



Examiners' Report
Principal Examiner Feedback

January 2020

Pearson Edexcel International Advanced
Subsidiary In Spanish (WSP01/01)

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IAL SPANISH - EXAMINER REPORT- January 2020

IAS UNIT 1 (WSP01) SPOKEN EXPRESSION AND RESPONSE IN SPANISH

Introduction

In general, the standard of the speaking exams was high and there were some very good performances from candidates.

The following report is a summary of comments and feedback from the examiners. It should be read in conjunction with the "Marking Guidance for Oral Examiners" and the "Indicative Content" sections of the mark scheme. These materials can be found on the website in the Course Materials section. Please note that the indicative content in the mark scheme provides only suggested answers and is not prescriptive.

1. Examiners' feedback on Section A

Candidates must answer questions 1&2 precisely. Those who include information from the text which does not answer the question cannot be awarded full marks on Understanding (Stimulus Specific).

Students are advised to listen very carefully to the questions. They must provide relevant answers which respond precisely to the question they have been asked. They should aim to give at least three details, in their own words, for Question 1 and a detailed answer in their own words to Question 2 based on the information given in the text. Personal opinions and information not contained in the text in answers to Questions 1 and 2 will not gain any credit.

"¿Hasta qué punto...?", "¿Por qué (no)?" and "Explica tu respuesta" are frequently used in Questions 3 and 4. These question forms invite students to weigh up different aspects of an issue and to give opinions. Candidates who gave detailed and well-balanced responses, and who considered various aspects of the question, were awarded 3 or 4 marks for Understanding (Stimulus Specific).

In their answers to Questions 3 and 4, students should develop their responses and move away from the ideas given in the text. Some students simply repeated points from the text and did not give any of their own opinions.

Teacher-Examiners are reminded that they must read the questions exactly as written on the cards. Additional questions and rephrasing are not allowed.

Even fluent candidates are often very nervous at the start of the test. Teacher-examiners are advised to read the questions in Section A slowly and clearly to help candidates grasp the full implications of the question.

Commentary on Section A questions

Please refer to the indicative content for suggested answers to Section A. The following commentary aims to give feedback on how schools and students can improve their performance in this section.

Please note that the indicative content in the mark scheme provides only suggested answers and is not prescriptive.

2. The cards

Youth Matters Card 1A& 1B (Vivir sin redes sociales) Most candidates were able to answer questions 1 & 2 and to voice clear opinions about whether young people could live without social media for Q3B. This is a topic about which they had a lot to say and Q4 was also answered well and in detail by the majority of candidates who were able to outline a variety of points concerning the dangers of the internet and whether virtual friends can be classed as true friends.

Youth Matters Cards 2A&B (Una campaña de publicidad de moda.)

A small number of candidates included information from the second paragraph in their answer to Q1 when they referred to "el estilo y la calidad". The answer to Q1 must only include information from the first paragraph of the text. Q3A proved to be problematic for some candidates who were unable to understand the wider implications of "una cultura de usar y tirar". There were some good answers for Q4 with better candidates outlining the importance of adapting what we wear to different situations.

Lifestyle, Health and Fitness Cards 1A&B (La comida lenta) Q1 and Q2 were well answered and Q3 and Q4 caused few difficulties. However, with Q4A a small number of candidates failed to outline the key obstacles to combining modern life with a healthy diet such as increased working hours and the fast pace and stresses of everyday living.

Lifestyle, Health and Fitness Card 2A&B (El neoruralismo)

Questions 1 & 2 posed few problems. Some candidates misheard 3A and outlined the advantages of living in the country instead of the city. For Q4A candidates were required to consider whether it is healthier to live in the country as opposed to the city. Some chose to ignore the word "sano" in this question. Overall most candidates provided well-developed answers about the advantages and disadvantages for young people of urban and rural life.

Environment and Travel Card 1A&B (Alternativas a la gasolina): most students showed good knowledge of renewable energies and successfully explained the advantages and disadvantages of different forms of energy and the wider implications for the future.

Environment and Travel Card 2A&B (El clima de Lima,Peru): many students clearly understood the effects of climate change on the planet and produced some excellent answers including the long term issues for flora and fauna as well as the world's population. Better candidates considered the effects of drought, deforestation and pollution on our planet.

Education and Employment Card (La importancia de la independencia del alumno): Some candidates struggled to include 3 points for Q1 and some misheard or ignored the word "evitar" which was key for the answer. As the topic was familiar to many candidates who took this card, they were able to express good opinions on the issues raised by questions 3 and 4.

Education and Employment (Pasantía de fisioterapia en Ecuador):

Students had little trouble finding the information to answer questions 1 & 2 and most had a variety of ideas on the benefits of work experience and voluntary work for young people and their future. The topic was familiar to students and many gave well-developed answers.

3. Examiners' feedback on Section B**i. General Topic Areas**

Youth Matters remains a very popular topic. It is easy for candidates to talk about familiar issues, but the topic can produce somewhat superficial discussions. Very few who chose this topic demonstrated excellent knowledge and understanding.

Lifestyle, Health and Fitness was also popular. There were some excellent candidates who were able to demonstrate detailed knowledge about diet, exercise and health issues affecting young people including evidence of research with facts and figures. Weaker candidates spoke about their own personal experiences with little or no evidence of research.

The smaller number of candidates who selected Travel and Environment produced detailed information about matters such as renewable energy, nuclear power, climate change and natural disasters. These candidates tended to have undertaken research on this topic and there were some excellent discussions leading to high marks for knowledge and understanding.

Education and Employment was a less popular choice but those candidates who did choose this topic, produced interesting discussions on future career paths and education systems in various countries throughout the world.

Teachers should be careful not to stray off topic in their discussion in Section B. All questions must relate to the student's chosen GTA. Please refer to the specification for more information about the GTAs and sub-topics.

ii. Quality of Language

The quality of language was high, both in accuracy and range. Although perfection is not necessary to score 5 in both QOL grids, students must use a wide range of structures and vocabulary in order to access the top mark bands of 5.

iii. Spontaneity and Development

In the majority of centres, teachers had a good examining style. They put their students at ease and conducted natural-sounding conversations in Section B. In a few centres, examiners heard "question and answer-type" conversations. In such tests, the teacher asks many questions and does not respond to the candidate or interact naturally with them. In these cases, even fluent candidates would be less likely to reach the highest mark band for Spontaneity and Development because they do not have the opportunity to engage in discourse in Section B. For more information about the requirements of the

Spontaneity and Development mark-grid, please refer to the mark Scheme and the section "Marking Guidance for Oral Examiners".

To achieve a mark of 9 or above in Spontaneity and Development, in Section B, students must be given the opportunity to respond to questions which are conceptually and linguistically challenging. Some questions asked by examiners did not give the candidate the opportunity to develop their answers at AS level. Personal questions, for example: "¿Qué deportes haces?", or "¿Qué tipo de música prefieres?" are more appropriate at GCSE level.

Development of responses in Section A is credited in the Spontaneity and Development grid.

iii. Knowledge and Understanding (General Topic Area, Section B only)

Few candidates demonstrated excellent knowledge and understanding of their chosen GTA as the majority appeared to have not done any research on their chosen topic. Tests where Section B is a general conversation with the student speaking about their own experience and general knowledge will not meet the requirements for a mark of 7 or above in this grid. In the most successful performances, students were able to demonstrate an independent and well-informed perspective on the GTA and were able to support their points of view consistently with facts, information and evidence.

4. Administrative matters

The majority of centres submitted OR forms in the correct format.

Centres are reminded that the Teacher Examiner must announce the GTA and stimulus card number for each candidate at the beginning of each recording. This information must also be written on the OR form by the Teacher Examiner.

Centres are urged to check the quality of the recordings before sending them to Edexcel. There were some poor recordings which examiners had difficulty in hearing clearly.

A full explanation of how to submit OR forms and recordings is available in the Administrative Support Guide on the website.