursos más complejos mediante la consolidación de los procedimientos de comprensión y la puesta en práctica de las estrategias de producción tanto oral como escrita. Significa también capacitarse para reconocer e interpretar los elementos que a menudo se comunican de manera implícita en el discurso.

Al adquirir mayor capacidad para comprender los contenidos transmitidos de manera implícita, se amplía también la capacidad de reconocer y analizar el papel de los estereotipos y connotaciones culturales que pueden convertir la lengua en un instrumento de manipulación de los valores y actitudes sociales; se amplía, por lo tanto, la capacidad de reaccionar de manera crítica ante ellos.

En tercer lugar, otro nivel de profundización de la competencia comunicativa es el de las variantes discursivas y textuales que pueden ser objeto de observación y apropiación. La edad de los estudiantes y la diversificación de intereses pueden aconsejar que se abra el abanico de los géneros discursivos, que podrán incluir también algunos textos relativamente especializados o ciertos textos literarios.

Asimismo, en la etapa de Bachillerato es necesario ampliar la competencia gramatical mediante el trabajo sobre textos orales y escritos que presenten estructuras morfosintácticas y contenidos léxicos

plexos. A partir de l'observació del material proposat, així com de les pròpies produccions, es pot arribar a la construcció d'un saber explícit que permeta sistematitzar els coneixements sobre el codi de la llengua. És en el context d'estes activitats de reflexió on fonamentalment es duen a terme les operacions de raonament lògic (anàlisi, conceptualització, sistematització, etc.) que reforcen i completen la formació intel·lectual.

Juntament amb el que s'ha exposat anteriorment, el procés d'ensenyança i aprenentatge de llengües estrangeres contribuirà a la formació educativa de l'alumnat des d'una perspectiva global que afavorisca el desenrotllament de la seua personalitat, la integració social, les possibilitats d'accés a dades d'interés, etc. Especialment, en esta etapa educativa, els idiomes s'utilitzaran per a promoure la formació intel·lectual i per a conéixer informacions específiques pròpies d'altres àrees de coneixement, que permeten a l'alumnat estar en contacte amb els canvis permanents en el saber científic, humanístic i tecnològic.

D'esta manera, el Batxillerat propiciarà que l'avanç en el coneixement contribuïsca a ampliar l'horitzó de cada estudiant, que aprofundisca en l'acostament a altres formes de vida i organitzacions socials diferents de les nostres, a intercanviar opinions sobre problemes que es compartixen internacionalment, a diversificar els seus interessos professionals i a consolidar valors socials que afavorisquen la trobada en un món en què la comunicació internacional es fa cada vegada més patent.

II. Objectius generals

El desenrotllament d'esta matèria ha de contribuir al fet que les alumnes i els alumnes adquirisquen les capacitats següents:

1. Utilitzar la llengua estrangera per a comunicar-se en situacions interactives cada vegada més diversificades i autèntiques, oralment i per escrit, emprant estratègies comunicatives i discursives adequades.

2. Comprendre i interpretar críticament els textos orals i audiovisuals emesos en situacions de comunicació habitual, així com pels mitjans de comunicació, i analitzar-los críticament des del punt de vista dels valors que manifesten.

3. Llegir de manera autònoma amb diverses finalitats: busca i selecció d'informacions, adquisició de coneixements referits a diverses àrees d'interés i plaer estètic.

4. Llegir textos pragmàtics i de ficció de temàtica general i específica, identificar els elements essencials de cada tipus de text, captar-ne la funció i organització discursiva a fi de comprendre'ls, interpretar-los críticament i, si és el cas, poder gaudir-ne.

5. Produir textos escrits amb diferents finalitats, planificant-los i organitzant-los de manera coherent i adequada a la situació de comunicació.

6. Reflexionar sobre el funcionament linguisticocomunicatiu de la llengua estrangera per a poder arribar a produir missatges més complexos i correctes, adaptats a les diverses situacions i comprendre les produccions alienes, en situacions cada vegada més variades i imprevistes.

7. Adquirir i desenrotllar diverses estratègies d'aprenentatge, emprant tots els mitjans possibles, incloses les tecnologies de la informació i la comunicació, a fi d'utilitzar la llengua estrangera de manera autònoma i continuar progressant en el seu aprenentatge.

8. Valorar críticament altres maneres d'organitzar l'experiència i estructurar les relacions personals, comprenent el valor relatiu de les convencions i normes culturals.

9. Reconéixer, interpretar i ampliar el coneixement dels referents culturals que apareixen implícitament o explícitament en els textos per a conéixer els aspectes fonamentals del medi sociocultural propi de la llengua estudiada i aconseguir una millor comunicació i una millor comprensió i interpretació de cultures diferents de la pròpia.

10. Apreciar la riquesa que suposa el plurilingüisme com a mitjà per a contrastar i ampliar coneixements i valors i reaccionar davant d'estos d'una manera respectuosa, oberta i crítica, i reconéixer la importància que té l'aprenentatge de llengües com a mitjà de comunicació i enteniment internacional en un món multicultural.

III. Nuclis de continguts

Durant el procés d'ensenyança i aprenentatge en les etapes anteriors de l'Ensenyança Obligatòria s'han anat desenrotllant tres tipus de

más complejos. A partir de la observación del material propuesto, así como de las propias producciones, se puede llegar a la construcción de un saber explícito que permita sistematizar los conocimientos sobre el código de la lengua. Es en el contexto de estas actividades de reflexión donde fundamentalmente se llevan a cabo las operaciones de razonamiento lógico (análisis, conceptualización, sistematización, etc.) que refuerzan y completan la formación intelectual.

Junto con lo expuesto anteriormente, el proceso de enseñanza y aprendizaje de lenguas extranjeras contribuirá a la formación educativa del alumnado desde una perspectiva global que favorezca el desarrollo de su personalidad, la integración social, las posibilidades de acceso a datos de interés, etc. Especialmente, en esta etapa educativa, los idiomas se utilizarán para promover la formación intelectual y conocer informaciones específicas propias de otras áreas de conocimiento, que permitan al alumnado estar en contacto con los cambios permanentes en el saber científico, humanístico y tecnológico.

De esta forma, el Bachillerato propiciará que el avance en el conocimiento contribuya a ampliar el horizonte de cada estudiante, a que profundice en el acercamiento a otras formas de vida y organización social diferentes a las nuestras, a intercambiar opiniones sobre problemas que se comparten internacionalmente, a diversificar sus intereses profesionales y a consolidar valores sociales que favorezcan el encuentro en un mundo en que la comunicación internacional se hace cada vez más patente.

II. Objetivos generales

El desarrollo de esta materia ha de contribuir a que las alumnas y los alumnos adquieran las siguientes capacidades:

1. Utilizar la lengua extranjera para comunicarse en situaciones interactivas cada vez más diversificadas y auténticas, oralmente y por escrito, empleando estrategias comunicativas y discursivas adecuadas.

2. Comprender e interpretar críticamente los textos orales y audiovisuales emitidos en situaciones de comunicación habitual, así como por los medios de comunicación, y analizarlos críticamente desde el punto de vista de los valores que manifiestan.

3. Leer de manera autónoma con diversas finalidades: búsqueda y selección de informaciones, adquisición de conocimientos referidos a diversas áreas de interés y placer estético.

4. Leer textos pragmáticos y de ficción de temática general y específica, identificando los elementos esenciales de cada tipo de texto, captando su función y organización discursiva con el fin de comprenderlos, interpretarlos críticamente y, en su caso, disfrutarlos.

5. Producir textos escritos con diferentes finalidades, planificándolos y organizándolos de manera coherente y adecuada a la situación de comunicación.

6. Reflexionar sobre el funcionamiento lingüístico-comunicativo de la lengua extranjera para poder llegar a producir mensajes más complejos y correctos, adaptados a las diversas situaciones y comprender las producciones ajenas, en situaciones cada vez más variadas e imprevistas.

7. Adquirir y desarrollar diversas estrategias de aprendizaje, empleando todos los medios posibles, incluidas las tecnologías de la información y la comunicación, con el fin de utilizar la lengua extranjera de forma autónoma y seguir progresando en su aprendizaje.

8. Valorar críticamente otros modos de organizar la experiencia y estructurar las relaciones personales comprendiendo el valor relativo de las convenciones y normas culturales.

9. Reconocer, interpretar y ampliar el conocimiento de los referentes culturales que aparecen implícita o explícitamente en los textos para conocer los aspectos fundamentales del medio sociocultural propio de la lengua estudiada y conseguir una mejor comunicación y una mejor comprensión e interpretación de culturas distintas a la propia.

10. Apreciar la riqueza que supone el plurilingüismo como medio para contrastar y ampliar conocimientos y valores y reaccionar ante ellos de manera respetuosa, abierta y crítica y reconocer la importancia que tiene el aprendizaje de lenguas como medio de comunicación y entendimiento internacional en un mundo multicultural.

III. Núcleos de contenidos

Durante el proceso de enseñanza y aprendizaje en las etapas anteriores de la Enseñanza Obligatoria se han ido desarrollando tres tipos

continguts (procediments, conceptes i actituds) que continuen presents en esta etapa.

L'aprenentatge d'una llengua està estretament lligat a l'adquisició de continguts relatius a procediments que es referixen no sols a destreses per a la producció i comprensió del discurs, sinó també a les estratègies d'aprenentatge necessàries per a eixa comprensió i producció. Estos continguts constituïxen l'eix del procés didàctic. Els conceptes, construïts a partir d'activitats d'observació, anàlisi, manipulació i producció apareixen com a continguts indissociables dels procediments i són sabers explícits i organitzats sobre les unitats lingüístiques o els referents culturals i sobre el seu funcionament en el discurs. De la mateixa manera, per a l'organització de la intervenció didàctica, cal tindre en compte les actituds generades davant de la llengua estudiada, l'aprenentatge d'esta, els seus components culturals i els seus parlants.

Més amunt s'han definit l'objecte d'aprenentatge, el caràcter de l'etapa i els objectius generals. A més d'estos elements, en la determinació dels nuclis de continguts, intervenen altres consideracions derivades de la investigació recent sobre l'adquisició de les llengües en general i de les llengües estrangeres en particular. Entre estes consideracions es pot citar el paper dels intercanvis comunicatius en l'adquisició i desenrotllament de la capacitat lingüística, la funció de la reflexió en l'aprenentatge o l'existència de diferents estils cognoscitius que conduïxen a maneres específiques d'aprenentatge.

Els nuclis de continguts són els mateixos que s'han establit per a l'etapa de Secundària Obligatòria perquè, tal com estan concebuts, responen a una definició de l'objecte d'aprenentatge, la competència comunicativa, que no és diferent en una etapa o en una altra. Per tant, són perquè el marc de referència que servix de guia en les diverses etapes i els continguts que els componen van ampliant-se progressivament en el transcurs dels anys d'instrucció.

Així, doncs, estos nuclis de continguts són una prolongació dels especificats en l'etapa de Secundària Obligatòria i serà només el seu tractament el que varie respecte a l'etapa anterior. En efecte, la major capacitat comunicativa dels alumnes en la llengua estrangera i la seua major capacitat cognoscitiva, així com el major grau d'autonomia aconseguit, permetrà que es puguen consolidar les capacitats adquirides al llarg de l'Educació Secundària Obligatòria i a més aprofundir-hi i ampliar-les.

LLENGUA ESTRANGERA I
1. Habilitats comunicatives
Els continguts que corresponen a este nucli són:
   Utilització de la llengua estrangera com a llengua vehicular en classe.
   Obtenció d'informació global i específica de textos orals cada vegada més variats i amb més nivell d'exigència conceptual dins del camp de l'interés general i acadèmic de l'alumnat.
   Escolta comprensiva de missatges emesos, amb llenguatge clar i articulat, en llengua estàndard o pels mitjans de comunicació.
   Comprensió de la comunicació interpersonal sobre temes quotidians d'interés personal i general, utilitzant estratègies per a pronosticar el missatge, captar-ne les idees principals, detectar-ne les secundàries i identificar els sobreentesos a fi de participar naturalment i espontàniament en la conversació o el debat.
   Planificació del missatge que es desitja transmetre; cuidant la coherència, la cohesió i el registre.
   Producció de missatges orals dotats d'una raonable correcció gramatical i d'una pronunciació, una entonació i un ritme adequats sobre temes d'interés general o personal i articulats a manera de textos descriptius, expositius o narratius.
   Formulació d'hipòtesis sobre les expectatives, els interessos o les actituds comunicatives que puguen tindre els receptors dels textos.
   Predicció i deducció d'informació en diferents tipus de textos.

   Lectura comprensiva i autònoma de textos contemporanis pragmàtics i de ficció emprant les estratègies de lectura per a identificar els elements textuals i paratextuals, l'organització de la informació i el propòsit comunicatiu.

de contenidos (procedimientos, conceptos y actitudes) que siguen presentes en esta etapa.

El aprendizaje de una lengua está estrechamente ligado a la adquisición de contenidos relativos a procedimientos que se refieren no sólo a destrezas para la producción y comprensión del discurso, sino también a las estrategias de aprendizaje necesarias para esa comprensión y producción. Estos contenidos constituyen el eje del proceso didáctico. Los conceptos, construidos a partir de actividades de observación, análisis, manipulación y producción aparecen como contenidos indisociables de los procedimientos y son saberes explícitos y organizados sobre las unidades lingüísticas o los referentes culturales y sobre su funcionamiento en el discurso. Del mismo modo, para la organización de la intervención didáctica, hay que tener en cuenta las actitudes generadas ante la lengua estudiada, el aprendizaje de la misma, sus componentes culturales y sus hablantes.

Más arriba se han definido el objeto de aprendizaje, el carácter de la etapa y los objetivos generales. Además de estos elementos, en la determinación de los núcleos de contenidos, intervienen otras consideraciones derivadas de la investigación reciente sobre la adquisición de las lenguas en general y de las lenguas extranjeras en particular. Entre ellas se puede citar el papel de los intercambios comunicativos en la adquisición y desarrollo de la capacidad lingüística, la función de la reflexión en el aprendizaje o la existencia de diferentes estilos cognoscitivos que conducen a modos específicos de aprendizaje.

Los núcleos de contenidos son los mismos que se han establecido para la etapa de Secundaria Obligatoria porque, tal como están concebidos, responden a una definición del objeto de aprendizaje, la competencia comunicativa, que no es diferente en una etapa o en otra. Son pues el marco de referencia que sirve de guía en las diversas etapas y los contenidos que los componen van ampliándose progresivamente en el transcurso de los años de instrucción.

Así pues, estos núcleos de contenidos son una prolongación de los especificados en la etapa de Secundaria Obligatoria y será sólo su tratamiento lo que varíe con respecto a la etapa anterior. En efecto, la mayor capacidad comunicativa de los alumnos en la lengua extranjera y su mayor capacidad cognoscitiva, así como el mayor grado de autonomía alcanzado, va a permitir que se puedan consolidar las capacidades adquiridas a lo largo de la Educación Secundaria Obligatoria y además profundizar en ellas y ampliarlas.

LENGUA EXTRANJERA I
1. Habilidades comunicativas.
Los contenidos que corresponden a este núcleo son:
   Utilización de la lengua extranjera como lengua vehicular en clase.
   Obtención de información global y específica de textos orales cada vez más variados y con un mayor nivel de exigencia conceptual dentro del campo del interés general y académico del alumnado.
   Escucha comprensiva de mensajes emitidos, con lenguaje claro y articulado, en lengua estándar o por los medios de comunicación.
   Comprensión de la comunicación interpersonal sobre temas cotidianos de interés personal y general, utilizando estrategias para pronosticar el mensaje, captar las ideas principales, detectar las secundarias e identificar los sobreentendidos con el fin de participar natural y espontáneamente en la conversación o el debate.
   Planificación del mensaje que se desea transmitir, cuidando la coherencia, la cohesión y el registro.
   Producción de mensajes orales dotados de una razonable corrección gramatical y de una pronunciación, un ritmo y una entonación adecuados sobre temas de interés general o personal y articulados a modo de textos descriptivos, expositivos o narrativos.
   Formulación de hipótesis sobre las expectativas, intereses o actitudes comunicativas que puedan tener los receptores de los textos.
   Predicción y deducción de información en diferentes tipos de textos.
   Lectura comprensiva y autónoma de textos contemporáneos pragmáticos y de ficción empleando las estrategias de lectura para identificar los elementos textuales y paratextuales, la organización de la información y el propósito comunicativo.

Utilització autònoma de recursos bibliogràfics, informàtics i digitals i explotació dels coneixements previs i les estratègies lectores per a solucionar problemes de comprensió.

Interés per la lectura de textos diversos de manera autònoma amb el propòsit d'obtindre informació, ampliar coneixements o passar-s'ho bé.

Ordenació lògica de frases i paràgrafs a fi de realitzar un text coherent, utilitzant els elements d'enllaç adequats.

Redacció clara i detallada de diferents tipus de text i en diferents suports sobre temes personals i acadèmics o d'interés general amb una raonable correcció gramatical, un vocabulari i un registre adequats al tema.

Reconeixement de les varietats d'ús de la llengua: diferències entre llenguatge formal i informal, parlat i escrit.

Ús autònom de recursos diversos per a l'aprenentatge: informàtics, digitals i bibliogràfics.

Aplicació d'estratègies per a revisar, ampliar i consolidar el lèxic i les estructures lingüístiques.

Anàlisi i reflexió sobre l'ús i el significat de diferents estructures gramaticals per mitjà de la comparació amb les pròpies.

Observació i utilització conscient d'estratègies d'aprenentatge.

Aplicació de les estratègies d'autocorrecció i autoavaluació per a progressar en l'aprenentatge autònom de la llengua.

2. Reflexions sobre la llengua

Els continguts que corresponen a este nucli són:

Ampliació del camp semàntic a través d'expressions comunes, sinònims i antònims i de lèxic referit a temes generals d'interés per a l'alumnat com ara família, amics, aficions i interessos, estudis, viatges, fets d'actualitat i relacionats amb altres matèries de currículum.

Formació de paraules a partir de prefixos i sufixos.

Revisió i ampliació de les estructures gramaticals i de les funcions principals adequades als diferents gèneres textuals i de les intencions comunicatives associades a les diferents situacions de comunicació. Explicar els punts principals d'una idea o d'un problema amb raonable precisió i expressar pensaments sobre temes abstractes o culturals com ara la música i les pel·lícules.

Toma de consciència dels principals trets fonològics de la llengua estrangera, incloent-hi les unitats de so de la llengua i la seua realització en contextos concrets, la composició fonètica de les paraules, la fonètica de les oracions, l'accent i ritme de les oracions i l'entonació.

Ús de l'alfabet fonètic per a resoldre dubtes de pronunciació.

Producció de diferents patrons d'accentuació, ritme i entonació necessaris per a l'expressió de distints sentiments i actituds.

3. Aspectes socioculturals

Els continguts que corresponen a este nucli són:

Valoració positiva de l'ús de la llengua estrangera com a mitjà per a eliminar barreres d'enteniment i comunicació entre els pobles.

Contrast entre aspectes culturals de la vida quotidiana que transmet la llengua estrangera i els aspectes propis.

Identificació de costums i trets de la vida quotidiana propis d'altres països i cultures on es parla la llengua estrangera

Adequació dels missatges a les característiques de l'interlocutor.

Ús de fórmules lingüístiques adequades a les situacions comunicatives.

Reconeixement de la presència i importància de la llengua estrangera en les noves tecnologies de la informació i comunicació.

Coneixement i valoració dels elements culturals més rellevants dels països on es parla la llengua estrangera.

Interés per establir relacions socials amb parlants de llengües estrangeres.

IV. Criteris d'avaluació

1. Extraure la informació global i específica dels missatges orals.

Es referix a missatges emesos pels estudiants, el professorat o els mitjans de comunicació sobre temes actuals o generals relacionats amb els estudis i els interessos o amb els aspectes socioculturals associats a

Utilización autónoma de recursos bibliográficos, informáticos y digitales y explotación de los conocimientos previos y las estrategias lectoras para solucionar problemas de comprensión.

Interés por la lectura de textos diversos de forma autónoma con el propósito de obtener información, ampliar conocimientos o disfrutar.

Ordenación lógica de frases y párrafos con el fin de realizar un texto coherente, utilizando los elementos de enlace adecuados.

Redacción clara y detallada de diferentes tipos de texto y en diferentes soportes sobre temas personales y académicos o de interés general con una razonable corrección gramatical, un vocabulario y un registro adecuados al tema.

Reconocimiento de las variedades de uso de la lengua: diferencias entre lenguaje formal e informal, hablado y escrito.

Uso autónomo de recursos diversos para el aprendizaje: informáticos, digitales y bibliográficos.

Aplicación de estrategias para revisar, ampliar y consolidar el léxico y las estructuras lingüísticas.

Análisis y reflexión sobre el uso y el significado de diferentes estructuras gramaticales mediante la comparación con las propias.

Observación y utilización consciente de estrategias de aprendizaje.

Aplicación de las estrategias de auto-corrección y auto-evaluación para progresar en el aprendizaje autónomo de la lengua.

2. Reflexiones sobre la Lengua

Los contenidos que corresponden a este núcleo son:

Ampliación del campo semántico a través de expresiones comunes, sinónimos y antónimos y de léxico referido a temas generales de interés para el alumnado tales como familia, amigos aficiones e intereses, estudios, viajes, hechos de actualidad y relacionados con otras materias de currículo.

Formación de palabras a partir de prefijos y sufijos.

Revisión y ampliación de las estructuras gramaticales y funciones principales adecuadas a distintos géneros textuales e intenciones comunicativas asociadas a diferentes situaciones de comunicación explicar los puntos principales de una idea o un problema con razonable precisión y expresar pensamientos sobre temas abstractos o culturales tales como la música y las películas.

Toma de conciencia de los principales rasgos fonológicos de la lengua extranjera, incluyendo las unidades de sonido de la lengua y su realización en contextos concretos, la composición fonética de las palabras, la fonética de las oraciones, el acento y ritmo de las oraciones y la entonación.

Uso del alfabeto fonético para resolver dudas de pronunciación.

Producción de diferentes patrones de acentuación, ritmo y entonación necesarios para la expresión de distintas actitudes y sentimientos.

3. Aspectos Socioculturales.

Los contenidos que corresponden a este núcleo son:

Valoración positiva del uso de la lengua extranjera como medio para eliminar barreras de entendimiento y comunicación entre pueblos.

Contraste entre aspectos culturales de la vida cotidiana que transmite la lengua extranjera y los propios.

Identificación de costumbres y rasgos de la vida cotidiana propios de otros países y culturas donde se habla la lengua extranjera

Adecuación de los mensajes a las características del interlocutor.

Uso de fórmulas lingüísticas adecuadas a las situaciones comunicativas.

Reconocimiento de la presencia e importancia de la lengua extranjera en las nuevas tecnologías de la información y comunicación.

Conocimiento y valoración de los elementos culturales más relevantes de los países donde se habla la lengua extranjera.

Interés por establecer relaciones sociales con hablantes de lenguas extranjeras.

IV. Criterios de evaluación

1. Extraer la información global y específica de los mensajes orales.

Se refiere a mensajes emitidos por los estudiantes, el profesorado o los medios de comunicación sobre temas actuales o generales relacionados con los estudios e intereses o con aspectos socioculturales

la llengua estrangera, sempre que s'articulen amb claredat, en llengua estàndard i que el desenrotllament del discurs es facilite amb marcadors explícits.

Amb este criteri es pretén avaluar la capacitat de l'alumnat per a comprendre i interpretar la informació sobre temes concrets i més abstractes, transmesa per parlants amb diferents accents, tenint en compte aspectes com ara el registre utilitzat, el propòsit i l'actitud del parlant, etc. Així mateix, avalua la capacitat d'entendre les idees principals i les específiques prèviament requerides de textos orals més extensos emesos pels mitjans de comunicació sempre que es parle clar, en llengua estàndard, el missatge estiga estructurat amb claredat i s'hi utilitzen marcadors explícits.

2. Participar en conversacions o debats espontanis o preparats per endavant.

Es busca que els alumnes s'expressen amb fluïdesa, amb una pronunciació i una entonació raonablement correctes; que produïsquen missatges coherents, amb la correcció formal necessària i el tipus de discurs d'acord amb la situació comunicativa. Es valorarà també la capacitat per a reaccionar adequadament, mostrant una actitud respectuosa, en la interacció, i col·laborar en la continuació del discurs amb un registre apropiat a la situació i al propòsit de la comunicació.

3. Comprendre de manera autònoma la informació continguda en textos escrits contemporanis, procedents de diverses fonts, referits a l'actualitat, la cultura o relacionats amb els seus interessos o amb els seus estudis presents o futurs.

Es pretén avaluar la capacitat per a predir, deduir i comprendre la informació rellevant, distingir les idees principals de les secundàries, i identificar la informació requerida en textos escrits autèntics, d'interés general, de divulgació i de ficció que oferisquen prou precisió i detall com per a poder analitzar críticament la dita informació, aplicant-hi les estratègies necessàries per a la realització d'una tasca i captant significats implícits, postures i punts de vista. Este criteri avalua, a més, la capacitat per a utilitzar de manera autònoma recursos digitals, informàtics i bibliogràfics a fi de buscar, comparar i contrastar informacions i solucionar problemes de comprensió.

4. Escriure textos diversos clars i detallats amb diferents propòsits, amb la correcció formal, la cohesió, la coherència i el registre adequats, valorant la importància de planificar i revisar el text.

Amb este criteri es pretén avaluar la redacció de textos amb una organització clara i lògica de frases i paràgrafs, una raonable correcció gramatical, un vocabulari i un registre concordes al tema. Es valorarà també l'interés per respectar les normes ortogràfiques i tipogràfiques i per planificar i revisar els textos.

5. Reflexionar sobre el funcionament de la llengua.

Es busca aconseguir la comprensió de la dinàmica del sistema per mitjà de la inducció o deducció de les regles corresponents, i utilitzar elements lingüístics de referència (gramaticals, lèxics, ortogràfics, fonètics i textuals) que faciliten la sistematització de l'aprenentatge).

6. Transferir el coneixement de les regles de funcionament de la llengua estrangera a situacions noves.

L'alumnat ha de ser competent des del punt de vista lingüístic, partint de les regles que ha treballat i que hem manejat de manera controlada. S'espera que les regles lingüístiques siguen aplicades en diferents situacions.

7. Usar de manera autònoma recursos, fonts d'informació i materials de referència.

En este criteri es perseguix conéixer el desenrotllament per part de l'alumnat de les destreses necessàries per a contrastar conclusions, sistematitzar i consolidar coneixements.

8. Reflexionar sobre els propis processos d'aprenentatge.

S'analitza la manera en què es produïxen reformulacions de regles, s'expressen definicions sobre el que s'ha après i s'apliquen mecanismes d'autoavaluació i d'autocorrecció que reforcen l'autonomia en l'aprenentatge i s'avance en els aprenentatges nous.

9. Interpretar trets que defininen la cultura o les cultures dels països on es parla la llengua estrangera i mostrar coneixements de dades

asociados a la lengua extranjera, siempre que estén articulados con claridad, en lengua estándar y que el desarrollo del discurso se facilite con marcadores explícitos.

Con este criterio se pretende evaluar la capacidad de alumnos y alumnas para comprender e interpretar la información sobre temas concretos y más abstractos, transmitida por hablantes con diferentes acentos, teniendo en cuenta aspectos tales como el registro utilizado, el propósito y la actitud del hablante, etc. Asimismo, evalúa la capacidad de entender las ideas principales y las específicas previamente requeridas de textos orales más extensos emitidos por los medios de comunicación siempre que se hable claro, en lengua estándar, el mensaje esté estructurado con claridad y se utilicen marcadores explícitos.

2. Participar en conversaciones o debates espontáneos o preparados de antemano.

Se busca que los alumnos se expresen con fluidez, con una pronunciación y una entonación razonablemente correctas; que produzcan mensajes coherentes, con la corrección formal necesaria y el tipo de discurso acorde a la situación comunicativa. Se valorará también la capacidad para reaccionar adecuadamente, mostrando una actitud respetuosa, en la interacción y colaborar en la continuación del discurso con un registro apropiado a la situación y al propósito de la comunicación.

3. Comprender de forma autónoma la información contenida en textos escritos contemporáneos procedentes de diversas fuentes referidos a la actualidad, la cultura o relacionados con sus intereses o con sus estudios presentes o futuros.

Se pretende evaluar la capacidad para predecir, deducir y comprender la información relevante, distinguir las ideas principales de las secundarias, e identificar la información requerida en textos escritos auténticos, de interés general, de divulgación y de ficción que ofrezcan suficiente precisión y detalle como para poder analizar críticamente dicha información, aplicando las estrategias necesarias para la realización de una tarea y captando significados implícitos, posturas y puntos de vista. Este criterio evalúa, además, la capacidad para utilizar de forma autónoma recursos digitales, informáticos y bibliográficos con el fin de buscar, comparar y contrastar informaciones y solucionar problemas de comprensión.

4. Escribir textos diversos claros y detallados con diferentes propósitos, con la corrección formal, la cohesión, la coherencia y el registro adecuados, valorando la importancia de planificar y revisar el texto.

Con este criterio se pretende evaluar la redacción de textos con una organización clara y lógica de frases y párrafos, una razonable corrección gramatical, un vocabulario y un registro acordes al tema. Se valorará también el interés por respetar las normas ortográficas y tipográficas y por planificar y revisar los textos.

5. Reflexionar sobre el funcionamiento de la lengua.

Se busca conseguir la comprensión de la dinámica del sistema mediante la inducción o deducción de las reglas correspondientes, y utilizar elementos lingüísticos de referencia (gramaticales, léxicos, ortográficos, fonéticos y textuales) que faciliten la sistematización del aprendizaje.).

6. Transferir el conocimiento de las reglas de funcionamiento de la lengua extranjera a situaciones nuevas.

El alumnado debe ser capaz de desenvolverse competentemente desde el punto de vista lingüístico partiendo de las reglas que ha trabajado y manejado de manera controlada. Se espera que las reglas lingüísticas sean aplicadas en diferentes situaciones.

7. Usar de forma autónoma recursos, fuentes de información y materiales de referencia.

En este criterio se persigue conocer el desarrollo por parte del alumnado de las destrezas necesarias para contrastar conclusiones, sistematizar y consolidar conocimientos.

8. Reflexionar sobre los propios procesos de aprendizaje.

Se analiza la manera en que se producen reformulaciones de reglas, se expresan definiciones sobre lo aprendido y se aplican mecanismos de autoevaluación y de autocorrección que refuercen la autonomía en el aprendizaje y se avance en los nuevos aprendizajes.

9. Interpretar rasgos que definen la cultura o culturas de los países donde se habla la lengua extranjera y mostrar conocimientos de datos

de tipus geogràfic, històric, artístic, literari, etc., i incorporar el dit coneixement en la comunicació en situacions contextualitzades.

L'alumnat necessita un bagatge dels aspectes socioculturals de les comunitats on es parla la llengua estrangera, que li facilite una competència sociolingüística per a adaptar el seu discurs a la situació social en què tinga lloc cada acte de comunicació.

10. Mostrar acostament a la diversitat social i cultural que es transmet quan es comunica en una llengua estrangera.

La llengua estrangera és font d'informació i mitjà de comunicació que ens permet buscar similituds i diferències socioculturals.

11. Desenrotllar l'interés per valorar positivament l'ús de la llengua estrangera com a mitjà de comunicació internacional i per a l'enteniment dels pobles i considerar la seua presència en l'ús de les noves tecnologies.

La llengua estrangera es convertix tant en un recurs com en un element motivador per a l'ús de les tecnologies. Es va més enllà de l'ús de la tecnologia per a aprendre llengües. Especialment en el cas de les tecnologies de la informació i la comunicació i, sobretot, quan la comunicació es produïx a través d'Internet, la llengua és a més un mitjà per a poder valdre's de la tecnologia.

12. Aprofundir en el coneixement de la cultura pròpia a partir de les informacions socioculturals que transmet la llengua estrangera.

Aprendre d'altres cultures facilita, a l'alumnat, l'aprofundiment en la comprensió de la cultura pròpia. L'alumnat comparàrà i assolirà una actitud d'empatia cap a altres realitats culturals i una comprensió real del que significa viure en un món intercultural.

III. Nuclis de continguts

LLENGUA ESTRANGERA II
1. Habilitats comunicatives
Els continguts que corresponen a este nucli són:

Utilitzar la llengua estrangera com a llengua vehicular en classe.

Comprensió del significat general i específic de conferències i de discursos extensos, d'interés general i acadèmic, amb un cert nivell d'especialització i abstracció.

Escolta comprensiva de missatges transmesos pels mitjans de comunicació i emesos tant en llengua estàndard com per parlants amb diferents accents.

Comprensió de la comunicació interpersonal sobre temes cada vegada més variats i amb més nivell d'exigència conceptual, utilitzant-hi estratègies per a anticipar la informació, captar-ne el significatiu, detectar-hi les redundàncies i inferir-ne el que no és explícit per a intervindre amb habilitat en la conversació.

Participació i contribució fluida i eficaç en conversacions, discussions, argumentacions o debats, de manera espontània o preparats prèviament, sobre diversos temes, exposant-hi un punt de vista, argumentant i contraargumentant, i produint un discurs que aconseguisca exposar la seua intenció comunicativa.

Producció oral de descripcions, narracions i presentacions sobre temes personals i d'interés general, amb coherència i cohesió, raonable correcció gramatical i una pronunciació, una entonació i un ritme adequats.

Predicció i deducció de la informació en diferents tipus de textos.

Lectura autònoma i competent de textos autèntics pragmàtics i de ficció més llargs i complexos, utilitzant estratègies adequades per a comprendre-hi els sentits implícits, les postures o els punts de vista, el propòsit comunicatiu i la voluntat d'estil.

Utilització autònoma de recursos bibliogràfics, informàtics i digitals, i explotació dels coneixements previs i les estratègies lectores per a solucionar problemes de comprensió o per a buscar informació per a la realització d'una tasca.

Apreciar la lectura com a manera d'obtindre informació, ampliar coneixements i disfrutar.

Redacció de diferents tipus de textos pragmàtics i de ficció, de més extensió i complexitat, sobre temes actuals d'interés personal i general, amb una raonable correcció gramatical, un lèxic, un registre, una retòrica i una estructura adequats al tema, al tipus de text i al propòsit comunicatiu.

de tipo geográfico, histórico, artístico, literario, etc. e incorporar dicho conocimiento en la comunicación en situaciones contextualizadas.

El alumnado necesita un bagaje de los aspectos socioculturales de las comunidades donde se habla la lengua extranjera, que le facilite una competencia sociolingüística para adaptar su discurso a la situación social en la que tenga lugar cada acto de comunicación.

10. Mostrar acercamiento a la diversidad social y cultural que se transmite cuando se comunica en lengua extranjera.

La lengua extranjera es fuente de información y medio de comunicación que nos permite buscar similitudes y diferencias socioculturales.

11. Desarrollar el interés por valorar positivamente el uso de la lengua extranjera como medio de comunicación internacional y para el entendimiento de los pueblos y considerar su presencia en el uso de nuevas tecnologías.

La lengua extranjera se convierte tanto en un recurso como en un elemento motivador para el uso de las tecnologías. Se va más allá del uso de la tecnología para aprender lenguas. Especialmente en el caso de las tecnologías de la información y la comunicación, y sobre todo cuando la comunicación se produce a través de Internet, la lengua es además un medio para poder valerse de la tecnología.

12. Profundizar en el conocimiento de la cultura propia a partir de las informaciones socioculturales que transmite la lengua extranjera.

Aprender de otras culturas facilita al alumnado ahondar en la comprensión de la cultura propia. El alumnado comparará y desarrollará una actitud de empatía hacia otras realidades culturales y una comprensión real de lo que significa vivir en un mundo intercultural.

III. Núcleos de contenidos

LENGUA EXTRANJERA II
1. Habilidades comunicativas.
Los contenidos que corresponden a este núcleo son:

Utilizar la lengua extranjera como lengua vehicular en clase.

Comprensión del significado general y específico de conferencias y de discursos extensos, de interés general y académico, con cierto nivel de especialización y abstracción.

Escucha comprensiva de mensajes transmitidos por los medios de comunicación y emitidos tanto en lengua estándar como por hablantes con diferentes acentos.

Comprensión de la comunicación interpersonal sobre temas cada vez más variados y con un mayor nivel de exigencia conceptual, utilizando estrategias para anticipar la información, captar lo significativo, detectar lo redundante e inferir lo no explícito para intervenir con habilidad en la conversación.

Participación y contribución fluida y eficaz en conversaciones, discusiones, argumentaciones o debates, de manera espontánea o preparados previamente, sobre diversos temas, exponiendo un punto de vista, argumentando y contrargumentando, y produciendo un discurso que consiga exponer su intención comunicativa.

Producción oral de descripciones, narraciones y presentaciones sobre temas personales y de interés general, con coherencia y cohesión, razonable corrección gramatical y una pronunciación, ritmo y entonación adecuados.

Predicción y deducción de la información en diferentes tipos de textos.

Lectura autónoma y competente de textos auténticos pragmáticos y de ficción más largos y complejos, utilizando estrategias adecuadas para comprender los sentidos implícitos, las posturas o puntos de vista, el propósito comunicativo y la voluntad de estilo.

Utilización autónoma de recursos bibliográficos, informáticos y digitales y explotación de los conocimientos previos y las estrategias lectoras para solucionar problemas de comprensión o para buscar información para la realización de una tarea.

Apreciar la lectura como forma de obtener información, ampliar conocimientos y disfrutar.

Redacción de diferentes tipos de textos pragmáticos y de ficción, de mayor extensión y complejidad, sobre temas actuales de interés personal y general, con una razonable corrección gramatical, un léxico, un registro, una retórica y una estructura adecuados al tema, al tipo de texto y al propósito comunicativo.

Interés per la producció de textos escrits, clars, comprensibles i adequadament presentats, que responguen a diferents necessitats i intencions comunicatives.

Observació i utilització conscient d'estratègies d'aprenentatge.

Autocontrol i autonomització progressiva en les activitats de comprensió i producció de textos.

Aplicació de les estratègies d'autocorrecció i autoavaluació per a progressar en l'aprenentatge autònom de la llengua.

Reflexió sobre la pròpia manera d'aprendre per a aconseguir que la selecció de les estratègies adequades es realitze de manera autònoma segons els estils d'aprenentatge.

Participació en projectes com ara l'elaboració d'un periòdic, un fullet, una enquesta, un sondeig, etc.

Interés per aprofitar les oportunitats d'aprenentatge tant dins com fora de l'aula, beneficiant-se de les tecnologies de la informació i la comunicació.

Valoració de la creativitat, la confiança, la iniciativa i la cooperació per a l'aprenentatge de llengües.

2. Reflexions sobre la Llengua

Els continguts que corresponen a este nucli són:

Ampliació del camp semàntic a través d'expressions idiomàtiques, sinònims, antònims, connotacions i de lèxic sobre temes generals d'interés per a l'alumnat com ara família, amics, aficions i interessos, estudis, viatges, fets d'actualitat i relacionats amb altres matèries de currículum.

Formació de paraules a partir de prefixos, sufixos i paraules compostes.

Ús d'estructures gramaticals complexes i funcions necessàries per a aconseguir comunicar-se amb correcció en diferents situacions de comunicació, explicar els punts principals d'una idea o un problema amb raonable precisió i expressar pensaments sobre temes abstractes o culturals com ara la música i les pel·lícules.

Progressiu coneixement, percepció i producció dels principals trets fonològics de la llengua estrangera, com ara les unitats de so de la llengua i la seua realització en contextos concrets, la composició fonètica de les paraules, la fonètica de les oracions, l'accent i el ritme de les oracions i l'entonació.

Ús de l'alfabet fonètic per a millorar la pronunciació.

Producció de diferents patrons d'accentuació, ritme i entonació necessaris per a l'expressió de distintes actituds i sentiments.

3. Aspectes Socioculturals

Els continguts que corresponen a este nucli són:

Identificació dels trets dialectals més significatius de la llengua estrangera.

Coneixement i valoració dels elements culturals més importants, com ara la literatura, l'art la música o el cine dels països on es parla la llengua estrangera.

Valoració positiva de patrons culturals diferents dels propis.

Reconeixement de diferències culturals i de comportaments socials entre grups de parlants de la mateixa comunitat lingüística.

Reflexió sobre similituds i diferències entre cultures.

Valoració de la llengua estrangera com a mitjà per a accedir a altres cultures i com a instrument de comunicació internacional.

Reflexió sobre altres maneres d'organitzar les experiències, a fi de desenrotllar actituds de comprensió cap a altres convencions culturals.

Ús de registres adequats segons el context comunicatiu, l'interlocutor i la intenció dels interlocutors.

Consciència de les normes de cortesia més importants.

Reconeixement de la importància de la llengua estrangera per a aprofundir en coneixements que resulten d'interés al llarg de la vida professional.

IV. Criteris d'avaluació

1. Extraure la informació global i específica, tant explícita com implícita, de textos orals, emesos en situació de comunicació cara a cara, sobre temes relacionats amb la realitat quotidiana, aspectes culturals i socials dels països on es parla la llengua estrangera.

Amb este criteri es pretén avaluar la capacitat de l'alumnat per a comprendre i interpretar tant la informació explícita rebuda en els

Interés por la producción de textos escritos, claros, comprensibles y adecuadamente presentados, que respondan a diferentes necesidades e intenciones comunicativas.

Observación y utilización consciente de estrategias de aprendizaje.

Autocontrol y autonomización progresiva en las actividades de comprensión y producción de textos.

Aplicación de las estrategias de auto-corrección y auto-evaluación para progresar en el aprendizaje autónomo de la lengua.

Reflexión sobre la propia manera de aprender para conseguir que la selección de las estrategias adecuadas se realice de manera autónoma según los estilos de aprendizaje.

Participación en proyectos tales como la elaboración de un periódico, un folleto, una encuesta, un sondeo, etc.

Interés por aprovechar las oportunidades de aprendizaje tanto dentro como fuera del aula, beneficiándose de las tecnologías de la información y la comunicación.

Valoración de la creatividad, la confianza, la iniciativa y la cooperación para el aprendizaje de lenguas.

2. Reflexiones sobre la Lengua.

Los contenidos que corresponden a este núcleo son:

Ampliación del campo semántico a través de expresiones idiomáticas, sinónimos, antónimos, connotaciones y de léxico sobre temas generales de interés para el alumnado tales como familia, amigos, aficiones e intereses, estudios, viajes, hechos de actualidad y relacionados con otras materias de currículo.

Formación de palabras a partir de prefijos, sufijos y palabras compuestas.

Uso de estructuras gramaticales complejas y funciones necesarias para lograr comunicarse con corrección en diferentes situaciones de comunicación, explicar los puntos principales de una idea o un problema con razonable precisión y expresar pensamientos sobre temas abstractos o culturales tales como la música y las películas.

Progresivo conocimiento, percepción y producción de los principales rasgos fonológicos de la lengua extranjera, tales como las unidades de sonido de la lengua y su realización en contextos concretos, la composición fonética de las palabras, la fonética de las oraciones, el acento y ritmo de las oraciones y la entonación.

Uso del alfabeto fonético para mejorar su pronunciación.

Producción de diferentes patrones de acentuación, ritmo y entonación necesarios para la expresión de distintas actitudes y sentimientos.

3. Aspectos Socioculturales.

Los contenidos que corresponden a este núcleo son:

Identificación de los rasgos dialectales más significativos de la lengua extranjera.

Conocimiento y valoración de los elementos culturales más importantes, tales como la literatura, el arte la música o el cine de los países donde se habla la lengua extranjera.

Valoración positiva de patrones culturales distintos a los propios.

Reconocimiento de diferencias culturales y de comportamientos sociales entre grupos de hablantes de la misma comunidad lingüística.

Reflexión sobre similitudes y diferencias entre culturas.

Valoración de la lengua extranjera como medio para acceder a otras culturas y como instrumento de comunicación internacional.

Reflexión sobre otros modos de organizar las experiencias, con el fin de desarrollar actitudes de comprensión hacia otras convenciones culturales.

Uso de registros adecuados según el contexto comunicativo, el interlocutor y la intención de los interlocutores.

Consciencia de las normas de cortesía más importantes.

Reconocimiento de la importancia de la lengua extranjera para profundizar en conocimientos que resulten de interés a lo largo de la vida profesional.

IV. Criterios de evaluación.

1. Extraer la información global y específica, tanto explícita como implícita, de textos orales, emitidos en situación de comunicación cara a cara, sobre temas relacionados con la realidad cotidiana, aspectos culturales y sociales de los países en que se habla la lengua extranjera.

Con este criterio se pretende evaluar la capacidad del alumnado para comprender e interpretar tanto la información explícita recibida

intercanvis orals com també la derivada de la intenció de l'interlocutor, el registre utilitzat, la seua actitud, etc. Així mateix es pretén avaluar les estratègies de comunicació utilitzades en eixos intercanvis.

2. Extraure informacions globals, i les específiques prèviament requerides, de textos orals, emesos pels mitjans de comunicació sobre qüestions generals d'actualitat, aspectes de les cultures associades amb la llengua estrangera i temes relacionats amb altres disciplines del currículum.

Amb este criteri es pretén avaluar la capacitat de comprendre i interpretar correctament d'una manera global els missatges emesos en els programes més usuals dels mitjans de comunicació audiovisuals, com ara notícies, programes de divulgació i opinió, debats, etc., i produccions amb trames argumentals. A més, es tracta de comprovar la comprensió específica d'aspectes concrets destacats prèviament.

3. Participar amb fluïdesa en conversacions improvisades i en narracions, exposicions, argumentacions i debats preparats prèviament sobre temes d'interés, relacionats amb altres àrees del currículum o amb aspectes socials i culturals dels països on es parla la llengua estrangera, utilitzant per a això estratègies de comunicació i el tipus de discurs adequat a la situació.

Es tracta d'avaluar, d'una banda, la capacitat per a organitzar i expressar idees amb claredat i, d'una altra, la capacitat per a reaccionar adequadament en les situacions interactives, de manera que es puga dur a terme una gestió adequada de la comunicació (iniciant intercanvis, negociant significats) produint un discurs comprensible i que aconseguisca la seua intenció comunicativa.

4. Extraure de manera autònoma, amb ajuda d'instruments adequats (com, per exemple, els diccionaris) la informació continguda en textos escrits procedents dels mitjans de comunicació, llibres de divulgació, etc., referits a temes d'actualitat, a la cultura en general i a temes relacionats amb altres matèries del currículum i amb els estudis futurs.

Es pretén avaluar la capacitat per a comprendre textos autèntics d'interés general i de divulgació, amb prou precisió i detall com per a poder analitzar críticament la dita informació, reelaborar-la i utilitzar-la en produccions pròpies, tant orals com escrites.

5. Llegir amb ajuda d'instruments adequats (diccionaris, llibres de consulta) textos literaris variats (novel·la, poesia, teatre) relacionats amb els interessos propis i els del grup, i demostrar-ne la comprensió amb alguna tasca específica.

Es pretén avaluar amb este criteri la capacitat per a interpretar una obra literària, les característiques generals de l'estil i el context sociocultural que l'enquadra.

Els textos seleccionats presentaran un contingut i un estil adequats al nivell de l'alumnat.

6. Redactar, amb l'ajuda del material de consulta pertinent, textos escrits que exigisquen una planificació i una elaboració reflexiva dels continguts, cuidant la correcció idiomàtica, la coherència i la propietat expressiva.

Amb este criteri es pretén avaluar la capacitat de planificar i organitzar les idees d'acord amb el tipus de text triat, cuidant la progressió del tema i expressant-lo amb la necessària coherència perquè siga comprés adequadament. Així mateix, amb este criteri s'avaluarà també la correcció lingüística amb què es presenten els continguts triats, tenint en compte la seua importància per a aconseguir una comunicació efectiva.

7. Utilitzar reflexivament els coneixements lingüístics, sociolingüístics, estratègics i discursius adquirits, aplicant amb rigor els mecanismes d'autocorrecció que reforcen l'autonomia de l'aprenentatge.

Per mitjà d'este criteri es pretén avaluar si els estudiants posseïxen efectivament una competència global que els permeta adequar les produccions a diferents situacions de comunicació (segons la intenció, el tipus d'interlocutor, etc.) amb el grau de correcció relatiu al nivell, i considerar i analitzar reflexivament les produccions per a autocorregir-se en cas necessari.

en los intercambios orales como también la derivada de la intención del interlocutor, el registro utilizado, su actitud, etc. Asimismo se pretende evaluar las estrategias de comunicación utilizadas en esos intercambios.

2. Extraer informaciones globales, y las específicas previamente requeridas, de textos orales, emitidos por los medios de comunicación sobre cuestiones generales de actualidad, aspectos de las culturas asociadas con la lengua extranjera y temas relacionados con otras disciplinas del currículo.

Con este criterio se pretende evaluar la capacidad de comprender e interpretar correctamente de una manera global los mensajes emitidos en los programas más usuales de los medios de comunicación audiovisuales, tales como noticias, programas de divulgación y opinión, debates, etc. y producciones con tramas argumentales. Además se trata de comprobar la comprensión específica de aspectos concretos destacados previamente.

3. Participar con fluidez en conversaciones improvisadas y en narraciones, exposiciones, argumentaciones y debates preparados previamente sobre temas de interés, relacionados con otras áreas del currículo o con aspectos sociales y culturales de los países en que se habla la lengua extranjera, utilizando para ello estrategias de comunicación y el tipo de discurso adecuado a la situación.

Se trata de evaluar, por un lado, la capacidad para organizar y expresar ideas con claridad y, por otro, la capacidad para reaccionar adecuadamente en las situaciones interactivas de manera que se pueda llevar a cabo una gestión adecuada de la comunicación (iniciando intercambios, negociando significados) produciendo un discurso comprensible y que consiga su intención comunicativa.

4. Extraer de manera autónoma, con ayuda de instrumentos adecuados (como, por ejemplo, los diccionarios) la información contenida en textos escritos procedentes de los medios de comunicación, libros de divulgación, etc. referidos a temas de actualidad, a la cultura en general y a temas relacionados con otras materias del currículo y con los estudios futuros.

Se pretende evaluar la capacidad para comprender textos auténticos de interés general y de divulgación, con suficiente precisión y detalle como para poder analizar críticamente dicha información, reelaborarla y utilizarla en producciones propias, tanto orales como escritas.

5. Leer con ayuda de instrumentos adecuados (diccionarios, libros de consulta) textos literarios variados (novela, poesía, teatro) relacionados con los intereses propios y del grupo y demostrar la comprensión con alguna tarea específica.

Se pretende evaluar con este criterio la capacidad para interpretar una obra literaria, las características generales del estilo y el contexto sociocultural que la encuadra.

Los textos seleccionados presentarán un contenido y un estilo adecuados al nivel del alumnado.

6. Redactar, con ayuda del material de consulta pertinente, textos escritos que exijan una planificación y una elaboración reflexiva de contenidos, cuidando la corrección idiomática, la coherencia y la propiedad expresiva.

Con este criterio se pretende evaluar la capacidad de planificar y organizar las ideas de acuerdo con el tipo de texto elegido, cuidando la progresión del tema y expresando éste con la necesaria coherencia para su adecuada comprensión. Asimismo con este criterio se evaluará también la corrección lingüística con la que se presenten los contenidos elegidos teniendo en cuenta su importancia para conseguir una comunicación efectiva.

7. Utilizar reflexivamente los conocimientos lingüísticos, sociolingüísticos, estratégicos y discursivos adquiridos, aplicando con rigor los mecanismos de autocorrección que refuercen la autonomía del aprendizaje.

Por medio de este criterio se pretende evaluar si los estudiantes poseen efectivamente una competencia global que les permita adecuar las producciones a diferentes situaciones de comunicación (según la intención, el tipo de interlocutor, etc.) con el grado de corrección relativo al nivel, y considerar y analizar reflexivamente las producciones para autocorregirse en caso necesario.

8. Utilitzar estratègies d'aprenentatge que propicien l'autocontrol en les activitats de comprensió i producció de textos, així com un major domini dels processos propis de l'aprenentatge de la llengua estrangera: planificació, autoobservació i avaluació.

Es pretén avaluar la capacitat per a dur a terme dos tipus d'activitats. D'una banda, l'ocupació d'estratègies que permeten construir el sentit dels textos autònomament (recepció); d'altra banda, en la producció s'observaran les estratègies que conduïsquen a l'elaboració de textos, tenint en compte cada fase del procés, ja siga este de producció escrita (contextualitzar, planificar, textualitzar, revisar i avaluar) o oral (adaptar-se a la situació, consolidar les reaccions de l'interlocutor, negociar el sentit). Per un altre costat, es tracta d'avaluar la capacitat de l'alumnat per a incidir en les decisions relatives al seu propi aprenentatge: elaboració de plans d'actuació en funció de necessitats personals, control del desenrotllament dels plans previstos i valoració del conjunt del procés.

9. Extraure, analitzar i interpretar les informacions de caràcter cultural que apareixen en els textos de manera explícita, però també implícita, i incorporar-les perquè es produïsca una comprensió més completa dels missatges.

Amb este criteri es pretén valorar la capacitat de reconéixer, en els textos, els indicis que fan referència a aspectes de tipus sociocultural compartits pels parlants d'una llengua, i, si una vegada reconeguts, s'han desenrotllat els mecanismes que permeten interpretar-los (inferència, hipòtesi de sentit i també busca o petició d'informació sobre els referents).

10. Utilitzar procediments de localització, anàlisi i tractament dels coneixements de tipus sociocultural per a la realització de xicotets treballs relacionats amb interessos personals o de grup.

Es tracta de valorar la capacitat d'elaborar continguts socioculturals després de buscar informacions en diverses fonts i utilitzar-los de manera autònoma en treballs d'exposició oral, treballs escrits sobre temes pluridisciplinaris d'interés per als estudis o la vida futura, tant per a la classe com per a la participació en activitats extraescolars (jornades culturals, intercanvis, visites...).

CIÈNCIES PER AL MÓN CONTEMPORANI
Matèria comuna
I. Introducció

A partir de la segona mitat del segle XIX, i al llarg del segle XX, la humanitat ha adquirit més coneixements científics i tecnològics que en tota la seua història anterior. La majoria d'estos coneixements han donat lloc a nombroses aplicacions que s'han integrat en la vida dels ciutadans, els que les utilitzen sense qüestionar-ne, en molts casos, la base científica, la incidència en la seua vida personal o els canvis socials o mediambientals que se'n deriven.

Els mitjans de comunicació presenten de manera quasi immediata els debats científics i tecnològics sobre temes actuals. Qüestions com l'enginyeria genètica, els nous materials, les fonts d'energia, el canvi climàtic, els recursos naturals, les tecnologies de la informació, la comunicació i l'oci o la salut són objecte de nombrosos articles i, inclús, de seccions especials en la premsa.

Els ciutadans del segle XXI, integrants de la denominada «societat del coneixement», tenen el dret i el deure de posseir una formació científica que els permeta actuar com ciutadans autònoms, crítics i responsables. Per a això és necessari posar a l'abast de tots els ciutadans eixa cultura científica imprescindible i buscar elements comuns en el saber que tots hauríem de compartir. El repte per a una societat democràtica és que la ciutadania tinga coneixements suficients per a prendre decisions reflexives i fonamentades sobre temes cientificotècnics d'inqüestionable transcendència social i puga participar democràticament en la societat per a avançar cap a un futur sostenible per a la humanitat.

Esta matèria, comuna per a tot l'alumnat, ha de contribuir a donar una resposta adequada a eixe repte, raó per la qual és fonamental que l'aproximació a esta matèria siga funcional i tracte de respondre a interrogants sobre temes d'índole científica i tecnològica amb gran incidència social. No es pot limitar a subministrar respostes, al contrari ha d'aportar els mitjans de busca i selecció d'informació, de distinció

8. Utilizar estrategias de aprendizaje que propicien autocontrol en las actividades de comprensión y producción de textos así como un mayor dominio de los procesos propios del aprendizaje de la lengua extranjera: planificación, auto-observación y evaluación.

Se pretende evaluar la capacidad para desarrollar dos tipos de actividades. Por un lado, el empleo de estrategias que permitan construir el sentido de los textos autónomamente (recepción); por otra parte, en la producción se observarán las estrategias que conduzcan a la elaboración de textos teniendo en cuenta cada fase del proceso, ya sea éste de producción escrita (contextualizar, planificar, textualizar, revisar y evaluar) u oral (adaptarse a la situación, consolidar las reacciones del interlocutor, negociar el sentido). Por otro lado se trata de evaluar la capacidad del alumnado para incidir en las decisiones relativas a su propio aprendizaje: elaboración de planes de actuación en función de necesidades personales, control del desarrollo de los planes previstos y valoración del conjunto del proceso.

9. Extraer, analizar e interpretar las informaciones de carácter cultural que aparecen en los textos de manera explícita pero también implícita, e incorporarlas para que se produzca una comprensión más completa de los mensajes.

Con este criterio se pretende valorar la capacidad de reconocer en los textos los indicios que hacen referencia a aspectos de tipo sociocultural compartidos por los hablantes de una lengua, y si, una vez reconocidos, se han desarrollado los mecanismos que permiten interpretarlos (inferencia, hipótesis de sentido y también búsqueda o petición de información sobre los referentes).

10. Utilizar procedimientos de localización, análisis y tratamiento de los conocimientos de tipo sociocultural para la realización de pequeños trabajos relacionados con intereses personales o de grupo.

Se trata de valorar la capacidad de elaborar contenidos socioculturales después de buscar informaciones en diversas fuentes y utilizarlos de manera autónoma en trabajos de exposición oral, trabajos escritos sobre temas pluridisciplinares de interés para los estudios o la vida futura, tanto para la clase como para la participación en actividades extraescolares (jornadas culturales, intercambios, visitas).

CIENCIAS PARA EL MUNDO CONTEMPORÁNEO
Materia Común
I. Introducción

A partir de la segunda mitad del siglo XIX, y a lo largo del siglo XX, la humanidad ha adquirido más conocimientos científicos y tecnológicos que en toda su historia anterior. La mayor parte de estos conocimientos han dado lugar a numerosas aplicaciones que se han integrado en la vida de los ciudadanos, quienes las utilizan sin cuestionar, en muchos casos, su base científica, la incidencia en su vida personal o los cambios sociales o medioambientales que se derivan de ellas.

Los medios de comunicación presentan de forma casi inmediata los debates científicos y tecnológicos sobre temas actuales. Cuestiones como la ingeniería genética, los nuevos materiales, las fuentes de energía, el cambio climático, los recursos naturales, las tecnologías de la información, la comunicación y el ocio o la salud son objeto de numerosos artículos e, incluso, de secciones especiales en la prensa.

Los ciudadanos del siglo XXI, integrantes de la denominada «sociedad del conocimiento», tienen el derecho y el deber de poseer una formación científica que les permita actuar como ciudadanos autónomos, críticos y responsables. Para ello es necesario poner al alcance de todos los ciudadanos esa cultura científica imprescindible y buscar elementos comunes en el saber que todos deberíamos compartir. El reto para una sociedad democrática es que la ciudadanía tenga conocimientos suficientes para tomar decisiones reflexivas y fundamentadas sobre temas científico-técnicos de incuestionable trascendencia social y poder participar democráticamente en la sociedad para avanzar hacia un futuro sostenible para la humanidad.

Esta materia, común para todo el alumnado, debe contribuir a dar una respuesta adecuada a ese reto, por lo que es fundamental que la aproximación a la misma sea funcional y trate de responder a interrogantes sobre temas de índole científica y tecnológica con gran incidencia social. No se puede limitar a suministrar respuestas, por el contrario ha de aportar los medios de búsqueda y selección de información,

entre informació rellevant i irrellevant, d'existència o no d'evidència científica, etc. En definitiva, haurà d'oferir als estudiants la possibilitat d'aprendre a aprendre, cosa que els serà de gran utilitat per al futur en una societat sotmesa a grans canvis, fruit de les revolucions cientificotecnològiques i de la transformació de les formes de vida, marcada per interessos i valors particulars a curt termini, que provoquen greus problemes ambientals, i al tractament i la resolució dels quals poden contribuir la ciència i la tecnologia.

A més, contribuïx a la comprensió de la complexitat dels problemes actuals i de les formes metodològiques que utilitza la ciència per a abordar-los, del significat de les teories i els models com a explicacions humanes als fenòmens de la naturalesa, de la provisionalitat del coneixement científic i dels seus límits. Així mateix, ha d'incidir en la consciència que la ciència i la tecnologia són activitats humanes incloses en contextos socials, econòmics i ètics els quals els transmeten el seu valor cultural. D'altra banda, l'enfocament ha de fugir d'una ciència academicista i formalista, i apostar per una ciència no exempta de rigor; però que tinga en compte els contextos socials i la manera com els problemes afecten les persones globalment i localment.

Estos principis presidixen la selecció dels objectius, continguts i criteris d'avaluació de la matèria. Tots estos elements estan dirigits a tractar d'aconseguir quatre grans finalitats: subministrar a les intel·ligències dels estudiants elements científics rigorosos, assequibles i fonamentats, que els capaciten per a prendre decisions responsables en aquells assumptes en què la ciència estiga present; conéixer alguns aspectes dels temes científics actuals objecte de debat amb les seues implicacions pluridisciplinaris i ser conscient de les controvèrsies que susciten; familiaritzar-se amb alguns aspectes de la naturalesa de la ciència i l'ús dels procediments més comuns que s'utilitzen per a abordar-ne el coneixement; i adquirir actituds de curiositat, antidogmatisme, tolerància i tendència a fonamentar les afirmacions i les refutacions.

Els continguts giren al voltant de la informació i la comunicació, la necessitat de caminar cap a la sostenibilitat del planeta, la salut com a resultat de factors ambientals i de la responsabilitat personal, els avanços de la genètica i l'origen de l'univers i de la vida. Tots estos continguts interessen els ciutadans, són objecte de polèmica i debat social i poden ser tractats des de perspectives distintes, la qual cosa facilita la comprensió que la ciència no afecta només els científics, sinó que forma part del patrimoni cultural de tots.

II. Objectius generals

El desenrotllament d'esta matèria ha de contribuir a fer que les alumnes i els alumnes adquirisquen les capacitats següents:

1. Conéixer el significat qualitatiu d'alguns conceptes, lleis i teories, per a formar-se opinions fonamentades sobre qüestions científiques i tecnològiques, que tinguen incidència en les condicions de vida personal i global i siguen objecte de controvèrsia social i debat públic.

2. Plantejar-se preguntes sobre qüestions i problemes científics d'actualitat i tractar de buscar-hi les seues pròpies respostes, utilitzant i seleccionant de forma crítica informació provinent de diverses fonts.

3. Obtindre, analitzar i organitzar informacions de contingut científic, utilitzar representacions i models, fer conjectures, formular hipòtesis i realitzar reflexions fundades que permeten prendre decisions fonamentades i comunicar-les als altres amb coherència, precisió i claredat.

4. Adquirir un coneixement coherent i crític de les tecnologies de la informació, la comunicació i l'oci presents en el seu entorn, propiciant un ús sensat i racional d'estes per a la construcció del coneixement científic, l'elaboració del criteri personal i la millora del benestar individual i col·lectiu.

5. Argumentar, debatre i avaluar propostes i aplicacions dels coneixements científics d'interés social relatius a la salut, el medi ambient, els materials, les fonts d'energia, l'oci, etc., per a poder valorar les informacions científiques i tecnològiques dels mitjans de comunicació de masses i adquirir independència de criteri.

6. Posar en pràctica actituds i valors socials com la creativitat, la curiositat, l'antidogmatisme, la reflexió crítica i la sensibilitat davant

de distinción entre información relevante e irrelevante, de existencia o no de evidencia científica, etc. En definitiva, deberá ofrecer a los estudiantes la posibilidad de aprender a aprender, lo que les será de gran utilidad para su futuro en una sociedad sometida a grandes cambios, fruto de las revoluciones científico-tecnológicas y de la transformación de los modos de vida, marcada por intereses y valores particulares a corto plazo, que están provocando graves problemas ambientales y a cuyo tratamiento y resolución pueden contribuir la ciencia y la tecnología.

Además, contribuye a la comprensión de la complejidad de los problemas actuales y las formas metodológicas que utiliza la ciencia para abordarlos, el significado de las teorías y modelos como explicaciones humanas a los fenómenos de la naturaleza, la provisionalidad del conocimiento científico y sus límites. Asimismo, ha de incidir en la conciencia de que la ciencia y la tecnología son actividades humanas incluidas en contextos sociales, económicos y éticos que les transmiten su valor cultural. Por otra parte, el enfoque debe huir de una ciencia academicista y formalista, apostando por una ciencia no exenta de rigor. Pero que tenga en cuenta los contextos sociales y el modo en que los problemas afectan a las personas de forma global y local.

Estos principios presiden la selección de los objetivos, contenidos y criterios de evaluación de la materia. Todos estos elementos están dirigidos a tratar de lograr cuatro grandes finalidades: suministrar a las inteligencias de los estudiantes elementos científicos rigurosos , asequibles y fundamentados, que les capaciten para tomar decisiones responsables en aquellos asuntos en que la ciencia esté presente; conocer algunos aspectos de los temas científicos actuales objeto de debate con sus implicaciones pluridisciplinares y ser consciente de las controversias que suscitan; familiarizarse con algunos aspectos de la naturaleza de la ciencia y el uso de los procedimientos más comunes que se utilizan para abordar su conocimiento; y adquirir actitudes de curiosidad, antidogmatismo, tolerancia y tendencia a fundamentar las afirmaciones y las refutaciones.

Los contenidos giran alrededor de la información y la comunicación, la necesidad de caminar hacia la sostenibilidad del planeta, la salud como resultado de factores ambientales y responsabilidad personal, los avances de la genética y el origen del universo y de la vida. Todos ellos interesan a los ciudadanos, son objeto de polémica y debate social y pueden ser tratados desde perspectivas distintas, lo que facilita la comprensión de que la ciencia no afecta sólo a los científicos, sino que forma parte del acervo cultural de todos.

II. Objetivos generales

El desarrollo de esta materia ha de contribuir a que las alumnas y los alumnos adquieran las siguientes capacidades:

1. Conocer el significado cualitativo de algunos conceptos, leyes y teorías, para formarse opiniones fundamentadas sobre cuestiones científicas y tecnológicas, que tengan incidencia en las condiciones de vida personal y global y sean objeto de controversia social y debate público.

2. Plantearse preguntas sobre cuestiones y problemas científicos de actualidad y tratar de buscar sus propias respuestas, utilizando y seleccionando de forma crítica información proveniente de diversas fuentes.

3. Obtener, analizar y organizar informaciones de contenido científico, utilizar representaciones y modelos, hacer conjeturas, formular hipótesis y realizar reflexiones fundadas que permitan tomar decisiones fundamentadas y comunicarlas a los demás con coherencia, precisión y claridad.

4. Adquirir un conocimiento coherente y crítico de las tecnologías de la información, la comunicación y el ocio presentes en su entorno, propiciando un uso sensato y racional de las mismas para la construcción del conocimiento científico, la elaboración del criterio personal y la mejora del bienestar individual y colectivo.

5. Argumentar, debatir y evaluar propuestas y aplicaciones de los conocimientos científicos de interés social relativos a la salud, el medio ambiente, los materiales, las fuentes de energía, el ocio, etc., para poder valorar las informaciones científicas y tecnológicas de los medios de comunicación de masas y adquirir independencia de criterio.

6. Poner en práctica actitudes y valores sociales como la creatividad, la curiosidad, el antidogmatismo, la reflexión crítica y la sensibi-

APPENDIX 6: ORDEN ESD/1729/2008, DE 11 DE JUNIO, POR LA QUE SE REGULA LA ORDENACIÓN Y SE ESTABLECE EL CURRÍCULO DEL BACHILLERATO. EXCERPT ABOUT FOREIGN LANGUAGES

4. Componer textos argumentativos sobre temas lingüísticos, literarios o relacionados con la actualidad social, utilizando procedimientos de documentación y tratamiento de la información.

Con este criterio se pretende valorar la capacidad para acceder de forma autónoma a las fuentes de información, para seleccionar en ellas los datos pertinentes en relación con un determinado propósito, para organizar esta información mediante fichas, resúmenes, esquemas, etc. y para reutilizarla en la elaboración de un texto argumentativo (un breve ensayo o un artículo de opinión). En la valoración de los textos producidos por los alumnos se tendrá en cuenta, además de la relevancia de los datos de acuerdo con la finalidad el texto, la solidez de la argumentación, la organización coherente de los contenidos, la cohesión de los enunciados sucesivos del texto, y el registro adecuado. Se tendrán también en cuenta uso apropiado de procedimientos de citación (notas a pie de página, comillas, etc.) y la inclusión correcta de la bibliografía consultada.

5. Interpretar el contenido de obras literarias breves y fragmentos significativos de la literatura contemporánea utilizando los conocimientos sobre las formas literarias (géneros, figuras y tropos más usuales, versificación) y los distintos movimientos y autores.

Este criterio trata de valorar la capacidad para interpretar obras literarias de autores relevantes de la literatura contemporánea en su contexto histórico, social y cultural, relacionándolas con otras obras de la época o del propio autor, señalando la permanencia de determinados temas de la tradición literaria y la aparición de otros nuevos, así como las innovaciones que se producen en las formas, tanto en los géneros, como en los procedimientos retóricos y en la versificación.

6. Realizar trabajos críticos sobre la lectura de obras significativas del siglo XX, interpretándolas en relación con su contexto histórico y literario, obteniendo la información bibliográfica necesaria y efectuando una valoración personal.

Con este criterio se quiere evaluar la capacidad de realizar un trabajo personal de interpretación y valoración de una obra significativa del siglo XX leída en su integridad, tanto en su contenido como en el uso de las formas literarias, relacionándola con su contexto histórico, social y literario y, en su caso, con el significado y la relevancia de su autor. Se valorará también la selección y utilización de las fuentes de información bibliográfica.

7. Utilizar sistemáticamente los conocimientos sobre la lengua y su uso en la comprensión y el análisis de textos de distintos ámbitos sociales y en la composición y la revisión de los propios, empleando la terminología adecuada.

Con este criterio se pretende comprobar que se adquieren determinados conocimientos sobre la lengua y se utilizan de forma sistemática y reflexiva en relación con la comprensión, el análisis, la composición y la revisión de los textos, incidiendo especialmente en los argumentativos y de opinión. Se atenderá a los distintos factores de la situación comunicativa (especialmente a las formas de identificar al destinatario), el registro, los actos de habla; las formas de expresar la obligación y la conveniencia u oportunidad de hacer algo; los procedimientos retóricos para expresar subjetividad y objetividad; los procedimientos lingüísticos y paralingüísticos de inclusión del discurso de otros (cita, discurso referido; los procedimientos de conexión y marcadores propios de los textos argumentativos y de opinión; los procedimientos anafóricos y las relaciones léxicas formales y semánticas, con especial atención a las características del vocabulario técnico y a la formación de palabras en contextos académicos; el papel de los tiempos verbales como procedimientos de cohesión (con especial atención a los valores del subjuntivo, del condicional y de las perífrasis verbales

de modo). Se reconocerá la estructura semántica y sintáctica de la oración y las distintas posibilidades de unión de oraciones para formar enunciados complejos en función del contexto y de las intenciones del emisor. Se evaluará el uso correcto de las convenciones ortográficas.

8. Conocer las características generales del español de América y algunas de sus variedades, así como las coincidencias y diferencias entre la norma hispanoamericana y la peninsular, a través de manifestaciones orales y escritas, literarias y de los medios de comunicación.

Con este criterio se trata de evaluar el conocimiento de la situación de español en América, de las características generales del español de América y de algunas de sus variedades, a través de distintas manifestaciones orales y escritas, literarias y de los medios de comunicación. También se comprobará que se adquiere conciencia positiva de la diversidad y de la convivencia de lenguas y de la necesidad de una norma panhispánica en los usos formales.

LENGUA EXTRANJERA

La mejora sustancial de los medios de comunicación y la rápida evolución, desarrollo y extensión de las tecnologías de la información y de la comunicación, han propiciado un incremento de las relaciones internacionales sin precedente. Nuestro país, además, se encuentra inmerso y comprometido en el proceso de construcción europea donde el conocimiento de otras lenguas comunitarias constituye un elemento clave para favorecer la libre circulación de personas y facilitar así la cooperación cultural, económica, técnica y científica entre sus miembros. Hay que preparar, por tanto, a alumnos y alumnas para vivir en un mundo progresivamente más internacional, multicultural y multilingüe.

Por ello, el Consejo de Europa en el Marco común europeo de referencia para las lenguas: aprendizaje, enseñanza, evaluación, establece directrices tanto para el aprendizaje de lenguas, como para la valoración de la competencia en las diferentes lenguas de un hablante. Estas pautas han sido un referente clave en el currículo del bachillerato.

El alumnado que accede a bachillerato posee ya un conocimiento de la lengua extranjera que le permite desenvolverse en situaciones habituales de comunicación. El objeto de esta materia será profundizar en las destrezas discursivas adquiridas anteriormente, enriquecer su repertorio, así como ampliar los ámbitos en los que tienen lugar. De entre éstos, cabe destacar el de las relaciones y las prácticas sociales habituales; el académico, ampliando aquellos contenidos relacionados con la materia y otras materias del currículo e iniciando en el discurso científico-técnico, cultural y literario; en el de los medios de comunicación; y en el público, que abarca todo lo relacionado con la interacción social o laboral.

En bachillerato es necesario continuar reforzando la autonomía del alumnado, ya que se habrán perfilado con mayor precisión sus necesidades e intereses de futuro. Por lo tanto, el aprendizaje de la lengua extranjera en esta etapa supondrá, por una parte, la prolongación y consolidación de lo que ya se conoce y, por otra, un desarrollo de capacidades más especializadas en función de los intereses académicos y profesionales tanto inmediatos como de futuro.

En esta etapa se continúa el proceso de aprendizaje de la lengua extranjera con el objetivo de que al finalizarla los alumnos y las alumnas hayan consolidado todas las destrezas y sean capaces de mantener una interacción y hacerse entender en un conjunto de situaciones, tales como: narrar y describir apoyando sus puntos de vista con detalles y ejemplos adecuados, expresar opiniones y desarrollar una secuencia de argumentos sencillos. Todo ello haciendo uso de un léxico cada vez más amplio rela-

cionado con temas generales y manifestando un aceptable control gramatical, utilizando nexos para señalar las relaciones entre las ideas, con un grado de fluidez y espontaneidad creciente. En definitiva, esta etapa debe suponer la continuación de un aprendizaje cada vez más autónomo que ha de durar toda la vida.

Por otra parte, el aprendizaje de una lengua extranjera trasciende el marco de los aprendizajes lingüísticos, va más allá de aprender a utilizar la lengua en contextos de comunicación. Su conocimiento contribuye a la formación del alumnado desde una perspectiva integral en tanto que favorece el respeto, el interés y la comunicación con hablantes de otras lenguas, desarrolla la conciencia intercultural, es un vehículo para la comprensión de temas y problemas globales y para la adquisición de estrategias de aprendizaje diversas. De esta forma, esta materia común del bachillerato contribuirá a ampliar el horizonte personal, a que se profundice en el acercamiento a otras formas de vida y organización social diferentes, a intercambiar opiniones sobre problemas que se comparten internacionalmente, a diversificar sus intereses profesionales y a consolidar valores sociales que favorezcan el encuentro en un mundo en que la comunicación internacional se hace cada vez más patente.

Los contenidos se presentan agrupados en bloques cuya finalidad es organizarlos de forma coherente y definir con mayor claridad qué aprendizajes básicos deben consolidarse, sin que esto signifique que los bloques deban desarrollarse independientemente unos de otros.

Las habilidades lingüísticas se recogen en el bloque 1, Escuchar, hablar y conversar y en el 2, Leer y escribir. Ambos incluyen los procedimientos, entendidos como operaciones que permiten relacionar los conceptos adquiridos con su realización en actividades de comunicación, que desarrollan el saber hacer. La comunicación oral adquiere una importancia relevante por lo que el primer bloque se centra en desarrollar la capacidad para interactuar en situaciones diversas, y se incide en la importancia de que el modelo lingüístico de referencia oral provenga de un variado número de hablantes con el fin de recoger, en la mayor medida posible, las variaciones y los matices. De ahí la fuerte presencia en el currículo del uso de los medios audiovisuales convencionales y de las tecnologías de la información y la comunicación.

El bloque Leer y escribir incorpora también los procedimientos necesarios para consolidar la competencia discursiva en el uso escrito. En lengua extranjera los textos escritos son modelo de composición textual y elementos de práctica, y aportación de elementos lingüísticos.

La observación de las manifestaciones orales y escritas de la lengua extranjera, y su uso en situaciones de comunicación, permiten elaborar un sistema conceptual cada vez más complejo acerca de su funcionamiento y de las variables contextuales o pragmáticas asociadas a la situación concreta y al contenido comunicativo. Este es el objeto del bloque 3, Conocimiento de la lengua. El punto de partida serán las situaciones de uso que favorezcan la inferencia de reglas de funcionamiento de la lengua y que permitan a alumnos y alumnas establecer qué elementos de la lengua extranjera se comportan como en las lenguas que conocen, y qué estrategias les ayudan a progresar en sus aprendizajes, de manera que adquieran confianza en sus propias capacidades.

Por su parte, los contenidos del bloque 4, Aspectos socio-culturales y consciencia intercultural, contribuyen a que el alumnado amplíe su conocimiento de las costumbres, formas de relación social, rasgos y particularidades de los países en los que se habla la lengua extranjera, en definitiva, formas de vida diferentes a las suyas. Ello promoverá la tolerancia y aceptación, acrecentará el interés en el conocimiento de las diferentes realidades sociales y culturales, y facilitará la comunicación intercultural.

Objetivos

La enseñanza de la Lengua extranjera en el bachillerato tendrá como objetivo el desarrollo de las siguientes capacidades:

1. Expresarse e interactuar oralmente de forma espontánea, comprensible y respetuosa, con fluidez y precisión, utilizando estrategias adecuadas a las situaciones de comunicación.
2. Comprender la información global y específica de textos orales y seguir el argumento de temas actuales emitidos en contextos comunicativos habituales y por los medios de comunicación.
3. Escribir diversos tipos de textos de forma clara y bien estructurados en un estilo adecuado a los lectores a los que van dirigidos y a la intención comunicativa.
4. Comprender diversos tipos de textos escritos de temática general y específica e interpretarlos críticamente utilizando estrategias de comprensión adecuadas a las tareas requeridas, identificando los elementos esenciales del texto y captando su función y organización discursiva.
5. Leer de forma autónoma textos con fines diversos adecuados a sus intereses y necesidades, valorando la lectura como fuente de información, disfrute y ocio.
6. Utilizar los conocimientos sobre la lengua y las normas de uso lingüístico para hablar y escribir de forma adecuada, coherente y correcta, para comprender textos orales y escritos, y reflexionar sobre el funcionamiento de la lengua extranjera en situaciones de comunicación.
7. Adquirir y desarrollar estrategias de aprendizaje diversas, empleando todos los medios a su alcance, incluidas las tecnologías de la información y la comunicación, con el fin de utilizar la lengua extranjera de forma autónoma y para seguir progresando en su aprendizaje.
8. Conocer los rasgos sociales y culturales fundamentales de la lengua extranjera para comprender e interpretar mejor culturas distintas a la propia y la lengua objeto de aprendizaje.
9. Valorar la lengua extranjera como medio para acceder a otros conocimientos y culturas, y reconocer la importancia que tiene como medio de comunicación y entendimiento internacional en un mundo multicultural, tomando conciencia de las similitudes y diferencias entre las distintas culturas.
10. Afianzar estrategias de autoevaluación en la adquisición de la competencia comunicativa en la lengua extranjera, con actitudes de iniciativa, confianza y responsabilidad en este proceso.

Primer curso

Contenidos

1. Escuchar, hablar y conversar

Escuchar y comprender:

Comprensión del significado general y específico de discursos sobre temas conocidos presentados de forma clara y organizada.

Comprensión general y específica de mensajes transmitidos, con lenguaje claro y articulado, por hablantes con diferentes acentos y por los medios de comunicación.

Comprensión de la comunicación interpersonal sobre temas de uso cotidiano y temas abstractos, con el fin de contestar en el momento.

Utilización de estrategias para comprender e inferir significados por el contexto de palabras, expresiones desconocidas e información implícita en textos orales sobre temas familiares.

Toma de conciencia de la importancia de comprender globalmente un mensaje, sin necesidad de entender todos y cada uno de los elementos del mismo.

Diferenciación de registros con mayor o menor grado de formalidad en función de la intención comunicativa y del contexto de comunicación.

Hablar y conversar:

Planificación elemental de lo que se quiere decir y de cómo expresarlo, usando recursos variados para facilitar la comunicación y adecuando el discurso según el grado de formalidad de la situación de comunicación.

Producción oral de descripciones, narraciones y presentaciones preparadas sobre asuntos relacionados con sus intereses, mostrando una razonable corrección gramatical.

Expresión de puntos de vista sobre un tema conocido justificando sus propias opiniones, trasmitiendo información sencilla y enfatizando lo que se considera más importante.

Participación en conversaciones informales improvisadas sobre temas cotidianos, expresando opiniones personales e intercambiando información sobre temas habituales de interés personal.

Uso de estrategias de comunicación para iniciar, tomar la palabra, mantener la interacción y para negociar significados, apoyándose en recursos textuales y paratextuales.

Utilización de mecanismos para dar coherencia y cohesión al discurso, en exposiciones sencillas sobre temas familiares.

Uso de la lengua extranjera para participar en tareas comunicativas en grupo, asumiendo responsabilidades individuales y tomando decisiones de forma cooperativa.

Reconocimiento del error como parte integrante del aprendizaje y predisposición para superar las dificultades que surgen en la comunicación oral por falta de recursos lingüísticos, explotando al máximo los conocimientos y las estrategias de comunicación disponibles.

2. Leer y escribir:

Comprensión de textos escritos:

Predicción de información a partir de elementos textuales y no textuales en textos escritos sobre temas diversos.

Comprensión de información general, específica y detallada en prensa, publicidad, correspondencia, informes, instrucciones o en textos literarios, referidos a temas conocidos o a contenidos curriculares diversos.

Identificación del propósito comunicativo, de los elementos textuales y paratextuales y de la forma de organizar la información distinguiendo las partes del texto.

Lectura autónoma de textos relacionados con sus intereses académicos y personales.

Utilización autónoma de diversos recursos digitales, informáticos y bibliográficos, para solucionar problemas de comprensión o para buscar información específica necesaria para la realización de una tarea.

Uso de las estrategias necesarias según el género textual y la finalidad de lectura que se persiga.

Interés por la lectura de textos diversos de forma autónoma con el fin de obtener información, ampliar conocimientos, disfrutar, etcétera.

Desarrollo de una cierta autonomía lectora, de la capacidad de elección de temas y textos y de expresión guiada de las preferencias personales.

Composición de textos escritos:

Planificación del proceso de elaboración de un texto utilizando las estrategias necesarias: generar ideas, organizarlas en párrafos cohesionados, y revisión permanente de borradores.

Escritura, en soporte papel y digital, de descripciones de experiencias y acontecimientos, narración de hechos reales o imaginados, correspondencia, informes, resúmenes, opiniones, noticias o instrucciones, sobre temas conocidos y familiares, con claridad, lenguaje sencillo y suficiente adecuación gramatical y léxica.

Uso del registro apropiado al lector al que va dirigido el texto.

Consciencia y progresivo uso de las normas establecidas del género literario elegido.

Utilización de elementos gráficos y paratextuales para facilitar la comprensión, como ilustraciones, tablas, gráficos o tipografía, en soporte papel y digital.

Interés por la producción de textos escritos claros y comprensibles, con una estructura adecuada, atendiendo a diferentes necesidades e intenciones comunicativas.

Interés por la buena presentación de los textos escritos tanto en soporte papel como digital, con respeto a las normas gramaticales, ortográficas y tipográficas.

3. Conocimiento de la lengua:

Conocimientos lingüísticos:

Ampliación del campo semántico a través de expresiones comunes, sinónimos y antónimos y de léxico referido a temas generales de interés para el alumnado tales como familia, amigos aficiones e intereses, estudios, viajes, hechos de actualidad y relacionados con otras materias de currículo.

Formación de palabras a partir de prefijos y sufijos.

Revisión y ampliación de las estructuras gramaticales y funciones principales adecuadas a distintos géneros textuales e intenciones comunicativas asociadas a diferentes situaciones de comunicación explicar los puntos principales de una idea o un problema con razonable precisión y expresar pensamientos sobre temas abstractos o culturales tales como la música y las películas.

Toma de conciencia de los principales rasgos fonológicos de la lengua extranjera, incluyendo las unidades de sonido de la lengua y su realización en contextos concretos, la composición fonética de las palabras, la fonética de las oraciones, el acento y ritmo de las oraciones y la entonación.

Uso del alfabeto fonético para resolver dudas de pronunciación.

Producción de diferentes patrones de acentuación, ritmo y entonación necesarios para la expresión de distintas actitudes y sentimientos.

Reflexión sobre el aprendizaje

Reconocimiento de las variedades de uso de la lengua: diferencias entre el lenguaje formal e informal, hablado y escrito.

Uso autónomo de recursos diversos para el aprendizaje, informáticos, digitales o bibliográficos, como diccionarios bilingües y monolingües o libros de consulta.

Aplicación de estrategias para revisar, ampliar y consolidar el léxico y las estructuras lingüísticas.

Análisis y reflexión sobre el uso y el significado de diferentes estructuras gramaticales mediante comparación y contraste con las suyas propias.

Aplicación de estrategias de auto-corrección y auto-evaluación para progresar en el aprendizaje autónomo de la lengua.

Reflexión sobre las estrategias utilizadas para mejorar las producciones orales y escritas.

Interés por aprovechar las oportunidades de aprendizaje tanto dentro como fuera del aula, beneficiándose de las tecnologías de la información y comunicación.

Valoración de la creatividad, la confianza, la iniciativa y la cooperación para el aprendizaje de lenguas.

Reconocimiento del error como parte del proceso de aprendizaje, identificando sus causas y aplicando estrategias para su corrección.

4. Aspectos socio-culturales y consciencia intercultural:

Conocimiento y valoración de los elementos culturales más relevantes, tales como literatura, arte, música y cine, de los países donde se habla la lengua extranjera.

Identificación de las diferencias más significativas entre costumbres, comportamientos, actitudes, valores o creencias que prevalecen entre hablantes de la lengua extranjera y de la propia.

Uso de registros adecuados al contexto, al interlocutor y a la intención comunicativa.

Consciencia de las normas de cortesía mas importantes.

Interés por establecer intercambios comunicativos con hablantes y estudiantes de la lengua extranjera.

Valoración de la lengua extranjera como vehículo de relación y entendimiento entre personas y culturas.

Reconocimiento y valoración de la presencia e importancia de la lengua extranjera en las nuevas tecnologías de la información y la comunicación.

Interés por conocer informaciones culturales de los países donde se habla la lengua extranjera.

Actitud reflexiva y crítica con respecto a la información disponible ante los mensajes que suponen cualquier tipo de discriminación.

Criterios de evaluación

1. Comprender la idea principal e identificar los detalles más relevantes de mensajes orales, emitidos en situaciones comunicativas cara a cara o por los medios de comunicación, sobre temas conocidos y actuales, relacionados bien con sus estudios e intereses o con aspectos socioculturales asociados a la lengua extranjera, siempre que estén articulados con claridad y que el desarrollo del discurso se facilite con marcadores explícitos.

Con este criterio se pretende evaluar la capacidad de alumnos y alumnas para comprender e interpretar la información sobre temas propios de su experiencia y sus necesidades de comunicación, transmitida por hablantes con diferentes acentos, teniendo en cuenta aspectos tales como el registro utilizado, el propósito y la actitud del hablante, etc. Asimismo, evalúa la capacidad de entender las ideas principales y las específicas previamente requeridas de mensajes orales emitidos por los medios de comunicación siempre que se hable claro, el mensaje esté estructurado con claridad y se utilicen marcadores explícitos.

2. Expresarse con cierta fluidez, utilizando una entonación y un lenguaje apropiados, en conversaciones sencillas, narraciones, descripciones y presentaciones previamente preparadas, exponiéndolas como una secuencia lineal de elementos y utilizando estrategias de comunicación adecuadas, con la corrección necesaria para hacer posible la comunicación.

Se trata de evaluar la capacidad para organizar y expresar ideas con claridad, realizar descripciones sencillas sobre una variedad de temas conocidos, relatar hechos reales o imaginarios, argumentos de libros o películas, describiendo sentimientos y reacciones, siguiendo una secuencia lineal de elementos, sobre temas diversos. Se valorará también su capacidad para reaccionar adecuadamente en la interacción y colaborar en la continuación del discurso, iniciando intercambios, haciendo preguntas, negociando el significado y produciendo mensajes suficientemente coherentes, correctos y comprensibles como para asegurar la comunicación.

3. Comprender la información relevante e identificar información específica en textos escritos procedentes de diversas fuentes: correspondencia, páginas web, periódicos, revistas, literatura y libros de divulgación, referidos a la actualidad, la realidad sociocultural de los países donde se habla la lengua extranjera o a temas relacionados con otras materias del currículo.

Se pretende evaluar la capacidad para comprender información relevante de material escrito de uso cotidiano y para identificar información concreta en una variedad de textos auténticos de interés general y de divulgación, con suficiente precisión y detalle como para poder analizar críticamente dicha información, anticipando y deduciendo datos a partir del contexto y aplicando las estrategias necesarias para la realización de una tarea. Este criterio evalúa además la capacidad para utilizar de forma autónoma recursos digitales, informáticos y bibliográficos para buscar información y solucionar problemas de comprensión.

4. Escribir textos claros sobre temas conocidos previamente, en soporte papel y digital, con diferentes propósitos, con la corrección formal, la cohesión, la coherencia y el registro adecuados, valorando la importancia de planificar y revisar el texto.

Con este criterio se pretende evaluar si redactan textos con una organización clara en párrafos y enlazando las oraciones siguiendo secuencias lineales cohesionadas, si manifiestan interés en planificar los textos y en revisarlos, realizando versiones sucesivas hasta llegar a la versión final; si sus textos definitivos muestran la corrección textual necesaria para su comprensión. Se valorará también la buena presentación de los textos escritos tanto en soporte papel como digital, con respeto a las normas ortográficas y tipográficas.

5. Utilizar de forma consciente los conocimientos adquiridos sobre el funcionamiento de la lengua, mediante la inducción o deducción de las reglas correspondientes, y utilizar elementos lingüísticos de referencia que faciliten el aprendizaje.

Con este criterio se pretende evaluar si se progresa en el manejo de estructuras gramaticales que expresan un mayor grado de madurez sintáctica, la ampliación del léxico, el perfeccionamiento de rasgos fonológicos y la ortografía. Se valorará también la capacidad para usar de forma autónoma los recursos y materiales de referencia para transferir el conocimiento de la reglas de funcionamiento de la lengua extranjera a situaciones nuevas. Además se evalúa la capacidad para valorar su proceso de aprendizaje y para corregir o rectificar sus propias producciones y las de sus compañeros, tanto orales como escritas.

6. Identificar, poner ejemplos y utilizar de manera espontánea estrategias de aprendizaje diversas, y todos los medios a su alcance, incluidas las tecnologías de la información y la comunicación, para evaluar sus progresos e identificar sus habilidades lingüísticas.

Este criterio pretende evaluar el uso sistemático de las estrategias y destrezas que favorecen el proceso de aprendizaje tales como la valoración de sus progresos y la reflexión sobre el propio aprendizaje, la toma de decisiones, la observación, la formulación y reajuste de hipótesis. Así mismo, se pretende que identifiquen qué saben hacer con la lengua extranjera, es decir, sus habilidades lingüísticas. También se evalúa el uso de las tecnologías de la información y la comunicación como herramienta de comunicación internacional y de aprendizaje y la utilización consciente de las oportunidades de aprendizaje en el aula y fuera de ella.

7. Identificar los elementos geográficos, históricos, artísticos, literarios y sociales más relevantes de la cultura o culturas de los países donde se habla la lengua extranjera, desde la óptica enriquecida por las diferentes lenguas y culturas que el alumnado conoce.

Este criterio evalúa los conocimientos culturales que poseen acerca de los países donde se habla la lengua

extranjera y su capacidad para identificar algunos rasgos específicos que son característicos de estos contextos, acercándose a la diversidad social y cultural, buscando similitudes y aceptando diferencias.

Segundo curso

Contenidos

1. Escuchar, hablar y conversar:

Escuchar y comprender:

Comprensión del significado general y específico de conferencias y discursos sobre temas concretos y con cierta abstracción dentro del campo de interés general y académico del alumnado.

Comprensión general y específica de mensajes transmitidos por los medios de comunicación y emitidos tanto en lengua estándar como por hablantes con diferentes acentos.

Comprensión de la comunicación interpersonal sobre temas de uso cotidiano y temas abstractos, con el fin de contestar en el momento.

Utilización de estrategias para comprender e inferir significados no explícitos, para captar las ideas principales o para comprobar la comprensión usando claves contextuales en textos orales sobre temas diversos.

Toma de conciencia de la importancia de comprender globalmente un mensaje, sin necesidad de entender todos y cada uno de los elementos del mismo.

Diferenciación de registros con mayor o menor grado de formalidad en función de la intención comunicativa y del contexto de comunicación.

Hablar y conversar:

Planificación de lo que se quiere decir y de cómo expresarlo, usando recursos variados para facilitar la comunicación, como circunloquios y paráfrasis para suplir carencias lingüísticas, y mecanismos para dar coherencia y cohesión al discurso.

Utilización de registros formales o informales en función de la intención comunicativa y del contexto de comunicación, distinguiendo funciones concretas como opinar, ponerse de acuerdo, sugerir o convencer.

Adaptación del discurso oral, y de los medios para expresar lo que se quiere comunicar, a la situación y al receptor, adoptando un registro adecuado.

Producción oral de descripciones, narraciones y presentaciones preparadas previamente sobre temas generales o de su especialidad con razonable corrección gramatical y una adecuada pronunciación, ritmo y entonación.

Expresión de puntos de vista sobre un tema conocido, participación en discusiones y debates preparados previamente sobre temas actuales, utilizando ejemplos adecuados, defendiendo sus puntos de vista con claridad y mostrando una actitud respetuosa y crítica ante las aportaciones ajenas.

Participación en conversaciones con cierto grado de fluidez, naturalidad y precisión. sobre temas variados.

Uso de estrategias para participar y mantener la interacción y para negociar significados, como utilizar elementos paratextuales, aclarar opiniones, resumir, preguntar o repetir con otras palabras parte de lo dicho para confirmar la comprensión mutua.

Utilización de estrategias para dar coherencia y cohesión al discurso, en exposiciones sobre temas familiares.

Uso de la lengua extranjera para participar en tareas comunicativas en grupo, asumiendo responsabilidades individuales y tomando de decisiones de forma cooperativa.

Reconocimiento del error como parte integrante del aprendizaje y predisposición para superar las dificultades que surgen en la comunicación oral por falta de recursos lingüísticos, explotando al máximo los conocimientos y las estrategias de comunicación disponibles.

2. Leer y escribir:

Comprensión de textos escritos:

Predicción de información a partir de elementos textuales y no textuales en géneros textuales procedentes de los distintos ámbitos de la vida social.

Comprensión de información general, específica y detallada en prensa, publicidad, correspondencia, informes, instrucciones, documentos oficiales breves o en textos literarios, referidos a una variedad de temas.

Comprensión de información general, específica y detallada en textos propios del ámbito académico, para aprender y para informarse.

Identificación del propósito comunicativo, de los elementos textuales y paratextuales y de la forma de organizar la información distinguiendo las partes del texto.

Comprensión de sentidos implícitos, posturas o puntos de vista en artículos e informes referidos a temas concretos de actualidad.

Interés por la lectura de textos diversos de forma autónoma con el fin de obtener información, aprender, ampliar conocimientos, disfrutar o para conocer otros mundos y culturas.

Lectura autónoma de textos extensos relacionados con sus intereses académicos, personales y profesionales futuros.

Utilización autónoma de diversos recursos digitales, informáticos y bibliográficos para solucionar problemas de comprensión o para buscar información, ideas y opiniones necesarias para la realización de una tarea.

Uso de diversas estrategias de lectura según el género textual, el contexto de comunicación y la finalidad que se persiga.

Composición de textos escritos:

Planificación y revisión a lo largo del proceso de composición de una variedad de textos de cierta complejidad sobre temas personales, actuales y de interés académico.

Uso de mecanismos de organización, articulación y cohesión del texto.

Redacción de textos de cierta complejidad, en soporte papel y digital, sobre una variedad de textos tales como descripciones sencillas y detalladas sobre temas cotidianas; relación de experiencias describiendo sentimientos y reacciones descripciones de hechos determinantes, narración de una historia; redacciones cortas sobre temas de interés; resúmenes, opiniones sobre hechos concretos relativos a asuntos cotidianos; informes breves, con claridad, razonable corrección gramatical y adecuación léxica al tema.

Desarrollo de un argumento, razonar a favor o en contra de un punto de vista concreto y explicando las ventajas y desventajas de varias opciones.

Uso del registro apropiado al lector al que va dirigido el texto.

Uso de las normas establecidas del género textual elegido.

Utilización de elementos gráficos y paratextuales para facilitar la comprensión, como ilustraciones, tablas, gráficos o tipografía, en soporte papel y digital.

Interés por la producción de textos escritos claros y comprensibles, con una estructura adecuada, atendiendo a diferentes necesidades y a diferentes intenciones comunicativas.

Interés por la buena presentación de los textos escritos tanto en soporte papel como digital, con respeto a las normas gramaticales, ortográficas y tipográficas.

3. Conocimiento de la lengua:

Conocimientos lingüísticos:

Ampliación del campo semántico a través de expresiones idiomáticas, sinónimos, antónimos, connotaciones y de léxico sobre temas generales de interés para el alumnado tales como familia, amigos, aficiones e intereses, estudios, viajes, hechos de actualidad y relacionados con otras materias de currículo.

Formación de palabras a partir de prefijos, sufijos y palabras compuestas.

Uso de estructuras gramaticales complejas y funciones necesarias para lograr comunicarse con corrección en diferentes situaciones de comunicación, explicar los puntos principales de una idea o un problema con razonable precisión y expresar pensamientos sobre temas abstractos o culturales tales como la música y las películas.

Progresivo conocimiento, percepción y producción de los principales rasgos fonológicos de la lengua extranjera, tales como las unidades de sonido de la lengua y su realización en contextos concretos, la composición fonética de las palabras, la fonética de las oraciones, el acento y ritmo de las oraciones y la entonación.

Uso del alfabeto fonético para mejorar su pronunciación.

Producción de diferentes patrones de acentuación, ritmo y entonación necesarios para la expresión de distintas actitudes y sentimientos.

Reflexión sobre el aprendizaje:

Reconocimiento de las variedades de uso de la lengua: diferencias entre el lenguaje formal e informal, hablado y escrito.

Uso autónomo de recursos diversos para el aprendizaje, informáticos, digitales o bibliográficos, como diccionarios bilingües y monolingües o libros de consulta.

Aplicación de estrategias para revisar, ampliar y consolidar el léxico y las estructuras lingüísticas.

Análisis y reflexión sobre el uso y el significado de diferentes estructuras gramaticales mediante comparación y contraste con las suyas propias.

Aplicación de estrategias de auto-corrección y auto-evaluación para progresar en el aprendizaje autónomo de la lengua.

Reflexión sobre las estrategias utilizadas para mejorar las producciones orales y escritas.

Interés por aprovechar las oportunidades de aprendizaje tanto dentro como fuera del aula, beneficiándose de las tecnologías de la información y comunicación.

Valoración de la creatividad, la confianza, la iniciativa y la cooperación para el aprendizaje de lenguas.

Reconocimiento del error como parte del proceso de aprendizaje, identificando sus causas y aplicando estrategias para su corrección.

4. Aspectos socio-culturales y consciencia intercultural:

Conocimiento y valoración de los elementos culturales más relevantes, tales como literatura, arte, música, cine, de los países donde se habla la lengua extranjera.

Reflexión sobre las similitudes y diferencias significativas entre costumbres, comportamientos, actitudes, valores o creencias que prevalecen entre hablantes de la lengua extranjera y de la propia.

Uso de registros adecuados al contexto, al interlocutor y a la intención comunicativa, al canal de comunicación, al soporte, etc.

Consciencia de las normas de cortesía mas importantes.

Interés por establecer intercambios comunicativos y por conocer informaciones culturales de los países donde se habla la lengua extranjera.

Valoración de la lengua extranjera en las relaciones internacionales y como medio de comunicación y entendimiento entre pueblos y de acceso a otras culturas y a otras lenguas.

Reconocimiento de la importancia de la lengua extranjera en las tecnologías de la información y la comunicación y como medio para acceder a conocimientos que resulten de interés para su futuro académico y profesional, y para su enriquecimiento personal.

Actitud reflexiva y crítica con respecto a la información disponible ante los mensajes que suponen cualquier tipo de discriminación.

Valoración del enriquecimiento personal que supone la relación con personas pertenecientes a otras culturas y respeto hacia patrones culturales distintos a los propios.

Criterios de evaluación

1. Comprender la idea principal e identificar detalles relevantes de mensajes orales, emitidos en situaciones comunicativas cara a cara o por los medios de comunicación sobre temas conocidos, actuales o generales relacionados con sus estudios e intereses o con aspectos socio-culturales asociados a la lengua extranjera, siempre que estén articulados con claridad, en lengua estándar y que el desarrollo del discurso se facilite con marcadores explícitos.

Con este criterio se pretende evaluar la capacidad de alumnos y alumnas para comprender e interpretar la información sobre temas concretos y más abstractos, transmitida por hablantes con diferentes acentos, teniendo en cuenta aspectos tales como el registro utilizado, el propósito y la actitud del hablante, etc. Asimismo, evalúa la capacidad de entender las ideas principales y las específicas previamente requeridas de textos orales más extensos emitidos por los medios de comunicación siempre que se hable claro, en lengua estándar, el mensaje esté estructurado con claridad y se utilicen marcadores explícitos.

2. Expresarse con fluidez en conversaciones improvisadas, narraciones, argumentaciones, debates y exposiciones previamente preparados, utilizando las estrategias de comunicación necesarias y el tipo de discurso adecuado a la situación.

Se trata de evaluar la capacidad para, sobre temas previamente preparados, organizar y expresar sus ideas con claridad, para realizar descripciones y presentaciones claras, realizar descripciones sobre una variedad de temas conocidos, relatar hechos reales o imaginarios, argumentos de libros o películas, describiendo sentimientos y reacciones. Se valorará también su capacidad para reaccionar adecuadamente en la interacción y colaborar en la continuación del discurso, iniciando intercambios, argumentando, haciendo preguntas, negociando el significado, produciendo mensajes correctos y comprensibles, en un registro apropiado a la situación y al propósito de comunicación.

3. Comprender de forma autónoma la información contenida en textos escritos procedentes de diversas fuentes: correspondencia, páginas web, periódicos, revistas, literatura y libros de divulgación, referidos a la actualidad, la cultura o relacionados con sus intereses o con sus estudios presentes o futuros.

Se pretende evaluar la capacidad para comprender la información relevante, distinguir las ideas principales de las secundarias, e identificar la información requerida en textos escritos auténticos, de interés general y de divulgación, que ofrezcan suficiente precisión y detalle como para poder analizar críticamente dicha información, aplicando las estrategias necesarias para la realización de una tarea y captando significados implícitos, posturas y puntos de vista. Este criterio evalúa además la capacidad para utilizar de forma autónoma recursos digitales, infor-

máticos y bibliográficos con el fin de buscar, comparar y contrastar informaciones y solucionar problemas de comprensión.

4. Escribir textos claros y detallados con diferentes propósitos, en soporte papel y digital, con la corrección formal, la cohesión, la coherencia y el registro adecuados, valorando la importancia de planificar y revisar el texto.

Con este criterio se pretende evaluar si redactan textos con una organización clara en párrafos y enlazando las oraciones siguiendo secuencias lineales cohesionadas; si manifiestan interés en planificar los textos y en revisarlos, realizando versiones sucesivas hasta llegar a la versión final; si sus textos definitivos muestran la capacidad de planificar y redactar con suficiente autonomía con ayuda del material de consulta pertinente. En este curso se valorará también si pueden sintetizar y evaluar información procedente de varias fuentes, siempre que sea sobre temas conocidos. Asimismo se evaluará la buena presentación de los textos escritos tanto en soporte papel como digital, con respeto a las normas ortográficas y tipográficas.

5. Utilizar de forma consciente los conocimientos lingüísticos, sociolingüísticos, estratégicos y discursivos adquiridos, y aplicar con rigor mecanismos de autoevaluación y de autocorrección que refuercen la autonomía en el aprendizaje.

Con este criterio se evalúa si alumnos y alumnas manejan las estructuras gramaticales que expresan mayor grado de madurez sintáctica, si valoran la efectividad de las reglas que conocen a partir de procesos inductivo-deductivos y si son capaces de modificarlas cuando es necesario. También se valora la ampliación de léxico más especializado, el perfeccionamiento de rasgos fonológicos, la ortografía así como el análisis y reflexión sobre los distintos componentes de la competencia comunicativa que facilitan la comunicación. Además se evalúa la capacidad para valorar su proceso de aprendizaje y para corregir o rectificar sus propias producciones, tanto orales como escritas y las de sus propios compañeros.

6. Identificar, poner ejemplos y utilizar de manera espontánea y autónoma las estrategias de aprendizaje adquiridas y todos los medios a su alcance, incluidas las tecnologías de la información y la comunicación, para evaluar e identificar sus habilidades lingüísticas.

Este criterio pretende evaluar la capacidad de aplicar las estrategias y destrezas conocidas a nuevas situaciones y de reflexionar sobre su proceso de aprendizaje, valorando su propio papel en la construcción de aprendizajes mediante la toma de decisiones, la observación, la formulación y reajuste de hipótesis y la evaluación de sus progresos con el máximo de autonomía. También evalúa la capacidad de usar las tecnologías de la información y la comunicación como herramientas de comunicación internacional y de aprendizaje autónomo y la utilización consciente de las oportunidades de aprendizaje en el aula y fuera de ella. Así mismo, se pretende que identifiquen lo que saben hacer con la lengua extranjera, es decir, sus habilidades lingüísticas.

7. Analizar, a través de documentos auténticos, aspectos geográficos, históricos, artísticos, literarios y sociales relevantes de los países cuya lengua se aprende, profundizando en el conocimiento desde la óptica enriquecida por las diferentes lenguas y culturas que el alumnado conoce.

Este criterio evalúa los conocimientos culturales que poseen de los países donde se habla la lengua extranjera y su capacidad para identificar y analizar algunos rasgos específicos, características de estos contextos acercándose a la diversidad social y cultural y diferenciando entre los grupos de una misma comunidad lingüística y entre miembros de culturas diferentes.

II. **Materias de modalidad**

A. MODALIDAD DE ARTES

ANÁLISIS MUSICAL I Y II

Análisis musical II requiere conocimientos de Análisis musical I.

El Análisis musical está presente en la enseñanza de la música desde sus inicios, ya que, a través de la observación y escucha atenta de obras o fragmentos, su estudio familiariza al alumnado con las características de un lenguaje con reglas propias que, no obstante, guarda muchas semejanzas con el lenguaje hablado y escrito, desde los elementos más pequeños hasta el discurso completo. El bachillerato es el momento idóneo para profundizar en el estudio de la obras y sus características, una vez conocidos los elementos y procedimientos básicos de la música.

La propia naturaleza del Análisis, su carácter claramente globalizador, pone en relación todo lo aprendido sobre música en las etapas educativas anteriores con el hecho sonoro puro, y, además, aporta una visión de las obras tanto desde el punto de vista del oyente como del estudioso que quiere profundizar en el conocimiento del hecho musical, su gestación y sus resultados sonoros y perceptivos. El punto de vista del estudio del Análisis es la comprensión de la propia música, de la obra en sí: conocer y reconocer la organización del lenguaje utilizado (elementos y procedimientos) y las características sonoras que nos permiten encuadrar esa obra en un contexto histórico (armonía, melodía, ritmo, timbres, cadencias, forma, etc.). Todo ello tiene como objetivo dotar al estudiante de unas herramientas que favorezcan disfrutar más a fondo de la música, así como adquirir unos conocimientos que faciliten tener una posición crítica ante las obras, lo que requiere el conocimiento de aquellos aspectos que son sintomáticos de la calidad musical.

Una parte importante del Análisis musical lo constituye el estudio de la forma musical: las diferentes estructuras de las que han hecho uso los compositores a lo largo de la historia y que en muchos casos han generado las denominadas formas-tipo o formas históricas. Comprender los elementos que constituyen la forma musical, su evolución y cómo se ha buscado a lo largo de la historia que la estructura de las obras favorezca la comunicación con el público se conforma como uno de los aspectos analíticos más importantes.

La materia desarrolla destrezas y capacidades esenciales para la comprensión y disfrute de la música y del arte en general: mejora el oído interno, la atención, la concentración, la memoria, la curiosidad, el afán por relacionar y conocer y, en suma, es fuente de un conocimiento en profundidad de la música, ya que supone un contacto directo con los procedimientos compositivos y los procesos creativos de los autores. Aunque el Análisis musical puede abordarse de muy diversos modos y desde muy diferentes puntos de vista, y a pesar de que es posible analizar aisladamente cada parámetro musical en una obra y así realizar un análisis rítmico, armónico, melódico, formal, textural, etc, es preferible que, utilizando esos análisis parciales, el análisis tenga en cuenta todos los elementos analizables y, a partir de su observación detenida, relacionarlos y comprender cómo debe sonar la obra y por qué; cuáles son los procedimientos que utiliza el autor y qué sensación nos provoca como oyentes; qué dirección toma la música en cada momento; qué tipo de «juego» establece el compositor con el oyente y cómo debe recrearlo el intérprete. La partitura es un guión, muchas veces imperfecto por la imposibilidad de reflejar en un papel todo lo que el compositor desea; un guión que hay que interpretar. Y sin la interpretación la obra musical no existe, ya que se manifiesta cuando suena y llega al público, al oyente. Por todo ello, se opta porque el

APPENDIX 7: AS AND A2 A-LEVEL EXAMS 2010 SERIES

General Certificate of Education
Advanced Subsidiary Examination
June 2010

Spanish

SPA2T/SPA2V

Unit 2   Speaking Test

Candidate's Material

To be conducted by the teacher examiner between 7 March and 15 May 2010 (SPA2T)
To be conducted by the visiting examiner between 7 March and 15 May 2010 (SPA2V)

Time allowed: 35 minutes (including 20 minutes preparation time)

Instructions
- During the 20 minutes preparation time you are required to prepare **one** of the two stimulus cards given to you.
- You may make notes during the preparation time only on the Additional Answer Sheet provided. **You must not write on this card**.
- You should take the stimulus card with you into the examination room. You may refer to the card and any notes you have made at any time during this section of the test.
- Hand the stimulus card and the Additional Answer Sheet to the examiner before the start of the conversation section of the test.

Information
- The test will last approximately 15 minutes and will consist of a stimulus card (5 minutes), and a conversation based on the **three** remaining topics studied during the AS course (10 minutes).
- The examiner will ask the five questions exactly as they are printed on the card before asking any further questions to develop the discussion of the sub-topic.
- To develop the discussion of the sub-topic, you will be expected to respond to questions and discuss in **Spanish** broader issues within the sub-topic on the chosen card.
- You must **not** use a dictionary.

SPA2T/SPA2V

TARJETA A	
Topic	**MEDIA**
Sub-topic	**Communication technology**

Un mundo interconectado

facebook.com	Sonico.com
tuenti.com	Myspace.com
Flickr.com	friendsreunited.co.uk
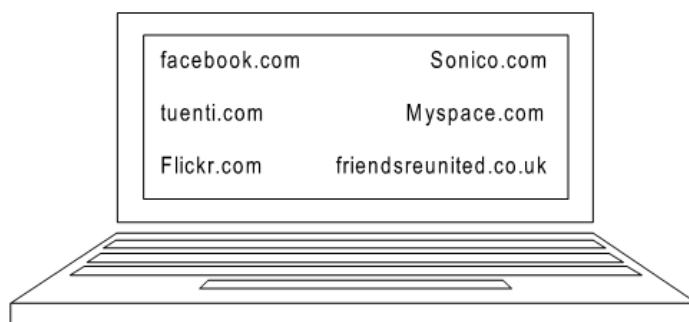
Las redes sociales en Internet son
cada vez más populares en todo el mundo

Preguntas

- ¿De qué trata esta tarjeta?
- Personalmente, ¿utilizas alguna de estas redes?
- ¿Para qué sirven estas redes sociales?
- ¿Te parece bien poner tus detalles personales en una página web?
- En tu opinión, ¿qué impacto tienen las nuevas formas de comunicación en la vida moderna?

H/Jun10/SPA2T/SPA2V/A

TARJETA B	
Topic	POPULAR CULTURE
Sub-topic	Music

Los músicos callejeros

En algunas ciudades existe una ley que obliga a los músicos a cambiar de lugar cada media hora para que no causen molestias

Preguntas

- ¿De qué trata esta tarjeta?
- ¿Cómo reaccionas tú al ver a músicos tocando en la calle?
- ¿En qué circunstancias pueden ser molestos los músicos callejeros?
- ¿Estarías a favor de prohibir tocar música en la calle?
- En tu opinión, ¿qué papel tiene la música en la vida moderna?

H/Jun10/SPA2T/SPA2V/B

TARJETA C	
Topic	**HEALTHY LIVING / LIFESTYLE**
Sub-topic	**Sport / exercise**

¿Cuántas calorías por hora queman tus actividades?

esquí	jogging	natación	tenis	fútbol
740	675	603	549	468

ciclismo	baloncesto	golf	jugar con niños	ver la tele
441	405	240	216	72

Preguntas

- ¿De qué trata esta tarjeta?
- Personalmente, ¿cuántas calorías quemas por día haciendo actividades físicas?
- ¿Crees que es importante contar las calorías?
- ¿Qué otros motivos hay para hacer deporte o ejercicio?
- En tu opinión, ¿hace suficiente ejercicio físico la gente hoy en día?

H/Jun10/SPA2T/SPA2V/C

TARJETA D	
Topic	**FAMILY / RELATIONSHIPS**
Sub-topic	**Friendships**

¿Cómo son los amigos?

Para muchos jóvenes, los amigos son más importantes que la familia

Preguntas

- ¿De qué trata esta tarjeta?
- Para ti, ¿qué cualidades son esenciales en un amigo o una amiga?
- ¿Te parece mejor tener muchos amigos o un amigo especial?
- ¿Cuáles son los motivos más frecuentes de las disputas entre amigos?
- En tu opinión, ¿es posible la amistad con una persona del sexo opuesto?

H/Jun10/SPA2T/SPA2V/D

TARJETA E	
Topic	**MEDIA**
Sub-topic	**Advertising**

¿La publicidad nos dice siempre la verdad?

porque tú lo vales…

En este anuncio de
maquillaje, la actriz lleva
pestañas falsas

Preguntas

- ¿De qué trata esta tarjeta?
- ¿Te parece mal que la actriz use pestañas falsas?
- ¿Puedes dar un ejemplo de un anuncio que te molesta a ti?
- ¿Crees que los productos anunciados por gente famosa se venden más?
- En tu opinión, ¿es importante que los anuncios digan la verdad?

H/Jun10/SPA2T/SPA2V/E

384

TARJETA F	
Topic	**HEALTHY LIVING / LIFESTYLE**
Sub-topic	**Holidays**

¿Quieres pasar unas vacaciones diferentes?

Unos voluntarios británicos pasan sus vacaciones en África, trabajando con gente joven

Preguntas

- ¿De qué trata esta tarjeta?
- ¿Qué actividades pueden hacer los voluntarios con los jóvenes africanos?
- ¿Cómo se benefician los voluntarios de su experiencia?
- ¿Crees que hay que ser joven para participar en esta forma de vacaciones?
- En tu opinión, ¿para qué sirven las vacaciones?

H/Jun10/SPA2T/SPA2V/F

TARJETA A	
Topic	**ENVIRONMENT**
Sub-topic	**Pollution**

- Look at the card and read the two opinions in the speech bubbles.
- Choose **one** and think how you can convey and expand on its main ideas.
- Begin the discussion by outlining your point of view (this should take no longer than one minute).
- You must then be prepared to respond to anything the examiner might say and to justify your point of view.
- You may be required to explain something you have said, to respond to an opposing point of view expressed by the examiner, or to defend your expressed opinion(s).
- You may make notes in your preparation time and refer to them during this part of the test.

¿Qué futuro tiene el planeta?

Opinión 1

El planeta está cada vez más contaminado. Vamos hacia una catástrofe total.

Opinión 2

Finalmente el Hombre se ha dado cuenta de los peligros de la polución. Con la colaboración de todos podemos crear un mundo más limpio.

H/Jun10/SPA4T/SPA4V/A

TARJETA B	
Topic	THE MULTICULTURAL SOCIETY
Sub-topic	Racism

- Look at the card and read the two opinions in the speech bubbles.
- Choose **one** and think how you can convey and expand on its main ideas.
- Begin the discussion by outlining your point of view (this should take no longer than one minute).
- You must then be prepared to respond to anything the examiner might say and to justify your point of view.
- You may be required to explain something you have said, to respond to an opposing point of view expressed by the examiner, or to defend your expressed opinion(s).
- You may make notes in your preparation time and refer to them during this part of the test.

¿Es posible una sociedad multicultural?

Opinión 1

La sociedad multicultural es una fantasía peligrosa. La mezcla de distintas razas siempre trae problemas.

Opinión 2

Somos todos seres humanos. Sólo necesitamos respeto mutuo y tolerancia para vivir en armonía con personas de otras culturas.

H/Jun10/SPA4T/SPA4V/B

TARJETA C	
Topic	**CONTEMPORARY SOCIAL ISSUES**
Sub-topic	**Wealth and poverty**

- Look at the card and read the two opinions in the speech bubbles.
- Choose **one** and think how you can convey and expand on its main ideas.
- Begin the discussion by outlining your point of view (this should take no longer than one minute).
- You must then be prepared to respond to anything the examiner might say and to justify your point of view.
- You may be required to explain something you have said, to respond to an opposing point of view expressed by the examiner, or to defend your expressed opinion(s).
- You may make notes in your preparation time and refer to them during this part of the test.

¿Podemos eliminar la pobreza?

Opinión 1

Un mundo donde no haya ni ricos ni pobres es un sueño imposible.

Opinión 2

Con la colaboración de los países ricos podemos erradicar la pobreza en el mundo.

H/Jun10/SPA4T/SPA4V/C

TARJETA D	
Topic	**ENVIRONMENT**
Sub-topic	**Protecting the planet**

- Look at the card and read the two opinions in the speech bubbles.
- Choose **one** and think how you can convey and expand on its main ideas.
- Begin the discussion by outlining your point of view (this should take no longer than one minute).
- You must then be prepared to respond to anything the examiner might say and to justify your point of view.
- You may be required to explain something you have said, to respond to an opposing point of view expressed by the examiner, or to defend your expressed opinion(s).
- You may make notes in your preparation time and refer to them during this part of the test.

Proteger el medio ambiente – ¿Está de moda?

Opinión 1

Debe ser obligatoria la educación medioambiental en las escuelas para que las generaciones futuras sepan cuidar la naturaleza.

Opinión 2

Los grupos ecologistas son fanáticos catastrofistas: les encanta exagerar los problemas medioambientales.

H/Jun10/SPA4T/SPA4V/D

TARJETA E	
Topic	THE MULTICULTURAL SOCIETY
Sub-topic	Immigration

- Look at the card and read the two opinions in the speech bubbles.
- Choose **one** and think how you can convey and expand on its main ideas.
- Begin the discussion by outlining your point of view (this should take no longer than one minute).
- You must then be prepared to respond to anything the examiner might say and to justify your point of view.
- You may be required to explain something you have said, to respond to an opposing point of view expressed by the examiner, or to defend your expressed opinion(s).
- You may make notes in your preparation time and refer to them during this part of the test.

UNIÓN EUROPA

ESPAÑA

PASAPORTE

¿Hay que limitar la inmigración?

Opinión 1

Cada individuo tiene derecho a vivir donde quiere. El mundo es de todos.

Opinión 2

La inmigración incontrolada puede tener un impacto muy negativo en un país desarrollado.

H/Jun10/SPA4T/SPA4V/E

390

TARJETA F	
Topic	CONTEMPORARY SOCIAL ISSUES
Sub-topic	Law and order

- Look at the card and read the two opinions in the speech bubbles.
- Choose **one** and think how you can convey and expand on its main ideas.
- Begin the discussion by outlining your point of view (this should take no longer than one minute).
- You must then be prepared to respond to anything the examiner might say and to justify your point of view.
- You may be required to explain something you have said, to respond to an opposing point of view expressed by the examiner, or to defend your expressed opinion(s).
- You may make notes in your preparation time and refer to them during this part of the test.

¿Qué causa la delincuencia?

Opinión 1

El alto nivel de delincuencia es el resultado de la falta de disciplina en los colegios. Se necesitan castigos más estrictos.

Opinión 2

Un individuo se convierte en un delincuente por razones sociales. Es una víctima que necesita comprensión y ayuda.

H/Jun10/SPA4T/SPA4V/F

AQA

General Certificate of Education
Advanced Subsidiary Examination
June 2010

Spanish   SPAN1

Unit 1   Listening, Reading and Writing

Insert

Section B Writing Questions 10, 11 and 12

INSERT TO H/Jun10/SPAN1

2

Section B

Writing

Answer **one** of the following questions in **Spanish**. You must write a minimum of 200 words.

In order to gain the highest marks:

- read the question carefully and make sure your answer is relevant to the title
- plan before you start to write your answer, using the essay planning sheet
- back up the points you make
- write as accurately as possible, using as wide a range of vocabulary and structures as you can.

EITHER

10

Una niña de 12 años es la madre más joven de Gran Bretaña.

En el mundo, la edad media para tener el primer bebé es 31 años.

En 2008, una mujer india de 70 años se convirtió en la madre más vieja del mundo.

En tu opinión, ¿hay una edad ideal para tener hijos o no importa la edad?

(35 marks)

3

OR

11   Los cantantes de música pop son héroes.
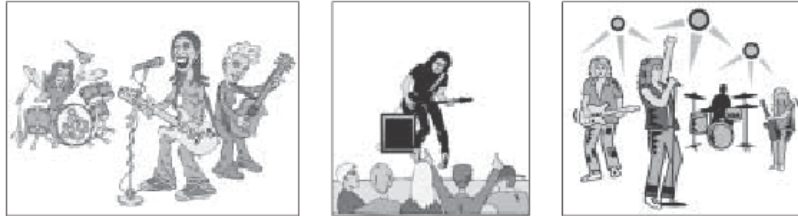
En tu opinión, ¿son los músicos de hoy una influencia positiva o negativa para los jóvenes?

(35 marks)

OR

12

> "La publicidad es horrible, hay demasiada; es imposible escapar de ella. Llena nuestras vidas con productos estúpidos e innecesarios."

> "No, los anuncios nos ayudan de muchas maneras distintas. Informan al público de los productos, de la calidad y de los precios."

Con el uso de ejemplos, explica lo bueno y lo malo de la publicidad en la sociedad actual.

(35 marks)

END OF QUESTIONS

INSERT TO H/Jun10/SPAN1

394

Centre Number					Candidate Number				
Surname									
Other Names									
Candidate Signature									

For Examiner's Use

Examiner's Initials

Question	Mark
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
TOTAL	

AQA

General Certificate of Education
Advanced Subsidiary Examination
June 2010

Spanish   SPAN1

Unit 1   Listening, Reading and Writing

Tuesday 18 May 2010   1.30 pm to 3.30 pm

For this paper you must have:
- listening material
- essay planning sheet (enclosed)
- Insert for Section B Writing Questions (enclosed).

Time allowed
- 2 hours

Instructions
- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions in Section A and **one** question in Section B.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.

Information
- The marks for questions are shown in brackets.
- The maximum mark for this paper is 110.
- You must **not** use a dictionary.
- You should note that the quality of your written language in both Spanish and English will be taken into account when awarding marks.
- If you need extra paper, use the Additional Answer Sheets.
- This unit is divided into two sections.

Section A	Listening	35 marks
	Reading and Writing	40 marks
Section B	Writing	35 marks

Advice
- You may play back the listening material as many times as you wish. You are, however, advised to allocate your time as follows
    Listening   30 minutes approximately
    Reading and Writing   45 minutes approximately
    Writing   45 minutes approximately
- For the Writing in Section B, you are advised to write a plan. If you use the essay planning sheet, you must hand it to the invigilator at the end of the test, together with the Section B Writing Questions (insert).

JUN10SPAN101

H/Jun10/SPAN1

SPAN1

2

Section A

Listening, Reading and Writing

Length of passage: *one minute and 25 seconds*
Tracks: *2–16*

1   **¡Policías no muy rápidos!**

Listen to this information about a problem with the Acapulco police force and
provide the information required in **English**.

1 (a)   What has the town council of Acapulco said about its police?

....

(1 mark)

1 (b)   How does the council intend to solve the problem?

....

....

(2 marks)

1 (c)   What **four** activities are mentioned that the policemen cannot do well at present?

1 ....

2 ....

3 ....

4 ....

(4 marks)

1 (d)   What did the police chief invite his policemen to do three years ago?

....

....

(2 marks)

1 (e)   What effect did it have?

....

(1 mark)

10

02

H/Jun10/SPAN1

396

3

Length of passage: *one minute and 58 seconds*
Tracks: *17–32*

2   **Bodas caras en España**

Escucha esta noticia sobre el coste de casarse en España y escribe en las casillas el número apropiado.

		número		
2 (a)	¿Cuál es el precio medio de una boda en Madrid?		*(1 mark)*
2 (b)	¿Qué porcentaje de los costes se gasta en la comida?		*(1 mark)*
2 (c)	¿Cuánto dinero se gasta en la disco y las bebidas gratuitas?		*(1 mark)*
2 (d)	¿Qué cifra sugieren para una boda canaria?		*(1 mark)*
2 (e)	¿Cuál es el gasto mínimo para el vestido de la novia?		*(1 mark)*
2 (f)	Y el novio, ¿cuánto gastará en vestirse?		*(1 mark)*
2 (g)	Para grabar fotográficamente la ocasión, ¿cuánto hay que pagar?		*(1 mark)*
2 (h)	¿Cuánto se gasta como mínimo en el viaje de novios?		*(1 mark)*
2 (i)	¿Cuántas personas se han casado en la familia de Ana María Pacheco este año?		*(1 mark)*

9

Turn over ▶

0 3

397

4

Length of passage: *two minutes and seven seconds*
Tracks: *33–53*

3   **Las vacaciones de las mujeres**

Escucha esta noticia. En las frases **a** – **f** sólo una de las tres opciones es correcta;
escribe la letra A, B o C en la casilla apropiada.

3 (a)

A	En general, estas vacaciones existen para las mujeres a punto de casarse con un hombre.
B	Las mujeres tienen que veranear durante las vacaciones escolares.
C	A las mujeres les gusta cada vez más ir de vacaciones sin su pareja.

(1 mark)

3 (b)

A	Para muchas, un descanso en un barco es ideal.
B	Un hotel de lujo ofrece la oportunidad de hablar mal de su pareja.
C	Las mujeres obesas suelen optar por una semana en un hotel lujoso.

(1 mark)

3 (c)

A	Muchos maridos se sienten ofendidos por la decisión egoísta de sus esposas.
B	Muchos maridos quieren que sus parejas se diviertan con sus amigas.
C	Muchos hombres desean participar en las actividades preferidas de sus mujeres.

(1 mark)

5

3 (d)	A	El esquí acuático es muy popular con las francesas.
	B	Crear una fragrancia nueva es una opción favorita este año.
	C	Viajes secretos a Italia son una innovación popular reciente.

(1 mark)

3 (e)	A	En el pasado las mujeres no salían de vacaciones con su familia.
	B	Hace años, si una mujer viajaba sola la gente pensaba que ella tenía problemas matrimoniales.
	C	Hace treinta años, no había suficiente dinero para tomar unas vacaciones.

(1 mark)

3 (f)	A	Ahora, las mujeres llevan los pantalones en casa y lo deciden todo.
	B	La falta de libertad en el pasado ha dañado a muchas mujeres.
	C	Ahora, muchas mujeres tienen más poder y toman sus propias decisiones.

(1 mark)

6

Turn over for the next question

Turn over ▶

6

Length of passage: *one minute and 15 seconds*
Tracks: *54 – 66*

4   **Los pantalones caídos**

Escucha esta noticia sobre una nueva moda y contesta a las preguntas en **español**.

4 (a)   ¿Cuáles son las tres sanciones que tienen algunas autoridades escolares
norteamericanas?

....

....

....

(3 marks)

4 (b)   ¿Qué puede verse con esta nueva moda?

....

(1 mark)

4 (c)   ¿Cuándo comenzó esta moda en los Estados Unidos?

....

(1 mark)

4 (d)   ¿Qué no permiten los centros de detención norteamericanos?

....

(1 mark)

4 (e)   ¿Por qué introdujeron esta regla?

....

....

(2 marks)

4 (f)   ¿Por qué quieren varios colegios españoles prohibir esta nueva moda?

....

....

(2 marks)

THIS IS THE END OF THE LISTENING SECTION

10

8

5   *YAHOO!*

Abajo hay una selección de doce servicios del popular buscador *Yahoo!* Tienes
que decidir qué servicio de *Yahoo!* sería más apropiado para las personas **a – h**.
Escribe la palabra *Ocio*, *Tiempo*, etc en la casilla apropiada.

Unos servicios del buscador *Yahoo!*

YAHOO! Astrología	*YAHOO!* Correo	*YAHOO!* Deportes
YAHOO! Encuentros	*YAHOO!* Finanzas	*YAHOO!* Navidad
YAHOO! Inmobiliaria	*YAHOO!* Loterías	*YAHOO!* Fórmula 1
YAHOO! Traductor	*YAHOO!* Tiempo	*YAHOO!* Ocio

	El servicio apropiado de *Yahoo!* para la persona que	*servicio de Yahoo!*
Ejemplo	busca regalos para el 25 de diciembre.	Navidad
5 (a)	desea saber si necesita paraguas, abrigo e impermeable para sus vacaciones de primavera en Argentina.	
		(1 mark)
5 (b)	necesita ver los resultados del campeonato de vela en Valencia.	
		(1 mark)

9

El servicio apropiado de *Yahoo!* para la persona que	*servicio de Yahoo!*
5 (c) está pensando invertir sus ahorros en la compra de una nueva empresa asiática.	

(1 mark)

5 (d) quiere saber lo que ocurre en el mundo del cine y teatro en Estados Unidos.	

(1 mark)

5 (e) quiere saber si hay un piso en alquiler en la zona plaza de toros de Calatayud completamente amueblado con tres dormitorios, baño completo, salón y patio.	

(1 mark)

5 (f) cree en los signos solares y que desea prever su futuro con respecto al amor, trabajo y dinero.	

(1 mark)

5 (g) desea terminar una carta con unas palabras en portugués para su amiga por correspondencia que vive en Lisboa.	

(1 mark)

5 (h) quiere novia.	

(1 mark)

8

Turn over ▶

10

6   **Siete deportes olímpicos**

Lee las descripciones de los deportes **a** – **g** y selecciona su nombre de la lista
1 – **14**. Escribe el número apropiado en la casilla.

6 (a)

| Se juega sobre arena. Al éxito de este deporte contribuyen el sol, la música DJ y los trajes de baño pequeños que completan el espectáculo. Un deporte atractivo pero ¿no muy serio? | |

(1 mark)

6 (b)

| Deporte en el que dos personas se enfrentan golpeándose con los puños cubiertos con guantes. | |

(1 mark)

6 (c)

| Deporte de raqueta en el que se enfrentan dos jugadores o dos parejas. No se juega con pelota sino con un proyectil llamado 'pluma' que ofrece mucha resistencia aerodinámica. | |

(1 mark)

6 (d)

| Disciplina que consiste en realizar un tramo de varios kilómetros de río natural en el menor tiempo posible. En esta disciplina compiten en canoa monoplaza o biplaza. | |

(1 mark)

6 (e)

| Carreras en los juegos olímpicos de invierno en las que los competidores cubren varias distancias sobre una pista de hielo. | |

(1 mark)

6 (f)

| Deporte individual que reúne tres disciplinas deportivas: natación, ciclismo y carrera a pie. | |

(1 mark)

6 (g)

| Arte marcial nipona en el que el objetivo es derribar al oponente al suelo o a la alfombra pero sin hacerle daño. | |

(1 mark)

403

11

	Deporte
1	Bádminton
2	Boxeo
3	Ciclismo en pista
4	Cincuenta kilómetros marcha
5	Esgrima
6	Judo
7	Lanzamiento de jabalina
8	Natación sincronizada
9	Patinaje
10	Piragüismo aguas bravas
11	Tenis de mesa
12	Tiro con arco
13	Triatlón
14	Voleibol de playa

7

Turn over ▶

7   **Una nueva campaña publicitaria**

Lee este artículo sobre una campaña publicitaria y contesta a las preguntas en **español**.

La famosa cantante Alaska es una de las populares mujeres españolas que han prestado su imagen y su cuerpo para la campaña de publicidad de las organizaciones **PETA** y ***AnimaNaturalis*** contra las corridas de toros, que aparecerá el mes que viene en periódicos, revistas y carteles en toda España.

Será el próximo lunes cuando se haga pública la publicidad de esta protesta, en donde Alaska aparece sin ropa, sangrando y herida en la espalda por banderillas. El póster dice: "La verdad al desnudo: la tauromaquia es cruel". Según un portavoz de **PETA**, "el ser humano no tiene derecho a hacer daño a nadie, ni a un niño, ni a un perro, ni a un toro."

La cantante ha participado porque se opone fuertemente a la fiesta nacional. "La corrida no está bien para nada. Mi única opción: colaborar con la campaña."

La oposición a la tauromaquia ha crecido durante los últimos años en todo el mundo. Después de que la ciudad de Barcelona se declarara contraria a las corridas de toros en abril de 2004, decenas de otras localidades han seguido su ejemplo. Además, en una encuesta reciente, se indicaba que el ochenta y dos por ciento de los ciudadanos españoles entre los quince y veinte años no está ni remotamente interesado en estas celebraciones.

13

7 (a) ¿Qué desea abolir *PETA*?

....

(1 mark)

7 (b) ¿Cuándo va a empezar la campaña de publicidad organizada por *PETA* y *AnimaNaturalis*?

....

(1 mark)

7 (c) ¿En qué medios de comunicación se verán los anuncios?

....

(1 mark)

7 (d) ¿En qué parte del cuerpo de Alaska aparecen las banderillas?

....

(1 mark)

7 (e) ¿Por qué apoya Alaska esta campaña?

....

(1 mark)

7 (f) ¿Cómo se sabe que a otros les ha gustado la decisión de la ciudad de Barcelona?

....

(1 mark)

7 (g) ¿Dónde se notó la indiferencia de la juventud española hacia los toros?

....

(1 mark)

7

Turn over ▶

H/Jun10/SPAN1

14

8 **¡Buen viaje!**

Lee este artículo y contesta a las preguntas **a – h**. Escribe en **español** el nombre del país en la casilla apropiada.

Casi todos los gobiernos del mundo ofrecen consejos a los ciudadanos que piensan pasar vacaciones en el extranjero y a los turistas que desean visitar su país.

El gobierno de la *India* pide que los turistas se informen previamente sobre las costumbres del país.

Por motivos de circulación, *Holanda* invita a los turistas a utilizar el transporte público. En *Malta* aconsejan adecuar la manera de vestirse a los hábitos de la isla al entrar en los edificios sagrados, para no ofender a la gente del lugar. En *Bulgaria*, para apoyar a los productores, quieren que comamos en restaurantes y que compremos recuerdos a artesanos locales, pagando un precio razonable.

Las autoridades de *Sri Lanka* avisan que no debemos tocar ni perseguir ni cazar animales y no coger plantas ni apropiarnos de nada. En *Egipto*, nos invitan a aprender alguna palabra en el idioma local y a practicarla con la población. Y nunca saques una fotografía sin pedir permiso primero.

Para los turistas españoles hay una 'lista negra' de destinos en la que aparece *Irak* donde, por estar en estado de guerra internacional, aconsejan no viajar en ningún caso o sólo por razones personales o laborales. *Yemen* forma parte de la 'lista negra' desde la muerte de siete españoles en un atentado con coche bomba atribuido a Al Qaeda. También, en algunos países se considera un delito la homosexualidad. *Camerún* está en esa lista y el consejo para parejas del mismo sexo es "no mostrar afecto en público".

No viajes de vacaciones a *Cuba* sin los seguros médicos. Si decides visitar *Senegal*, el acto de insultar la bandera nacional te costará una temporada en la cárcel. Para *China*, el aviso es tener cuidado con las aves y sus huevos por el riesgo para tu salud de contraer la gripe aviar.

15

El país donde	País

8 (a) | comer pollo podría ponerte enfermo. | | *(1 mark)*

8 (b) | es aconsejable llevar ropa apropiada para visitar iglesias. | | *(1 mark)*

8 (c) | un hombre no debería dar un beso a un amigo íntimo en la calle. | | *(1 mark)*

8 (d) | fallecieron en circunstancias trágicas unas personas. | | *(1 mark)*

8 (e) | luchan las fuerzas armadas de varios países. | | *(1 mark)*

8 (f) | no debes mostrar falta de respeto a un símbolo importante del país. | | *(1 mark)*

8 (g) | te dicen que es inaceptable maltratar la naturaleza. | | *(1 mark)*

8 (h) | será apreciado el conocimiento de los hábitos y de la conducta local. | | *(1 mark)*

8

Turn over ▶

15

9　　Rellena los espacios en las frases siguientes con la forma adecuada de la palabra entre paréntesis.

9 (a)　　¿Adónde .... de vacaciones tus padres el invierno pasado? **(ir)**

(1 mark)

9 (b)　　En general, ¿vosotros .... ir al cine o ver una película en casa?
(preferir)

(1 mark)

9 (c)　　En mi opinión, las .... canciones del año son de artistas sudamericanos. **(peor)**

(1 mark)

9 (d)　　Ana .... escuchando su ipod y no oyó la sirena de la ambulancia.
(estar)

(1 mark)

9 (e)　　En 2012, los Juegos Olímpicos .... en Londres.
(celebrarse)

(1 mark)

9 (f)　　El .... móvil que compré fue un Nokia. **(tercero)**

(1 mark)

9 (g)　　Mis padres .... en Bilbao en el verano de 1985.
(conocerse)

(1 mark)

9 (h)　　No me gusta que mis hijos .... tanto tiempo delante de la pantalla. **(pasar)**

(1 mark)

17

9 (i) La cantidad de dinero que gasta en tabaco, treinta euros por semana, es

.... **(ridículo)** *(1 mark)*

9 (j) Anoche la Orquesta Nacional de España .... un concierto en Londres. **(dar)** *(1 mark)*

10

Turn over for Section B

Turn over ▶

General Certificate of Education
Advanced Level Examination
June 2010
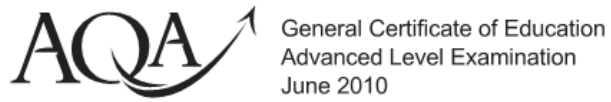
Spanish   SPAN3

Unit 3   Listening, Reading and Writing

Insert

Section A Text for use with Question 6

Section B Writing Questions 10, 11, 12, 13 and 14

INSERT TO H/Jun10/SPAN3

3

Section A

Reading

Text for use with **Question 6**

Ayer a las 08.52 despegó en Rusia la primera nave espacial totalmente diseñada y fabricada por estudiantes europeos. Contiene ocho satélites construidos por diversos grupos de universitarios. Un centenar de estudiantes ha cumplido su sueño: ver despegar hacia el espacio el satélite que llevaban 18 meses construyendo. Ya se han recibido señales de todos los satélites.

Uno de ellos, 'Satélitexpress', es un satélite de pequeño tamaño, de dimensiones y de forma comparables a una lavadora, y pesa unos 62 kilos. Su misión será servir como laboratorio de pruebas de varios experimentos, así como tomar fotografías de la Tierra. En total, 23 equipos universitarios de toda Europa, entre ellos cinco españoles, han concebido y fabricado este satélite, y durante el tiempo que dure la misión serán los encargados de supervisarlo y recoger los datos que envíe.

Una de las estudiantes seleccionadas de la Universidad de Zaragoza, Eva Tresaco, dijo que el proyecto les ha permitido poner en práctica los conocimientos que habían adquirido en sus facultades.

El proyecto está patrocinado por la Agencia Espacial Europea (ESA); la Agencia ha creado un sistema de comunicación para que los estudiantes mantengan contacto entre ellos. El 'Satélitexpress' es sólo el primero de este tipo de proyectos del departamento educativo de la ESA, que quiere animar a las nuevas generaciones a participar activamente en la fabricación de satélites y preparación de futuras misiones. Las siguientes serán un satélite que orbitará la Tierra, otro que girará alrededor de la Luna y, en un futuro, un robot que sea capaz de aterrizar en Marte.

412

4

Section B

Writing

Answer **one** of the following questions in **Spanish**. You must write a minimum of 250 words.

To gain the highest marks:

- read the question carefully and make sure your answer is fully relevant to the title
- plan before you start to write your answer, using the essay planning sheet
- back up the points you make
- write as accurately as possible, using as wide a range of vocabulary and structures as you can.

---

10   **Una región o comunidad hispanohablante**

EITHER

10 **(a)**   Analiza las actividades económicas de la región o comunidad que has estudiado. En tu opinión, ¿será más o menos próspera en el futuro?   *(40 marks)*

OR

10 **(b)**   ¿Cuáles serían los aspectos positivos y negativos de pasar unas vacaciones en la región o comunidad que has estudiado? En tu opinión, ¿son más significativas las ventajas o las desventajas?   *(40 marks)*

11   **Una época de la historia del siglo veinte de un país hispanohablante**

EITHER

11 **(a)**   ¿Cuál fue el acontecimiento histórico que tuvo más impacto en la época que has estudiado? En tu opinión, ¿fue positivo o negativo para el país/la región?   *(40 marks)*

OR

11 **(b)**   Analiza las acciones de la figura más importante de la época que has estudiado. ¿Consideras a esta persona un héroe / una heroína o no?   *(40 marks)*

5

12 Un autor hispanohablante

You must not answer Question 12(a) or Question 12(b) if you have studied a play or poetry. If you have studied a play or poetry, you must answer either Question 13(a) or Question 13(b).

EITHER

12 (a) ¿Cuáles son las características de los personajes principales en la(s) novela(s) / los cuentos que has estudiado? ¿Qué reacción provocan en ti estos personajes?

(40 marks)

OR

12 (b) ¿Cuáles son las técnicas literarias usadas por el autor que has estudiado para expresar sus ideas? ¿Cómo contribuyen a la calidad de la(s) obra(s)? *(40 marks)*

13 Un dramaturgo/poeta hispanohablante

You must not answer Question 13(a) or Question 13(b) if you have studied a novel or collection of short stories. If you have studied a novel or collection of short stories, you must answer either Question 12(a) or Question 12(b).

EITHER

13 (a) ¿Cuál es el tema más importante en la(s) obra(s) que has estudiado? ¿Qué relevancia tiene para ti? *(40 marks)*

OR

13 (b) ¿Cuáles son los intereses y preocupaciones que se reflejan en la(s) obra(s) / la colección de poemas que has estudiado? Explica tus opiniones. *(40 marks)*

14 Un director de cine/arquitecto/músico/pintor hispanohablante

EITHER

14 (a) Analiza una o más obras importantes del director de cine/arquitecto/músico/pintor que has estudiado. Explica por qué te gusta(n) o no. *(40 marks)*

OR

14 (b) Refiriéndote a una o más obras, ¿qué nos revela(n) de las ideas del director de cine/arquitecto/músico/pintor que has estudiado?

(40 marks)

END OF QUESTIONS

INSERT TO H/Jun10/SPAN3

Centre Number					Candidate Number				
Surname									
Other Names									
Candidate Signature									

For Examiner's Use

Examiner's Initials

Question	Mark
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
TOTAL	

AQA

General Certificate of Education
Advanced Level Examination
June 2010

Spanish   SPAN3

Unit 3   Listening, Reading and Writing

Friday 25 June 2010   9.00 am to 11.30 am

For this paper you must have:
- listening material
- essay planning sheet (enclosed)
- Insert for Question 6 and Section B Writing Questions (enclosed).

Time allowed
- 2 hours 30 minutes

Instructions
- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions in Section A and **one** question in Section B.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.

Information
- The marks for questions are shown in brackets.
- The maximum mark for this paper is 110.
- You must **not** use a dictionary.
- You should note that the quality of your written language in both Spanish and English will be taken into account when awarding marks.
- If you need extra paper, use the Additional Answer Sheets.
- This unit is divided into two sections.
  Section A   Listening   25 marks
                    Reading and Writing   45 marks
  Section B   Writing   40 marks

Advice
- You may play back the listening material as many times as you wish.
  You are, however, advised to allocate your time as follows
  Listening   30 minutes approximately
  Reading and Writing   1 hour approximately
  Writing   1 hour approximately
- For the Writing in Section B, you are advised to write a plan. If you use the essay planning sheet, you must hand it to the invigilator at the end of the test, together with the insert for Question 6 and Section B Writing Questions.

SPAN3

415

2

Section A

Listening, Reading and Writing

Length of passage: *one minute and 32 seconds*
Tracks: 2 – 13

1 **Huracán en Méjico**

Escucha esta noticia y contesta a las seis preguntas **a – f**. Escribe la cifra apropiada en el espacio provisto.

		Número
1 (a)	¿Desde hace cuántos años se observa el cambio climático?	

(1 mark)

1 (b)	¿Cuántos dólares costarán los daños causados por el huracán en Méjico?	

(1 mark)

1 (c)	¿Cuántos mejicanos perdieron sus casas?	

(1 mark)

1 (d)	¿Cuántos kilómetros por hora alcanzaron los vientos?	

(1 mark)

1 (e)	¿Cuántas aldeas fueron destruidas por el huracán?	

(1 mark)

1 (f)	¿Cuántas hectáreas de cultivo quedaron arruinadas?	

(1 mark)

6

H/Jun10/SPAN3

416

4

Length of passage: *two minutes and 8 seconds*
Tracks: 14 – 31

2   **Un médico africano habla de los inmigrantes ilegales…**

Escucha este monólogo en el que un médico africano habla de los inmigrantes.
Luego, selecciona la alternativa que mejor convenga para completar la frase.
Escribe **A**, **B** o **C** en la casilla.

2 (a)   Antes de llegar a Marruecos, el médico

A	había atravesado varios países.
B	había abandonado sus estudios.
C	había trabajado en el desierto.

(1 mark)

2 (b)   Los inmigrantes venían de

A	Latinoamérica.
B	diferentes países.
C	Europa del este.

(1 mark)

2 (c)   El médico decidió

A	trabajar en la República del Congo.
B	permanecer en Marruecos.
C	cruzar el Estrecho de Gibraltar.

(1 mark)

0 4

H/Jun10/SPAN3

5

2 (d)   Los inmigrantes de los campamentos

A	apoyan a los recién llegados.
B	se quejan del tratamiento que reciben.
C	tienen que regresar a su país de origen.

(1 mark)

2 (e)   Los que embarcan en las pateras

A	están en buenas condiciones de salud.
B	no corren riesgos.
C	están dispuestos a aceptar el peligro.

(1 mark)

2 (f)   Los inmigrantes quieren ir a España porque

A	su situación personal es pésima.
B	siempre es lo mismo.
C	es el país más rico del mundo.

(1 mark)

6

Turn over for the next question

Turn over ▶

H/Jun10/SPAN3

418

6

Length of passage: *one minute and 56 seconds*
Tracks: 32–48

3   **Ricos y pobres**

Escucha esta conversación entre dos periodistas españoles sobre la riqueza y la pobreza. Escoge las **seis** frases correctas según lo que oyes y escribe la letra correcta en las casillas de abajo.

A	Los reporteros llevan meses y meses hablando de los países de la zona euro.
B	Los países ricos están gastando billones de euros para resolver la crisis económica.
C	La crisis financiera ha sido resuelta en un fin de semana con billones de euros.
D	Los países pobres dicen que no hay soluciones prometidas.
E	Los países pobres quieren que se cumplan las promesas.
F	La gente quiere saber por qué no se dedica dinero para reducir la pobreza mundial.
G	Todos se preguntan por qué el gobierno sólo ha gastado un pequeño porcentaje del dinero.
H	Se necesita poco dinero para resolver ciertos problemas específicos del mundo subdesarrollado.
I	Se necesitaría mucho dinero para curar un caso de malaria.
J	La diferencia económica entre los países ricos y pobres va a aumentar.
K	Hay una gran diferencia entre ricos y pobres hasta en los países del Tercer Mundo.
L	España es el país que da más ayuda financiera a los países ricos del mundo.
M	España no es muy generosa con los países pobres.

(6 marks)

6

8

Length of passage: *two minutes and 30 seconds*
Tracks: 49–68

4 **¿Podemos confiar en Facebook?**

Abajo tienes siete frases **a–g**. Debes decidir, según la información oída, si las frases son verdaderas (**V**), falsas (**F**) o no mencionadas (**N**).

4 (a) | Según la presentadora, pocos usuarios tienen dudas sobre la seguridad en Facebook. | | *(1 mark)*

4 (b) | Arturo dice que cualquier persona puede acceder a nuestro perfil en Facebook. | | *(1 mark)*

4 (c) | El usuario de Facebook tiene que leer un acuerdo digital en el que acepta los riesgos. | | *(1 mark)*

4 (d) | Según la Agencia de Protección de Datos, internet no necesita leyes. | | *(1 mark)*

4 (e) | La Agencia de Protección de Datos castigó a una empresa que actuaba ilegalmente. | | *(1 mark)*

08

420

9

4 (f)	Deberíamos pedir permiso antes de subir fotos de otros amigos.		(1 mark)

4 (g)	En el futuro los derechos de los usuarios estarán mejor protegidos.		(1 mark)

7

THIS IS THE END OF THE LISTENING SECTION

Turn over ▶

09

421

10

5   **León tendrá una red de once plantas solares.**

Completa el siguiente texto, escogiendo de la lista la palabra más apropiada para rellenar los espacios.

La energía solar tan importante para el futuro del … ☐ … energético

español, aún dependiente de los combustibles fósiles, es la más … ☐ …

de las energías renovables. El desarrollo por la empresa Baleno SA de once

nuevas plantas solares supone una … ☐ … total de seis millones de

euros. Se … ☐ … de plantas fotovoltaicas de 100 kw, conformadas por

480 paneles solares cada una, … ☐ … presupuesto por planta ronda

los 550.000 euros. Dos plantas ya están en marcha en Mota del Marqués.

Otras cuatro figuran como pendientes de instalación en el municipio

de Torrecilla, cerca de Valladolid. Ya se ha iniciado la construcción de

cinco plantas en León.   Así, en poco más de dos años desde su creación,

Baleno ha … ☐ … una red energética muy notable de once plantas, lo

que ha superado sin problema todos los requisitos de los ayuntamientos.

Este proyecto constituye, … ☐ … , una contribución importante a la

energía renovable.

422

A	cuyo
B	clima
C	nuestro
D	prometedora
E	creando
F	inversión
G	además
H	sistema
I	establecido
J	trata

(7 marks)

7

Turn over for the next question

Turn over ▶

12

6   **Despega una nave espacial fabricado por estudiantes.**

Lee este texto y luego contesta a las preguntas.

See Insert for text.

Haz frases completas emparejando las dos partes, y poniendo la letra apropiada en las casillas, como en el ejemplo. **¡Cuidado! Sobran segundas partes. (A–N)**

Ejemplo: | La nave espacial fue lanzada desde … | **G** |

6 (a) | La nave espacial transporta … | | *(1 mark)*

6 (b) | Los estudiantes llevan 18 meses ... | | *(1 mark)*

6 (c) | Los satélites ya están ... | | *(1 mark)*

6 (d) | El 'Satélitexpress' sirve para ... | | *(1 mark)*

6 (e) | Los cinco equipos españoles van a poder ... | | *(1 mark)*

6 (f) | Eva Tresaco ha podido practicar ... | | *(1 mark)*

6 (g) | ESA ayudó a los estudiantes a ... | | *(1 mark)*

6 (h) | ESA quiere fomentar la participación de los jóvenes … | | *(1 mark)*

12

424

13

A	... fotos de la Tierra.
B	...diseñado un satélite.
C	…en la construcción de otros satélites.
D	…trabajando en un proyecto para construir un satélite.
E	…comunicarse entre sí.
F	…aterrizando un robot en Marte.
G	…Rusia.
H	…lo que ha aprendido en la universidad.
I	…ocho satélites
J	…construido una nave espacial.
K	…sacar fotos y hacer pruebas científicas.
L	...62 kilos de peso.
M	…transmitiendo información.
N	…seguir el progreso de su satélite.

Turn over for the next question

8

425

14

7   Casino ilegal en el centro de Madrid

Lee este texto y luego contesta a las preguntas.

Un casino clandestino bajo su casa preocupa a los vecinos del inmueble situado en una calle de Madrid. Al parecer, un grupo de inmigrantes chinos dedica las 24 horas del día a apostar y a participar en otros juegos ilegales en el sótano del edificio.

Los gritos que se oyen cuando alguien gana o pierde una partida no es lo único que molesta a los vecinos, sino también el olor a comida y el ruido de los cuchillos a las tres de la madrugada. Estas molestias hacen que los vecinos se vuelvan locos. Parece que el sótano también se usa como una cocina ilegal donde los inmigrantes preparan los bocadillos, el *arroz tres delicias* y otros bocados que luego otros ciudadanos asiáticos venden a dos euros en la Gran Vía.

Los vecinos del edificio aseguran que ya habían denunciado los hechos a la Policía Municipal en varias ocasiones desde noviembre del año pasado. «Las molestias son muchas, desde el alboroto infernal que hacen entrando y saliendo, hasta los golpes de las fichas de plástico que usan para jugar chocando contra las mesas», criticaba un vecino ayer.

La preocupación de los habitantes de los ocho apartamentos del edificio creció el pasado viernes. Ese día, alrededor de las 18.00 horas, se oyó una explosión en el casino-cocina ilegal que fue seguida por una nube de humo. La Policía Municipal en seguida acordonó la zona, dejando pasar sólo a los bomberos que se dirigieron al edificio. «Nos dio un buen susto cuando vimos que los bomberos sacaron bombonas de butano del interior. Estuvimos muy cerca de un desastre», comentaba ayer Juan Molinero, otro vecino. Añadió que, tras irse los bomberos, sus vecinos chinos «volvieron a cocinar como si no hubiera pasado nada».

Los vecinos estaban hartos de que nadie «tomara medidas», y decidieron organizar unas protestas abiertas con pancartas, donde se informaba de la presencia de una «cocina abierta toda la noche» y un «casino chino». Ayer el sótano permaneció cerrado. Los denunciantes dicen que dentro se están haciendo obras. Cuando este periódico acudió al lugar, nadie abrió las puertas del sótano, pese a que por una ventana se veían las luces encendidas en su interior.

7 (a)   Busca **en los tres primeros párrafos** del texto una palabra o expresión que tenga el mismo significado que las siguientes (están en el orden en que aparecen en el texto):

7 (a) (i)   secreto .... *(1 mark)*

426

15

7 (a) (ii) bloque de pisos .... *(1 mark)*

7 (a) (iii) fastidia .... *(1 mark)*

7 (a) (iv) lo ocurrido .... *(1 mark)*

7 (a) (v) ruido .... *(1 mark)*

7 (b) Lee el resto del texto (párrafos 4 – 5) y contesta a las siguientes preguntas en **español**.

7 (b) (i) ¿Cómo se supo que hubo un accidente en el sótano?

....

(1 mark)

7 (b) (ii) ¿Qué hicieron los bomberos después de entrar en el edificio?

....

(1 mark)

7 (b) (iii) Según Juan Molinero, ¿cómo reaccionaron los chinos cuando se fueron los bomberos?

....

(1 mark)

7 (b) (iv) Los vecinos, ¿por qué decidieron manifestarse ellos mismos en la calle?

....

(1 mark)

7 (b) (v) ¿Qué sucedió cuando un periodista fue a investigar el caso?

....

(1 mark)

10

Turn over ▶

427

16

8   Traduce este texto al **inglés**.

> Tras dos noches de disturbios en un barrio periférico, donde murió
> un inmigrante senegalés, el alcalde de Roquetas ha pedido calma a
> la población, diciendo que se trataba de una pelea aislada. En una
> conferencia de prensa insistió que las patrullas de la Guardia Civil
> seguirían en la zona todo el tiempo que fuera necesario. Negó que se
> tratara de racismo y deseaba que se restableciera la convivencia pacífica
> que había caracterizado al pueblo. Sin embargo rogó que se introdujeran
> límites con respecto a la entrada de inmigrantes.

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

18

9 Traduce estas cinco frases al **español**.

9 (a) A third wind farm is to be built not far from the coast, a government minister confirmed.

....

....

....

....

(2 marks)

429

19

9 (b) A spokesman said the project would include seventy wind turbines.

....

....

....

....

(2 marks)

9 (c) The Ministry of the Environment will have invested eight billion euros in new technology this year.

....

....

....

....

(2 marks)

9 (d) As a result Spain would become one of the world's largest producers of renewable energy.

....

....

....

....

(2 marks)

9 (e) Ecologists hope that these measures will reduce harmful emissions.

....

....

....

....

(2 marks)

10

Turn over ▶

430

APPENDIX 8: AQA AS AND A2 2010 SERIES
MARKING SCHEME

Version 1.0 0610

General Certificate of Education

Spanish 1696
Specification

SPA2T/V   Speaking

Mark Scheme

2010 examination - June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Unit 2

The assessment objectives will be allocated in the following way.

		% of AS	Marks
AO1	Response to spoken language	16	25
AO2	Response to written language	6	10
AO3	Knowledge of grammar	9	15
	TOTAL	31	50

The marks will be allocated in the following way.

		AO1	AO2	AO3
Part 1	Stimulus material		10	
Part 2	Conversation	25		
Overall	Knowledge of grammar			15

The following criteria will be used.

UNIT 2

Part 1 Discussion of stimulus card   (AO2)

Mark	IN RESPONSE TO THE STIMULUS QUESTIONS
5	Develops a wide range of relevant points.
4	Develops a number of relevant points.
3	Some relevant points made but with little development.
2	Responses brief and lacking in development.
0 - 1	No or very little meaningful response.

Mark	IN THE MORE GENERAL DISCUSSION
5	Responds to all opportunities to express and develop ideas and opinions.
4	Some evidence of developing ideas and opinions.
3	Ideas and opinions are simplistic and under-developed.
2	Meaningful ideas and opinions are rarely expressed.
0 - 1	No or very little meaningful response.

Part 2 Conversation   (AO1)

Mark	Fluency
9 - 10	A generally confident speaker demonstrating a good pace of delivery with some slight hesitation between and during utterances.
7 - 8	Prompt to respond but hesitating regularly between and during utterances.
5 - 6	Inappropriate pace of delivery (fast, slow or erratic) adversely affects the natural flow of conversation.
3 - 4	The pace of delivery (either hurried and garbled or slow and halting) is such that the flow of communication is severely impaired.
0 - 2	Little or no fluency.

Mark	Interaction
9 - 10	Sustains a meaningful exchange; takes the lead on occasions. Responds well to regular opportunities to react spontaneously in developing ideas.
7 - 8	Reacts reasonably well with some but infrequent evidence of spontaneity in response to opportunities to develop ideas.
5 - 6	Tends to react rather than initiate but attempts to give additional information. Little evidence of spontaneity and much use made of pre-learnt responses.
3 - 4	Generally dependent on the examiner. Volunteering little additional information. Excessive use made of pre-learnt responses.
0 - 2	Little or no significant reaction.

4

Mark	Pronunciation and Intonation
5	Good
4	Fairly good
3	Intelligible
2	Poor
0 – 1	Barely intelligible

Knowledge of Grammar   (AO3)

This is an overall assessment of the candidate's performance in both parts of the test.

Mark	
13 – 15	A variety of linguistic structures used, generally effectively. Limitations in the use of more complex structures and more sophisticated vocabulary. Errors are generally minor but with some serious errors in more complex structures.
10 – 12	Reasonable performance, tending to use unsophisticated constructions and vocabulary. Grammatical errors do not generally interfere with communication.
7 – 9	Generally comprehensible to a native speaker. Limited range of constructions, vocabulary and sentence patterns. Serious grammatical errors may sometimes cause difficulties for immediate comprehension.
4 – 6	Very limited range of constructions and vocabulary. Recurring serious errors. Influence of English is intrusive.
0 – 3	Little or no evidence of grammatical awareness. Great difficulty in constructing basic sentences.

Total for Paper = 50 marks.

Notes

Part 1

The first 5 marks ("in response to the stimulus questions") are awarded solely on the basis of the candidate's responses to the printed questions on the stimulus card. Once the 5 printed questions have been answered, the examiner awards the mark out of a maximum of 5 and then moves on to mark the wider discussion. This wider discussion can either pick up on points following on from the printed questions or can move into the wider sub-topic area specified on the stimulus card.

Teacher-examiners should aim for a balance of approximately 2 to 2½ minutes for response to the printed questions and another 2 to 2½ minutes for the wider discussion. However, candidates who answer the printed questions in less than 2 to 2½ minutes may still have access to the higher mark bands as long as they meet the requirements of the criteria.

If teacher-examiners ask supplementary questions in between the printed questions (except where candidates fail to answer the initial question in sufficient detail), the candidate responses to the supplementary questions (ie those questions not printed on the stimulus card) do not attract any credit. The first mark out of 5 is awarded solely for the candidate responses to the printed questions.

A meaningful discussion must take place after the 5 printed questions which should also last 2 to 2½ minutes. The teacher-examiner must ensure that the discussion develops logically within one or two aspects related to the stimulus card and does not simply invite the candidate to give entirely pre-learnt responses to familiar questions on preferred aspects of the sub-topic. Such performances will be restricted to a maximum of 2 out of the 5 marks available for the wider discussion.

Part 2

The *Instructions for the Conduct of the Examinations* state that approximately 3 minutes must be allocated to each of the 3 topics to be covered in Part 2. Therefore, a candidate who spends less than 2 minutes on any topic in Part 2 will have his/her mark for Interaction reduced by one band, eg a candidate who is judged at 8 marks would have the mark reduced to 6. A candidate judged at 9 marks would have his/her mark reduced to 7. This same ruling will apply to candidates who do not meet the requirements of the specification for the test to cover all 4 AS topics. This may occur if the teacher-examiner covers a topic in Part 2 which has already been covered in Part 1. Candidates who are affected twice by this ruling will have their mark for Interaction reduced once only.

GCE Advanced Subsidiary
Unit 2 – Speaking
Examiner Marking Summary

Candidate Name: _____

Candidate Number: [ ][ ][ ][ ]

Stimulus card: A   B   C   D   E   F

Centre Number: [ ][ ][ ][ ][ ]

(please circle as appropriate)

(Delete topic of selected card)

Part 1: Discussion of stimulus card   **AO2 10 marks**   **Topic** _____

Mark	In response to the stimulus questions	Mark	In the more general discussion
5	Develops a wide range of relevant points.	5	Responds to all opportunities to express and develop views and opinions.
4	Develops a number of relevant points.	4	Some evidence of developing ideas and opinions.
3	Some relevant points made but with little development.	3	Ideas and opinions are simplistic and underdeveloped.
2	Responses brief and lacking in development.	2	Meaningful ideas and opinions are rarely expressed.
0-1	No or very little meaningful response.	0-1	No or very little meaningful response.

Part 2: Conversation   **AO1 25 marks**

Nominated Topic	Third Topic	Fourth Topic
		See stimulus card above

Mark	Fluency	Mark	Interaction	Mark	Pron. & Int.
9-10	A generally confident speaker demonstrating a good pace of delivery with some slight hesitation between and during utterances.	9-10	Sustains a meaningful exchange; takes the lead on occasions. Responds well to regular opportunities to react spontaneously in developing ideas.	5	Good
7-8	Prompt to respond but hesitating regularly between and during utterances.	7-8	Reacts reasonably well with some but infrequent evidence of spontaneity in response to opportunities to develop ideas.	4	Fairly good
5-6	Inappropriate pace of delivery (fast, slow or erratic) adversely affects the natural flow of conversation.	5-6	Tends to react rather than initiate but attempts to give additional information. Little evidence of spontaneity and much use made of pre-learnt responses.	3	Intelligible
3-4	The pace of delivery (either hurried and garbled or slow and halting) is such that the flow of communication is severely impaired.	3-4	Generally dependent on the examiner. Volunteering little additional information. Excessive use made of pre-learnt responses.	2	Poor
0-2	Little or no fluency.	0-2	Little or no significant reaction.	0-1	Barely intelligible.

Knowledge of Grammar   **AO3 15 marks**
This is an overall assessment of the candidate's performance in both parts of the test

0 1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Little or no evidence of grammatical awareness. Great difficulty in constructing basic sentences.	Very limited range of constructions and vocabulary. Recurring serious errors. Influence of English intrusive.	Generally comprehensible to a native speaker. Limited range of constructions, vocabulary and sentence patterns. Serious grammatical errors may sometimes cause difficulties for immediate comprehension.	Reasonable performance, tending to use unsophisticated constructions and vocabulary. Grammatical errors do not generally interfere with communication.	A variety of linguistic structures used, generally effectively. Limitations in the use of more complex structures and more sophisticated vocabulary. Errors are generally minor but with some serious errors in more complex structures.

PART 1		PART 2			AO3 Overall
Response	General Discussion	Fluency	Interaction	Pronunciation/Intonation	/15
/5	/5	/10	/10	/5	

TOTAL   /50

7

439

Version 1.0 0610

AQA

ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Education

Spanish 2696
Specification

SPA4T/V   Speaking

Mark Scheme
2010 examination - June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Unit 4

The marks will be allocated in the following way.

		AO1	AO2	AO3
Part 1	Stimulus material		15	
Part 2	Conversation	20		
Overall	Knowledge of grammar			15

The following criteria will be used.

Part 1 Discussion of stimulus card (AO2)

Mark	IN RESPONSE TO THE STIMULUS MATERIAL	Mark	IN THE FACE OF CHALLENGES BY THE EXAMINER
5	Develops a wide range of relevant points.	9 - 10	Responds readily to all opportunities to develop views and defend or justify opinions.
4	Develops a number of relevant points.	7 - 8	Frequent evidence of developing views and defending or justifying opinions.
3	Some relevant points made.	5 - 6	Little evidence of developing views and defending or justifying opinions.
2	Response is brief and lacking in development.	3 - 4	Meaningful views are rarely expressed.
0 - 1	Very little meaningful response.	0 – 2	Very little meaningful response.

Part 2 Conversation (AO1)

Mark	Fluency
5	A thoroughly confident speaker. Able to sustain a conversation at a natural pace.
4	A generally confident speaker demonstrating a good pace of delivery with some slight hesitation between and during utterances.
3	Prompt to respond but hesitating regularly between and during utterances.
2	Lacking in confidence. Inappropriate pace of delivery (fast, slow or erratic) adversely affects the natural flow of conversation.
0 - 1	The pace of delivery (either hurried and garbled or slow and halting) is such that the flow of communication is severely impaired.

Mark	Interaction
9 - 10	Sustains a meaningful exchange with very little prompting. Responds well to regular opportunities to react spontaneously. Can develop ideas and counter views.
7 - 8	Responds reasonably well with some evidence of spontaneity. Reacts infrequently to opportunities to develop ideas and counter views.
5 - 6	Tends to react rather than initiate. Limited evidence of spontaneity in developing responses to questions seeking views and opinions. More comfortable with factual information.
3 - 4	Generally dependent on the examiner's prompting which elicits only occasional attempts to give additional information.
0 - 2	Minimal reaction with little or no development of responses independent of any prompting.

Mark	Pronunciation and Intonation
5	Very good
4	Good
3	Fairly good
2	Intelligible
0-1	Poor

Knowledge of Grammar   (AO3)

This is an overall assessment of the candidate's performance in both parts of the test.

Mark	
13 - 15	Very good command of the language. Good use of idiom, complex structures and range of vocabulary. Highly accurate grammar and sentence structure; occasional mistakes.
10 - 12	Good command of the language. Attempts to use complex constructions and a wide range of vocabulary. Good grammar and sentence structure; generally accurate.
7 - 9	A variety of linguistic structures used, generally effectively. Limitations in the use of more complex structures and more sophisticated vocabulary. Errors generally minor but with some serious errors in more complex structures.
4 - 6	Reasonable performance. Tends to use unsophisticated constructions and vocabulary. Grammatical errors do not generally interfere with communication.
0 - 3	Generally comprehensible to a native speaker. Limited range of constructions, vocabulary and sentence patterns. Serious grammatical errors may sometimes cause difficulties for immediate comprehension.

Notes

Part 1

The first 5 marks are awarded solely on the basis of the candidate's response in the first minute, after the teacher-examiner has said in the target language "You now have one minute to outline your point of view." Once the candidate has spoken, uninterrupted, for about one minute, then the teacher-examiner challenges the candidate's view point for a period of 4 minutes during which the remaining 10 marks are available. Challenges can come in different forms, including asking for clarification, further elaboration, exemplification etc.

Part 2

If a candidate gives only factual knowledge throughout the whole of this part of the test, without any opinion or reactions, he/she will be limiting his/her Interaction mark to a maximum of 6. As the two topics are assessed globally this will not apply if the candidate gives only factual information for one of the topics, but gives opinions and reactions in the other.

It is a requirement of the specification that both Cultural Topics are discussed in the Unit 4 Speaking Test. Therefore, a candidate who spends less than 4 minutes on one of their Cultural Topics will have their mark for Interaction reduced by one band, eg a candidate who is judged at 8 marks would have the mark reduced to 6.

GCE Advanced
Unit 4 – Speaking
Examiner Marking Summary

AQA

Candidate Name: _____

Candidate Number [ ][ ][ ][ ]

Stimulus card: A B C D E F

(please circle as appropriate)

Centre Number: [ ][ ][ ][ ][ ]

Part 1: Discussion of stimulus card AO2 15 marks

Mark	In response to the stimulus material
5	Develops a wide range of relevant points.
4	Develops a number of relevant points.
3	Some relevant points made.
2	Response brief and lacking in development.
0-1	Very little meaningful response.

Mark	In the face of challenges by the examiner
9-10	Responds readily to all opportunities to develop views and defend or justify opinions.
7-8	Frequent evidence of developing views and defending or justifying opinions.
5-6	Little evidence of developing views and defending or justifying opinions.
3-4	Meaningful views are rarely expressed.
0-2	Very little meaningful response.

Part 2: Conversation   AO1 20 marks

Mark	Fluency
5	A thoroughly confident speaker. Able to sustain a conversation at a natural pace.
4	A generally confident speaker demonstrating a good pace of delivery with some slight hesitation between and during utterances.
3	Prompt to respond but hesitating regularly between and during utterances.
2	Lacking in confidence. Inappropriate pace of delivery (fast, slow or erratic) adversely affects the natural flow of conversation.
0-1	The pace of delivery (either hurried and garbled or slow and halting) is such that the flow of communication is severely impaired.

Mark	Interaction
9-10	Sustains a meaningful exchange with very little prompting Responds well to regular opportunities to react spontaneously. Can develop ideas and counter views
7-8	Responds reasonably well with some evidence of spontaneity. Reacts infrequently to opportunities to develop ideas and counter views.
5-6	Tends to react rather than initiate. Limited evidence of spontaneity in developing responses to questions seeking views and opinions. More comfortable with factual information.
3-4	Generally dependent on the examiner's prompting which elicits only occasional attempts to give additional information.
0-2	Minimal reaction with little or no development of responses independent of any prompting.

Mark	Pron. & Int.
5	Very good
4	Good
3	Fairly good
2	Intelligible
0-1	Poor

Knowledge of Grammar   AO3 15 marks

This is an overall assessment of the candidate's performance in both parts of the test

0 1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Generally comprehensible to a native speaker. Limited range of constructions, vocabulary and sentence patterns. Serious grammatical errors may sometimes cause difficulties for immediate comprehension.	Reasonable performance. Tends to use unsophisticated constructions and vocabulary. Grammatical errors do not generally interfere with communication.	A variety of linguistic structures to be used, generally effectively. Limitations in the use of more complex structures and more sophisticated vocabulary. Errors generally minor but with some serious errors in more complex structures.	Good command of the language. Attempts to use complex constructions and a wide range of vocabulary. Good grammar and sentence structure; generally accurate.	Very good command of the language. Good use of idiom, complex structures and range of vocabulary. Highly accurate grammar and sentence structure; occasional mistakes.

PART 1		PART 2			AO3 Overall
Response	Challenges	Fluency	Interaction	Pronunciation/Intonation	/15
/5	/10	/5	/10	/5	

TOTAL [/50]

445

Version 1.0:0609

AQA

ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Education

Spanish 1696
Specification

SPAN1   Listening, Reading and Writing

Mark Scheme
2010 examination - June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Unit 1

The assessment objectives will be allocated in the following way.

		% of AS	Marks
AO1	Response to spoken language	22	35
AO2	Response to written language	31	50
AO3	Knowledge of grammar	16	25
	TOTAL	69	110

The marks will be allocated in the following way

	AO1	AO2	AO3
Listening Section (includes transfer of meaning into English exercise)	35		
Reading Section (includes cloze test)		30	10
Writing Section		20	15

General Principles

Section A: Listening and Reading

- In multiple choice questions where candidates must choose <u>one</u> letter or number, they should automatically get no mark awarded if they give more than one. If the rubric instructs them to write one letter or number in the box and they do so, but write a second letter or number outside the box too, then the answer in the box should be considered.

- Where a candidate repeats the same error within a sub-question, no further penalty should be imposed in awarding the mark, and nfp (= no further penalty) should be written beside the error to indicate this.

- English spellings are not accepted unless the word is spelt the same in both languages.

- "Rubric" should be written in the margin if in the wrong language and give '0' (unless numbers or place names are involved).

SPAN1

Qu.	Accept	Marks	Notes
1 (a)	40% (of them) overweight	1	Accept obese / obesity/weight problems Reject all answers in Spanish

Qu.	Accept	Marks	Notes
1 (b)	pay / reward / give (them) <u>100 pesos</u> / <u>9 dollars</u> (for) <u>every kilo</u> lost / they slim down	1 1	Accept 'loose' Reject all answers in Spanish

Qu.	Accept	Marks	Notes
1 (c)	chase/pursue criminals jump over walls / climb get/pass through narrow doors / doorways defend <u>themselves</u> in street fights/disturbances	1 1 1 1	Reject 'follow'. Accept 'persue' Accept 'get over walls' Reject 'thin doors' / 'small doors' Reject all answers in Spanish

Qu.	Accept	Marks	Notes
1 (d)	(do) 6 hours exercise <u>per week</u> eat a <u>third / 33%</u> less junk / rubbish / fast / bad food	1 1	Reject all answers in Spanish

Qu.	Accept	Marks	Notes
1 (e)	none / no effect / they are as fat as ever	1	Reject all answers in Spanish

10 marks

Qu.	Accept	Marks	Notes
2 (a)	26.000	1	

Qu.	Accept	Marks	Notes
2 (b)	54	1	

Qu.	Accept	Marks	Notes
2 (c)	1.300	1	

Qu.	Accept	Marks	Notes
2 (d)	18.000	1	

Qu.	Accept	Marks	Notes
2 (e)	850	1	

Qu.	Accept	Marks	Notes
2 (f)	525	1	

Qu.	Accept	Marks	Notes
2 (g)	1.600	1	

Qu.	Accept	Marks	Notes
2 (h)	4.700	1	

Qu.	Accept	Marks	Notes
2 (i)	0	1	

9 marks

7

Qu.	Accept	Marks
3 (a)	C	1

Qu.	Accept	Marks
3 (b)	A	1

Qu.	Accept	Marks
3 (c)	B	1

Qu.	Accept	Marks
3 (d)	B	1

Qu.	Accept	Marks
3 (e)	B	1

8

Qu.	Accept	Marks
3 (f)	C	1

6 marks

Qu.	Accept	Marks	Notes
4 (a)	treinta / 30 días (de) suspensión	1	Accept clearly understood variations of treinta and seis Accept suspención Reject sus pensión, su pensión
	(una) multa (de) quinientos dólares	1	Accept dollares, $500 Reject molta, malta, dolores
	seis / 6 meses (de) prisión	1	Accept prisón Reject presión Reject prison

Qu.	Accept	Marks	Notes
4 (b)	(pantalones tan bajos que dejan ver la) ropa interior	1	Reject 'enterior'

Qu.	Accept	Marks	Notes
4 (c)	en (los) años noventa / 90	1	Reject '90s / 1990s (unless it qualifies en (los) años noventa / 90) Reject 1990

9

Qu.	Accept	Marks	Notes
4 (d)	(los) cinturones	1	

Qu.	Accept	Marks	Notes
4 (e)	(para) evitar suicidios	1	
	ataques a otros prisioneros.	1	Reject de / con Reject 'ataces'

Qu.	Accept	Marks	Notes
4 (f)	pone a la vista /revela / muestra demasiada piel	1	
	(da) la impresión de descuido personal.	1	Reject 'desquido' 'empresión', etc.

10 marks

Qu.	Accept	Marks	Notes
5 (a)	Tiempo	1	

Qu.	Accept	Marks	Notes
5 (b)	Deportes	1	

10

451

Qu.	Accept	Marks	Notes
5 (c)	Finanzas	1	

Qu.	Accept	Marks	Notes
5 (d)	Ocio	1	

Qu.	Accept	Marks	Notes
5 (e)	Inmobiliaria	1	

Qu.	Accept	Marks	Notes
5 (f)	Astrología	1	

Qu.	Accept	Marks	Notes
5 (g)	Traductor	1	

11

Qu.	Accept	Marks	Notes
5 (h)	Encuentros	1	

8 marks

Qu.	Accept	Marks
6 (a)	14	1

Qu.	Accept	Marks
6 (b)	2	1

Qu.	Accept	Marks
6 (c)	1	1

Qu.	Accept	Marks
6 (d)	10	1

12

Qu.	Accept	Marks
6 (e)	9	1

Qu.	Accept	Marks
6 (f)	13	1

Qu.	Accept	Marks
6 (g)	6	1

7 marks

Qu.	Accept	Marks	Notes
7 (a)	las corridas de toros / la tauromaquia	1	Reject 'los corridos' Accept 'torros'

Qu.	Accept	Marks	Notes
7 (b)	el mes que viene / el próximo lunes	1	

13

Qu.	Accept	Marks	Notes
7 (c)	(en) periódicos, revistas y carteles (en toda España)	1	Reject 'la prensa'

Qu.	Accept	Marks	Notes
7 (d)	(en) (su/la) espalda	1	

Qu.	Accept	Marks	Notes
7 (e)	(se) opone fuertemente a la fiesta (nacional) / la corrida no está bien para nada	1	

Qu.	Accept	Marks	Notes
7 (f)	(decenas de localidades) han seguido su ejemplo	1	

Qu.	Accept	Marks	Notes
7 (g)	(en) una encuesta (reciente)	1	

7 marks

14

Qu.	Accept	Marks	Notes
8 (a)	China	1	

Qu.	Accept	Marks	Notes
8 (b)	Malta	1	

Qu.	Accept	Marks	Notes
8 (c)	Camerún	1	

Qu.	Accept	Marks	Notes
8 (d)	Yemen	1	

Qu.	Accept	Marks	Notes
8 (e)	Irak	1	

15

Qu.	Accept	Marks	Notes
8 (f)	Senegal	1	

Qu.	Accept	Marks	Notes
8 (g)	Sri Lanka	1	

Qu.	Accept	Marks	Notes
8 (h)	India	1	

8 marks

Qu.	Accept	Marks	Notes
9 (a)	fueron / iban	1	

Qu.	Accept	Marks	Notes
9 (b)	preferís	1	Accept imperfect, preterite and conditional. Accent not required

16

Qu.	Accept	Marks	Notes
9 (c)	peores	1	

Qu.	Accept	Marks	Notes
9 (d)	estaba / había estado	1	Ignore accent

Qu.	Accept	Marks	Notes
9 (e)	se celebrarán / se celebran / se van a celebrar / van a celebrarse	1	Accent essential in future tense

Qu.	Accept	Marks	Notes
9 (f)	tercer	1	

Qu.	Accept	Marks	Notes
9 (g)	se conocieron	1	

Qu.	Accept	Marks	Notes
9 (h)	pasen	1	

Qu.	Accept	Marks	Notes
9 (i)	ridícula	1	Accent not essential

Qu.	Accept	Marks	Notes
9 (j)	dio / daba	1	Ignore any accents

10 marks

SECTION B: Writing

Assessment Criteria

Each question will be marked out of 35, consisting of 20 marks for Content (AO2) and 15 marks for Quality of Language (AO3).

CONTENT

Marks	Criteria
17-20	**Very Good** • Response to the task is fully relevant with a good depth of treatment • Well-organised structure in a logical sequence • Points made are well expressed and justified
13-16	**Good** • Response to the task is mostly relevant with some depth of treatment • Structure is generally well ordered • Points made are mostly well expressed and justified
9-12	**Sufficient** • Response to the task is generally relevant, but treatment is often superficial • Reasonable structure with occasional lapses • Points not always clearly expressed and justification is only just sufficient
5-8	**Limited** • Limited response to the task with some relevant information conveyed • Limited evidence of structure • Points made sometimes difficult to understand and justification is weak
1-4	**Poor** • Limited response to the task with little relevant information conveyed • No real structure • Points difficult to understand and little or no justification
0	The answer shows no relevance to the task set A zero score will automatically result in a zero score for the answer as a whole

QUALITY OF LANGUAGE

Range of Vocabulary

Marks	Criteria
5	Wide range of appropriate vocabulary
4	A range of appropriate vocabulary
3	Some variety of appropriate vocabulary
2	Limited variety of appropriate vocabulary
1	Very little use of appropriate vocabulary
0	No appropriate vocabulary

Range of Structures

Marks	Criteria
5	Very good variety of grammatical structures used
4	Good variety of grammatical structures used
3	Some variety of grammatical structures used
2	Limited variety of grammatical structures used
1	Shows little grasp of grammatical structures
0	Shows no grasp of grammatical structures

Accuracy

Marks	Criteria
5	There may be inaccuracies, but these tend to occur in attempts at more complex structures
4	Largely accurate but with few basic errors
3	Generally accurate but still with some basic errors
2	Basic errors are frequent
1	The number of errors make comprehension difficult
0	Errors are such that communication is seriously impaired

It should be noted that the marks awarded for each of *Range of Vocabulary*, *Range of Structures* and *Accuracy* cannot be more than one band higher than the band awarded for *Content*.

Annotation of Scripts

The following conventions will be used by examiners marking scripts when assessing **Content**:

✓	Point made
irr	Irrelevant material
rep	Repeated point
?	Lack of clarity

The ✓ will be placed in the body of the text. The 'irr', 'rep' and '?' will be placed in the margin.

Possible Content Points

Below is a list of **possible** content points for each answer; it should be stressed that the list is not prescriptive nor exhaustive, but is illustrative of the points which could be made.

Q	Mark Scheme	Marks	Additional Guidance
10	**En tu opinión ¿hay una edad ideal para tener hijos o no importa la edad?** **Very young** Advantages Physically 17 is best age? Can be a friend Similar tastes Less age gap Disadvantages Immature No money No education No childhood or adolescence Dependent on parents and grandparents No independence **In 20s and 30s** Logical age Career started and can return to work Married or with partner Stable Mature Planned Financially stable? **In 40s, 50s, 60s etc** Age difference Maturity Financially stable Generation gap Physical dangers to mother and baby Too old to meet physical demand a baby/child makes Embarrassment for child?		

Q	Mark Scheme	Marks	Additional Guidance

11	En tu opinión, ¿los músicos de hoy son una influencia positiva o negativa para los jóvenes?
	
	Examples of pop singers
	Style of music - punk / house / garage
	Quality of their music - Tunefulness / Discordancy / Volume
	Lyrics - meaningful, happy, positive, negative / rap
	Appearance - tattoos, rings and studs
	Behaviour - smashing up hotels / groupies / drunk
	How they spend their money - houses, yachts, drugs,
	Live Aid -Sting, Bono etc
	Role models - Amy, Pete, Posh, Cliff, Elvis, Lily Allen etc
	Figures of rebellion
	His/her/their songs as examples
	His/her/their background
	Stands the test of time - Beatles, Madonna,
	                          Shakira, Cliff, Elvis,
	                          Stones, etc
	Breadth of appeal		

Q	Mark Scheme	Marks	Additional Guidance
12	Con el uso de ejemplos, explica lo bueno y lo malo de la publicidad en la sociedad actual. **Good things:** **Adverts** let us see what is available to us tell us where to obtain it/them amuse us annoy us enable us to compare products create competition between companies **Bad things** **Adverts** intrude on us wherever we are - home/street/plane/train mobile phones/cold calling on television for minutes on end cigarettes, alcohol, cars, sofas encourage materialism use of young women to promote goods to men unnecessary spending pressure on parents force us to conform to certain brands encourage greed distract drivers **Examples** Reward for positive and negative comments on examples given		

Version 1.0: 0610

AQA

ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Education

Spanish 2696
Specification

SPAN3   Listening, Reading and Writing

Mark Scheme

2010 examination - June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Unit 3

The assessment objectives will be allocated in the following way.

		% of A Level	Marks
AO1	Response to spoken language	8	25
AO2	Response to written language	18	60
AO3	Knowledge of grammar	8	25
	TOTAL	34	110

The marks will be allocated in the following way

	AO1	AO2	AO3
Listening Section	25		
Reading Section (includes transfer of meaning from and into the target language)		35	10
Writing Section		25	15

Section A: Listening and Reading

General Principles

- In multiple choice questions where candidates must choose <u>one</u> letter or number, they should automatically get no mark awarded if they give more than one. If the rubric instructs them to write one letter or number in the box and they do so, but write a second letter or number outside the box too, then the answer in the box should be considered.

- Where a candidate repeats the same error within a sub-question, no further penalty should be imposed in awarding the mark, and nfp (= no further penalty) should be written beside the error to indicate this.

- English spellings are not accepted unless the word is spelt the same in both languages.

- "Rubric" should be written in the margin if in the wrong language and give '0' (unless numbers or place names are involved).

SECTION A

Qu.	Accept	Marks	Notes
1 (a)	150	1	

Qu.	Accept	Marks	Notes
1(b)	4.000.000 / 4,000,000 / 4 millones	1	

Qu.	Accept	Marks	Notes
1(c)	7,500	1	

Qu.	Accept	Marks	Notes
1(d)	140 kph	1	(do not accept mph if stated)

Qu.	Accept	Marks	Notes
1(e)	37	1	

Qu.	Accept	Marks	Notes
1(f)	16,000	1	

6 marks

5

Qu.	Accept	Marks
2(a)	A	1

Qu.	Accept	Marks
2(b)	B	1

Qu.	Accept	Marks
2(c)	B	1

Qu.	Accept	Marks
2(d)	A	1

Qu.	Accept	Marks
2(e)	C	1

Qu.	Accept	Marks
2(f)	A	1

6 marks

6

Qu	Accept						Marks	Notes
3	B	E	F	H	J	K	6	Accept letters in any order

6 marks

Qu.	Accept	Marks	Notes
4(a)	F	1	Accept X

Qu.	Accept	Marks	Notes
4(b)	V	1	Accept T or ✓

Qu.	Accept	Marks	Notes
4(c)	N	1	

Qu.	Accept	Marks	Notes
4(d)	F	1	Accept X

Qu.	Accept	Marks	Notes
4(e)	V	1	Accept T or ✓

Qu.	Accept	Marks	Notes
4(f)	V	1	Accept T or ✓

Qu.	Accept	Marks	Notes
4(g)	N	1	

7 marks

Listening Total = 25 marks

Qu.	Accept	Marks
5	H	1
	D	1
	F	1
	J	1
	A	1
	I	1
	G	1

7 marks

Qu.	Accept	Marks
6(a)	I	1

Qu.	Accept	Marks
6(b)	D	1

Qu.	Accept	Marks
6(c)	M	1

Qu.	Accept	Marks
6(d)	K	1

Qu.	Accept	Marks
6(e)	N	1

Qu.	Accept	Marks
6(f)	H	1

9

Qu.	Accept	Marks
6(g)	E	1

Qu.	Accept	Marks
6(h)	C	1

8 marks

Qu.	Accept	Marks	Notes
7a (i)	clandestino	1	Correct spelling is essential; ignore accents unless essential no other words acceptable

Qu.	Accept	Marks	Notes
7a (ii)	inmueble	1	Correct spelling is essential; ignore accents unless essential acc 'el inmueble'; rej 'del inmueble'; acc 'el edificio, edificio'; rej 'del edificio'

10

464

Qu.	Accept	Marks	Notes
7a (iii)			Correct spelling is essential; ignore accents unless essential
	molesta	1	no other words acceptable. Reject 'molestia'

Qu.	Accept	Marks	Notes
7a (iv)			Correct spelling is essential; ignore accents unless essential
	los hechos	1	Must have 'los'

Qu.	Accept	Marks	Notes
7a (v)			Correct spelling is essential; ignore accents unless essential
	alboroto	1	accept 'el'; accept 'alboroto infernal', **not** 'infernal' on its own. Reject '(los) golpes'

5 marks

11

Qu.	Accept	Marks	Notes
7b (i)			Accept alternatives provided that they are reasonable & logical within the context
	Se oyó una explosión / hubo una nube de humo.	1	Accept 'una explosión' / 'una nube de humo' / 'humo'

Qu.	Accept	Marks	Notes
7b (ii)			Accept alternatives provided that they are reasonable & logical within the context
	Sacaron bombonas de butano (del interior).	1	accept 'buscaron' etc

Qu.	Accept	Marks	Notes
7b (iii)			Accept alternatives provided that they are reasonable & logical within the context
	Volvieron a cocinar (como si no hubiera pasado nada).	1	

12

465

Qu.	Accept	Marks	Notes
7b (iv)			Accept alternatives provided that they are reasonable & logical within the context accept 'tomaba'
	(Se manifestaron porque) estaban hartos de la situación / de que nadie hiciera nada / de que nadie tomara medidas	1	

Qu.	Accept	Marks	Notes
7b (v)			Accept alternatives provided that they are reasonable & logical within the context Accept 'no pudo entrar'
	Nadie abrió las puertas del sótano	1	

5 marks

Reading Total = 25

Qu.		Accept		Notes
8		1 mark for each box. Award the mark if the sense of the Spanish is expressed in acceptable English. The working total of 20 should be divided by 2 to give a maximum of 10. Round up any half-mark at the end.		
	1	Tras dos noches de disturbios	After two nights of disturbance(s)	Accept 'trouble'
	2	en un barrio periférico,	in an outlying district / in the outskirts,	
	3	donde murió	where .... died,	
	4	un inmigrante senegalés,	... a Senegalese immigrant ...	No need for capital 'S' Accept 'immigrant **of** Senegal'. Accept any recognisable spelling of 'Senegalese'
	5	el alcalde de Roquetas	the mayor of Roquetas	
	6	ha pedido calma a la población,	asked/has asked the population/people to be/stay/remain calm,	
	7	diciendo que se trataba de	saying that it was	
	8	una pelea aislada.	an isolated/one-off fight.	
	9	En una conferencia de prensa insistió	In a press conference he insisted	Accept 'in one press conference'
	10	que las patrullas de la Guardia Civil	that the Civil Guard patrols	Reject 'Guardia Civil'. No need for capital letters
	11	seguirían en la zona	would remain/stay in the area	Reject 'zone'. Insist on conditional
	12	todo el tiempo que fuera necesario.	(for) as long as was necessary.	
	13	Negó que	He denied that	Accept 'rejected'
	14	se tratara de racismo	it was a case of racism,	
	15	y deseaba que se restableciera	and hoped that.... would be restored.	Accept 'wished/desired/wanted Reject 'would return'
	16	la convivencia pacífica	... **the** peaceful coexistence...	(must have **the**)
	17	que había caracterizado al pueblo.	...which had characterised the town...	Accept 'village' 'people' Reject '**has** characterised'
	18	Sin embargo rogó que	However he pleaded / asked for	
	19	se introdujeran límites	limits to be introduced	
	20	con respecto a la entrada de inmigrantes.	on the entry of immigrants.	Accept 'arrival'

Qu		Accept	Notes
	For each box award the mark if there are no errors other than accents which do not change the meaning of the word. Reject paraphrases. The working total of 20 should be divided by 2 to give a maximum mark of 10. Round up any half-mark at the end.		
9(a)			
1	A third wind farm	Un tercer parque eólico/de aerogeneradores/turbinas	
2	is to be built	se va a construir	
3	not far from the coast,	no (muy) lejos de la costa,	Reject 'cerca de' or 'bastante cerca'
4	a government minister confirmed.	confirmó un ministro del gobierno.	accent needed
9(b)			
1	A spokesman said	Un(a) portavoz dijo **que**	must have *que*
2	the project	el proyecto	
3	would include	tendría/incluiría/consistiría **en**	
4	seventy wind turbines.	setenta aerogeneradores (turbinas).	
9(c)			
1	The Ministry of the Environment	El Ministerio del Medio Ambiente	Capitals not essential
2	will have invested	habrá invertido	
3	eight billion euros	ocho billones de euros	Reject '8'
4	in new technology this year.	en (la/s) nueva(s) tecnología(s) este año.	Accept 'nueva' either side of 'tecnología'
9(d)			
1	As a result	Como resultado/como consecuencia/por eso/por consiguiente/por consecuencia	
2	Spain would become	España se convertiría en/se haría/llegaría a ser	Reject se pondría/ se volvería
3	one of the world's largest producers	uno de los más grandes productores del mundo	
4	of renewable energy.	de (la) energía renovable.	
9(e)			
1	Ecologists hope	Los/las ecologistas esperan que	Accept **without** 'los'
2	that these measures	estas medidas	
3	will reduce	reduzcan	
4	harmful emissions.	las emisiones nocivas / tóxicas / dañinas	

10 marks
Total for Section A = 70 marks

15

467

SECTION B: WRITING

Marking Guidance

1. The range of topics and areas for study are inevitably very wide, but all essays are assessed according to the same criteria. If the question requires, for example, an analysis of the main themes of a work, this will be the candidate's view of what the main themes are, provided he/she justifies his/her choice. If there are clearly significant errors of fact, these cannot be ignored, but fact should not be confused with interpretation.

2. The mark scheme refers to *understanding and knowledge of the task*. 'The task' is to answer the specific question set.

   'Understanding of the task' is the way in which the answer addresses the question, e.g. range, depth, covering all parts of the question and relevance to the question. 'Knowledge of the task' is the amount and range of detail used to answer the question set. It is not so much the actual knowledge as the way this knowledge is used and evaluated that is being assessed. Hence the Content mark is determined by how well the candidate has answered the specific question set.

3. When assessing an essay for Content, a "top down" approach should be adopted by deciding whether the essay matches the criteria for the top band. If not, move down to the second band and so on. If an essay fully matches all the criteria for the top band, it should be given maximum marks. Such an essay will fully answer all parts of the set question. It will be fully relevant, contain a good deal of evidence and very clear evaluation.

4. If the essay is not worthy of a mark in the top band, move down the bands until the criteria are the best match for that essay. In these bands, in the event that an essay matches exactly the criteria for the band, it should be given the middle mark in that band. Otherwise, the mark should be adjusted up or down according to whether it is nearer the criteria for the band above or the band below. If an essay appears to be on the boundary between two bands and it is difficult to decide between the two, place the essay at the bottom of the higher band rather than the top of the lower band as this will allow access to the higher marks for Quality of Language.

5. The degree of personal reaction required for any given band will vary to some extent according to the precise question set, and it is accepted that in some topics, particularly the study of a region, the reaction is effectively bound up with the evaluation, whereas if the question asks for the candidate's opinion of an author or artist, more obvious personal reaction is clearly required. Candidates do not constantly have to say "I think that..." to be giving personal reaction. For example, adjectives such as "effective" or "extraordinary" are expressing opinions.

6. Evidence can take different forms. The candidate must show knowledge of the topic, but in the case of a literary topic, for example, this does not have to be accomplished via quotations; precise reference to specific episodes may fulfil this requirement. Furthermore, a quotation may explain or justify a point, but on its own it does not make a point; the candidate must be explicit.

7. Remember that in awarding the Quality of Language marks, these may not come from a higher band than the Content mark. Thus if the Content is judged "Sufficient" (11–15) then the maximum mark for each of the three Quality of Language marks is 3. However, it should be noted that this is the **maximum** mark available; the mark will be lower if the essay does not meet the criteria for 3 marks.

16

8. There is a minimum number of 250 words specified on the paper. There is no automatic penalty for writing less than the minimum: this will be self-penalising. Candidates can have access to the top mark bands by writing the minimum number of words, however, not all candidates will be able to meet the requirements of the top mark bands in an essay of 250 words. A well-structured and well-planned essay of 250 words with a wide range of vocabulary/range of structures will be eligible for the highest marks. It is the quality of the response and **not** the number of words which is important. There is no maximum number of words and all work is marked.

Assessment Criteria

CONTENT

Marks	Criteria
21-25	**Very Good** • Thorough understanding and knowledge of the task • Wide range of relevant examples and evidence • Clear evidence of evaluation and well-justified personal reaction • Well-organised structure with clear progression
16-20	**Good** • Sound understanding and knowledge of the task • Good range of relevant examples and evidence Some evidence of evaluation and personal reaction but not always convincingly justified • Logical structure with some progression
11-15	**Sufficient** • Some understanding and knowledge of the task • Some relevant examples and evidence • Some evaluation and personal reaction evident but often not justified; over-reliance on received ideas • Structure is satisfactory though there may be some deficiencies
6-10	**Limited** • Limited understanding and knowledge of the task • Limited use of relevant examples and evidence • Limited evaluation and personal reaction; mainly descriptive or factual • Structure limited . often unclear or confusing
0-5	**Poor** * Little understanding and knowledge of the task * Lack of relevant evidence. Few examples * Little or no evaluation and/or personal reaction * Structure mainly unfocused and/or disorganised

8. There is a minimum number of 250 words specified on the paper. There is no automatic penalty for writing less than the minimum: this will be self-penalising. Candidates can have access to the top mark bands by writing the minimum number of words, however, not all candidates will be able to meet the requirements of the top mark bands in an essay of 250 words. A well-structured and well-planned essay of 250 words with a wide range of vocabulary/range of structures will be eligible for the highest marks. It is the quality of the response and **not** the number of words which is important. There is no maximum number of words and all work is marked.

Assessment Criteria

CONTENT

Marks	Criteria
21-25	**Very Good** • Thorough understanding and knowledge of the task • Wide range of relevant examples and evidence • Clear evidence of evaluation and well-justified personal reaction • Well-organised structure with clear progression
16-20	**Good** • Sound understanding and knowledge of the task • Good range of relevant examples and evidence Some evidence of evaluation and personal reaction but not always convincingly justified • Logical structure with some progression
11-15	**Sufficient** • Some understanding and knowledge of the task • Some relevant examples and evidence • Some evaluation and personal reaction evident but often not justified; over-reliance on received ideas • Structure is satisfactory though there may be some deficiencies
6-10	**Limited** • Limited understanding and knowledge of the task • Limited use of relevant examples and evidence • Limited evaluation and personal reaction; mainly descriptive or factual • Structure limited . often unclear or confusing
0-5	**Poor** * Little understanding and knowledge of the task * Lack of relevant evidence. Few examples * Little or no evaluation and/or personal reaction * Structure mainly unfocused and/or disorganised

QUALITY OF LANGUAGE

Range of Vocabulary

Marks	Criteria
5	Very wide range of vocabulary used
4	A wide range of vocabulary used
3	Some variety in the use of vocabulary
2	Little variety in the use of vocabulary
0-1	Vocabulary simple and very limited

Complexity of Language

Marks	Criteria
5	Very wide range of complex structures
4	A wide range of structures including complex constructions
3	A variety of structures used with some attempts at complex constructions
2	Structures mainly simple, with little variety
0-1	Structures very simple and limited in scope

Accuracy

Marks	Criteria
5	Highly accurate with only occasional errors
4	Generally accurate with few errors
3	More accurate than inaccurate. Errors rarely impede communication
2	Some errors but these generally do not impede communication
0-1	Many errors which significantly impede communication

It should be noted that the marks awarded for each of *Range of Vocabulary*, *Complexity of Language* and *Accuracy* cannot be in a higher band than the band awarded for *Content*.

Annotation of Scripts

The following conventions will be used by examiners marking scripts when assessing **Content**:

✓	Point made
Irr/NR	Irrelevant material
rep	Repeated point
?	Lack of clarity

The ✓ will be placed in the body of the text. The 'irr/NR', 'rep' and '?' will be placed in the margin.

APPENDIX 9: ENGLISH PAU 2010 COMUNITAT VALENCIANA

COMISSIÓ GESTORA DE LES PROVES D'ACCÉS A LA UNIVERSITAT

COMISIÓN GESTORA DE LAS PRUEBAS DE ACCESO A LA UNIVERSIDAD

PROVES D'ACCÉS A LA UNIVERSITAT	PRUEBAS DE ACCESO A LA UNIVERSIDAD
CONVOCATÒRIA: JUNY 2010	CONVOCATORIA: JUNIO 2010
ANGLÉS	INGLÉS

BAREM DE L'EXAMEN:

BAREMO DEL EXAMEN: **Please answer on a separate sheet of paper.**

OPCIÓ A / OPCIÓN A

Part A. Reading Comprehension.

Read the following text:

HOW FIVE YEARS OF YOUTUBE TURNS A NOBODY INTO A STAR

Five years after Karim and two fellow PayPal employees founded their video-sharing website YouTube, it hosts more than 120 million videos. The site is a phenomenon that's generated a whole culture of YouTube celebrities. Never before had anyone with a video camera been able to reach a potential audience of millions and for many they did so by accident. But when the site started including advertisements related to the user's search, some people were able to make money out of their hobbies.

The science behind what makes a video a hit remains vague. It's easier to bathe cats than to predict whether the public will like or dislike something. It's an illuminating choice of elements: cats are, of course, a pretty good bet. Also babies, though it's still surprising that a merely moderately amusing family moment is the most watched YouTube video of all time: "Charlie bit my finger", a clip in which Charlie, aged one, bites the finger of his big brother Harry.

With its ability to grant an audience of millions to any clip the site has extraordinary democratic potential. Last year, a clip of Neda Agha-Soltan being shot in the chest in Iran was put on YouTube instantly and became a powerful tool in the protest movement against the Iranian government.

The site's democratic character had already taken on new, practical uses with the so-called "YouTube election" of 2008, when what many had dismissed as simply a site for teenagers became a battleground for one of the most interesting presidential fights in history.

S. Hoby and T. Lamont (*The Guardian*, 11-4-2010)

1

I. Answer the following questions using your own words but taking into account the information in the text (2 points: 1 point each)

a) Why can YouTube users get money from video sharing?

b) How can YouTube be used for democratic purposes?

II. Are the following statements true (T) or false (F)? Identify the part of the text that supports your answer by copying the exact passage on the answer sheet (1.5 point: 0.5 each)

a) YouTube videos reach an audience of one hundred and twenty million users.

b) Videos featuring cats are likely to draw the users' attention.

c) YouTube only interests teenagers.

III. Find a synonym for each of the four words below from these six options: (1 point: 0.25 each)

generated   accident   hit   choice   amusing   dismissed

a) ignored

b) selection

c) produced

d) chance

IV. Choose a, b, or c, in each question below. Only one choice is correct (1.5 points: 0.5 each)

1. We can...

a) predict whether a video on YouTube will be a hit or not.

b) never be sure whether a video on YouTube will be a hit or not.

c) predict that a video featuring cats with babies will be a hit.

2. Videos on YouTube can...

a) defeat a government.

b) turn a country into a democracy.

c) be used as a mass form of political protest.

3. YouTube...

a) has proved to be useful beyond teenage use.

b) has proved to be useful only for teenagers.

c) has proved to be useful for electing presidents.

Part B. Composition (130-150 words approximately). Choose <u>one</u> of the following topics (4 points)

Do you think that YouTube is a powerful tool in today's society? Give reasons.

2

476

OPCIÓ B / OPCIÓN B

Part A. Reading Comprehension.
Read the following text:

SHOPPERS GO GREEN 'TO IMPRESS NEIGHBOURS,
NOT TO SAVE THE PLANET'

Shoppers are hypocritical about buying environmentally friendly goods, according to a report which has found consumers are more concerned about impressing the neighbours than saving the planet.

While consumers are more likely to 'go green' on the high street where they can be seen making altruistic choices, the privacy of online shopping brings out an entirely different behaviour.

When people are not being watched by their peers they are more willing to shun the ethical products in favour of comfort and convenience, the report says.

The habit has been studied by Vladas Griskevicius, of the University of Minnesota, who found eco-friendly shopping decisions are not always motivated by a social concern. He discovered that people were more likely to buy energy efficient light bulbs from the shops, but tended to opt for the old-fashioned type online. The same trend was also found when people purchased white goods, electronics and even domestic cleaning products over the internet.

Mr Griskevicius picks out the Toyota Prius car as a prime example. Celebrities including Leonardo Di Caprio and Cameron Diaz have been photographed behind the wheel of a Prius, despite being well able to afford a more powerful and expensive car, sending the message that they are concerned for the environment. 'When you publicly display your environmentally friendly nature, you send the signal that you care,' said the report. The study also showed that people were often more willing to buy green products when they were the most expensive option, because it showed they could afford to be caring.

The Daily Telegraph, March, 17, 2010, p. 13

3

I. Answer the following questions using your own words but taking into account the information in the text (2 points: 1 point each)

    a) What are the real reasons why consumers buy eco-friendly goods?
    b) Why do some film stars promote eco-friendly products?

II. Are the following statements true (T) or false (F)? Identify the part of the text that supports your answer by copying the exact passage on the answer sheet (1.5 point: 0.5 each)

    a) People tend to buy more green products online.
    b) The car that most film stars own is a Toyota Prius.
    c) People don't mind buying 'green' products when they are more expensive if other people notice what they are buying.

III. Find a synonym for each of the four words below from these six options: (1 point: 0.25 each)
    concerned   privacy   behaviour   peers   purchased   prime

    a) bought
    b) representative, characteristic
    c) intimacy
    d) preoccupied

IV. Choose a, b, or c, in each question below. Only one choice is correct (1.5 points: 0.5 each)

  1. According to the report, people who buy eco-friendly products...
    a) are more interested in impressing their neighbours.
    b) are more interested in saving the planet.
    c) are more interested in comfort and convenience.

  2. When buying goods on the Internet ...
    a) consumers always 'go green'.
    b) consumers rarely 'go green'.
    c) consumers 'go green' if the bulbs are energy efficient.

  3. Leonardo Di Caprio and Cameron Diaz have both …
    a) photographed cars including the Toyota Prius.
    b) promoted the Toyota Prius.
    c) bought powerful and expensive cars such as the Toyota Prius.

Part B. Composition (130-150 words approximately). Choose <u>one</u> of the following topics (4 points)

What is your opinion about eco-friendly products? Do you think they are an urgent need or just a passing fashion?

4

478

APPENDIX 10: PAU WRITING MARKING INSTRUCTIONS

PROVES D'ACCÉS A LA UNIVERSITAT	PRUEBAS DE ACCESO A LA UNIVERSIDAD
CONVOCATÒRIA: 2010	CONVOCATORIA: 2010
ANGLÉS	INGLÉS

CRITERIS DE CORRECCIÓ / CRITERIOS DE CORRECCIÓN

Part A. Reading Comprehension.

HOW FIVE YEARS OF YOUTUBE TURNS A NOBODY INTO A STAR

I. Answer the following questions using your own words but taking into account the information in the text (2 points: 1 point each)

a) Why can YouTube users get money from video sharing? **PAR. 1**
b) How can YouTube be used for democratic purposes? **PAR. 3**

II. Are the following statements true (T) or false (F)? Identify the part of the text that supports your answer by copying the exact passage on the answer sheet (1.5 point: 0.5 each)

a) YouTube videos reach an audience of one hundred and twenty million users. **F**
Never before had anyone with a video camera been able to reach a potential audience of millions and for many they did so by accident.
b) Videos featuring cats are likely to draw the users' attention. **T**
It's an illuminating choice of elements: cats are, of course, a pretty good bet.
c) YouTube only interests teenagers. **F**
what many had dismissed as simply a site for teenagers became a battleground for one of the most interesting presidential fights in history.

III. Find a synonym for each of the four words below from these six options: (1 point: 0.25 each)

generated	accident	hit	choice	amusing	dismissed

a) ignored → dismissed
b) selection → choice
c) produced → generated
d) chance → accident

IV. Choose a, b, or c, in each question below. Only one choice is correct (1.5 points: 0.5 each)

1. We can...
   a) predict whether a video on YouTube will be a hit or not.
   b) never be sure whether a video on YouTube will be a hit or not. √
   c) predict that a video featuring cats with babies will be a hit.

2. Videos on YouTube can...
   a) defeat a government.
   b) turn a country into a democracy.
   c) be used as a mass form of political protest. √

3. YouTube...
   a) has proved to be useful beyond teenage use. √
   b) has proved to be useful only for teenagers.
   c) has proved to be useful for electing presidents.

1

481

Part B. Producció escrita. Valor total d'aquesta part 4 punts. En aquesta part es demana que els alumnes produesquen un text de 130-150 paraules En aquest apartat s'ha de valorar la capacitat de comunicació de l'alumne en un anglès acceptable en expressar la seua opinió i idees sobre aspectes relacionats amb el text proposat. **Caldrà valorar quant de positiu haja pogut portar a terme l'alumne i no fixar-se únicament en els errors gramaticals**. Seria fonamental considerar els següents aspectes:

1. Aspectes de caràcter estratègic: amb un màxim de 0,5 punts.
2. Correcció gramatical: amb un màxim de 1,5 punts.
3. Claredat d'expressió i organització textual: amb un màxim d'1 punt.
4. Varietat, riquesa i precisió lèxica: amb un màxim d'1 punt.

ORIENTACIONS PER A CORRECCIÓ DELS ASPECTES ANTERIORS

1. Aspectes de caràcter estratègic:

   - Presentació clara i ordenada (marges, sagnats, etc.).
   - Ortografia correcta.
   - Text distribuït en paràgrafs.
   - Ús correcte de signes de puntuació.
   - Lletra clara i comprensible.
   - Escrit en tinta.
   - …

2. Correcció gramatical:

   - Ordre correcte dels elements fràstics (SVO…).
   - Concordances correctes (S-V, pronoms referents…).
   - Formes pronominals correctes.
   - Quantificadors correctes.
   - Estructuració negativa correcta.
   - Temps i seqüències verbals adequats i correctes.
   - Partícules temporals adequades (FOR, SINCE, AGO, ALREADY).
   - Ús adequat d'articles (genèrics, específics…).
   - Ús correcte del possessiu.
   - Coneixement dels plurals irregulars.
   - Ús correcte de modals i defectius.
   - Invariabilitat dels adjectius (gènere i nombre).
   - Ús correcte de les preposicions.
   - …

3. Claredat d'expressió i organització textual:

   - Seqüenciació i organització del text clara i lògica.
   - No hi ha excessives repeticions.
   - No és un text confús i fosc.
   - Ús adequat de connectors per a les diferents idees.
   - Aproximació al tema coherent i original.
   - Estructuració de les idees en paràgrafs.
   - …

4. Varietat, riquesa i precisió lèxica:

   - No s'usen paraules en espanyol ni inexistents.
   - Elecció de termes específics i concrets per a aqueix text.
   - No existeix confusió entre elements lèxics bàsics.
   - No hi ha confusió entre categories gramaticals.
   - No existeix un abús desmesurat d'expressions idiomàtiques.

2

Parte B. Producción escrita. Valor total de este apartado 4 puntos.

En esta parte se pide que los alumnos produzcan un texto de 130-150 palabras.

En este apartado se ha de valorar la capacidad de comunicación del alumno en un inglés aceptable al expresar su opinión e ideas sobre aspectos relacionados con el texto propuesto. **Habrá que valorar cuanto de positivo haya podido llevar a cabo el alumno y no fijarse únicamente en los errores gramaticales.** Sería fundamental considerar los siguientes aspectos:

1.- Aspectos de carácter estratégico: con un máximo de 0,5 puntos.
2.- Corrección gramatical: con un máximo de 1,5 puntos.
3.- Claridad de expresión y organización textual: con un máximo de 1 punto.
4.- Variedad, riqueza y precisión léxica: con un máximo de 1 punto.

- ORIENTACIONES PARA CORRECCIÓN DE LOS ASPECTOS ANTERIORES

1.- Aspectos de carácter estratégico:

    - Presentación clara y ordenada (márgenes, sangrados etc.)
    - Ortografía correcta.
    - Texto distribuido en párrafos.
    - Uso correcto de signos de puntuación.
    - Letra clara y comprensible.
    - Escrito en tinta.
    - …

2.- Corrección gramatical:

    - Orden correcto de los elementos frásticos (SVO…)
    - Concordancias correctas (S-V, Pronombres referentes…)
    - Formas pronominales correctas
    - Cuantificadores correctos
    - Estructuración negativa correcta
    - Tiempos y secuencias verbales adecuados y correctos
    - Partículas temporales adecuadas (FOR, SINCE, AGO, ALREADY)
    - Uso adecuado de artículos (genéricos, específicos…)
    - Uso correcto del posesivo
    - Conocimiento de los plurales irregulares
    - Uso correcto de modales y defectivos
    - Invariabilidad de los adjetivos (género y número)
    - Uso correcto de las preposiciones
    - …

3.- Claridad de expresión y organización textual:

    - Secuenciación y organización del texto clara y lógica
    - No hay excesivas repeticiones
    - No es un texto confuso y oscuro
    - Uso adecuado de conectores para las diferentes ideas
    - Aproximación al tema coherente y original.
    - Estructuración de las ideas en párrafos.
    - …

4.- Variedad, riqueza y precisión léxica:

    - No se usan palabras en español ni inexistentes
    - Elección de términos específicos y concretos para ese texto
    - No existe confusión entre elementos léxicos básicos
    - No hay confusión entre categorías gramaticales.
    - No existe un abuso desmesurado de expresiones idiomáticas.

3

APPENDIX 11: FOCUSED HOLISTIC MARKING SCHEME PROPOSED BY WATTS AND CARBONELL

CRITERIOS DE CORRECCIÓN
PARA LA PRUEBA DE INGLÉS DE SELECTIVIDAD

Sección A, nº 1 y nº 2   1 pto.   Respuesta correcta, no hay errores
Comprensión   gramaticales mayores. *
1 punto cada pregunta

                    0´5   Respuesta correcta, entendible pero el dominio
                            morfológico y/o sintáctico no es constante.

       0   Respuesta incorrecta o inexistente, falta total de claridad o de dominio
morfológico y/o sintáctico, registros indescifrables

Sección A, nº 3   2'5   Opinión plenamente desarrollada.
Opinión   Organización y conexión apropiadas.
    2'5 puntos Utilización de una amplia gama de estructuras sintácticas. Control
morfológico correcto.
                         Vocabulario apropiado.
                         Ortografía y puntuación sin errores.
                         Longitud adecuada.

                   2   Opinión bien desarrollada.
                         Estructura organizativa lógica.
                         Conexión con pocos problemas.
                         Sintaxis simple y compleja.
                         Morfología casi siempre correcta.
                         Vocabulario adecuado.
                         Errores de ortografía y puntuación no distrayentes.

                 1'5   Desarrollo de la opinión presente, aunque
                         incompleto, falto de claridad o sin enfoque.
                         Organización parcialmente adecuada.
                         Conexión no siempre correcta o ausente.
                         Sintaxis simple y compleja pero con errores, o
                         sintaxis sin errores pero restringida y simple.
                         Dominio morfológico inconstante.
                         Vocabulario en ocasiones inapropiado.
                         Errores de ortografía y puntuación ocasionalmente
                         distrayentes.
                         Longitud excesiva o insuficiente.

                 1   Desarrollo de opinión presente pero limitado,
                         incompleto o confuso.
                         Organización poco controlada.
                         Conexión insuficiente o nula.
                         Estructuras sintácticas simples pero con
                         numerosos errores o sintaxis compleja que no

107

487

		refleja dominio. Dominio morfológico extremadamente limitado. Vocabulario poco variado y simple, aproxima el significado, a menudo inapropiado. Errores de ortografía y puntuación que distraen.
	0'5	Opinión presente, pero no desarrollada. Organización inapropiada o nula. Conexión inapropiada o nula. Dominio morfosintáctico extremadamente limitado. Vocabulario poco variado y repetitivo. Errores de ortografía y puntuación que causan serias interferencias.
	0	Respuesta no es una opinión, totalmente incoherente o indescifrable, o inexistente.
Sección B Vocabulario, nº 4 - nº 7, 0'25 punto cada pregunta	0'25	Respuesta con la misma morfología. p.e. broken down, fallen to pieces = <u>crumbled</u>; (se acepta <u>have crumbled</u> pero no <u>to crumble</u>, <u>crumbling</u>, etc.).
Sección C Gramática nº 8 - nº 11, 0'5 punto cada pregunta	0'5	Respuestas con el mismo significado y gramaticalmente correctas. Todas las alternativas aceptadas.
Sección D Expresión 2'5 puntos en total	2'5	Tema del texto desarrollado con riqueza y eficacia. Organización y conexión apropiadas. Utilización de una amplia gama de estructuras sintácticas. Control morfológico correcto. Vocabulario apropiado. Ortografía y la puntuación sin errores. Longitud adecuada.
	2	Tema bien desarrollado. Estructura organizativa lógica. Conexión con pocos errores. Sintaxis simple y compleja. Morfología casi siempre correcta. Vocabulario adecuado. Errores de ortografía y puntuación no distrayentes.

108

1'5 Desarrollo del tema presente, aunque incompleto, falto de claridad o sin enfoque.

Organización parcialmente adecuada.
Conexión no siempre adecuada o ausente.
Sintaxis simple y compleja pero con errores, o sintaxis sin errores pero restringida y simple.
Dominio morfológico inconstante.
Vocabulario en ocasiones inapropiado.
Errores de ortografía y puntuación ocasionalmente distrayentes.
Longitud excesiva o insuficiente.

1 Desarrollo del tema presente pero limitado, incompleto o confuso.
Organización poco controlada.
Conexión insuficiente o nula.
Estructuras sintácticas simples pero con numerosos errores o sintaxis compleja que no refleja dominio.
Dominio morfológico extremadamente limitado.
Vocabulario poco variado y simple, aproxima el significado, a menudo inapropiado.
Errores de ortografía y puntuación que distraen.

0'5 Tema presente, pero no desarrollado.
Organización no aparente.
Conexión no aparente.
Dominio morfosintáctico extremadamente limitado.
Vocabulario poco variado y repetitivo.
Errores de ortografía y puntuación que causan interferencias serias.

0 Respuesta no sobre el tema, es totalmente incoherente o indescifrable, o inexistente.

* Ejemplos de errores gramaticales mayores:

It appears the question very clear. (Duplicidad de sujeto)
Is better to work for others. (Omisión de sujeto)
This people..., another things... (Falta de concordancia en número – en ocasiones es error menor)
Importants papers (Adjetivo en plural)
The boy speaked to the girl (Incorrección de la forma o tiempo verbal)

Errores gramaticales menores:

He come every day (Ausencia de la -s en tercera persona del singular)
The abortion is illegal (Artículo definido delante de nombre incontable; si el uso del artículo no se controla en absoluto, es error mayor)
Better that (en vez de forma comparativa than)

La frecuencia de los errores puede convertir a los errores menores en errores mayores.

109