



Pearson
Edexcel

Examiners' Report
Principal Examiner Feedback

January 2021

Pearson Edexcel International Advanced
Subsidiary Level
In Spanish (WSP01/01)
Unit 1: Spoken Expression and Response

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IAL SPANISH - EXAMINER REPORT- January 2021

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 (Una joven diseñadora guatemalteca):

Most candidates were able to answer questions 1 & 2 and to voice clear opinions about whether it is better to shop online or in shops for Q3A. Q4A was also well answered by the majority of candidates who were able to outline how social media influence how young people dress. Questions 3B and 4B were equally well answered as this is a topic area about which they have a lot to say.

Youth Matters Cards 2A&B (Juguetes digitales o convencionales):

Overall, the vast majority of candidates performed very well on both stimulus cards and Qs 1, 2 and 3 posed few issues. Some answers to Q4B lacked detail and justification why families today may be less united than in the past. Some of the better candidates talked about the stress of modern life, working parents and the influence of technology on family life and were able to compare family life today with family life in the past.

Lifestyle, Health and Fitness Cards 1A&B (El surf volcánico en Nicaragua):

Some candidates did not include the 3 main points required in their answer to Q1 and not many were able to produce detailed answers to Q3A, Q4A and Q3B about extreme sports. It was clearly a subject that few candidates had a strong opinion on.

Lifestyle, Health and Fitness Card 2A&B (La comida y la tele):

These cards posed few problems and the majority of candidates performed very well, showing a good knowledge and understanding of this topic area. There were some weaker answers to Q4A. The best responses included the benefits of a vegetarian diet not only on a personal level but also on the environment by outlining the ecological benefits of reducing the consumption of red meat.

Environment and Travel Card 1A&B (Volar de manera más ecológica):

Most candidates answered all the questions well and showed a detailed knowledge and understanding of more ecological ways of travel.

Environment and Travel Card 2A&B (Chile y el medio ambiente):

Most candidates clearly understood the benefits of recycling on the planet and produced some excellent answers including opinions on the long term issues for the world's population if we do not act now.

Education and Employment Card (La educación en México):

This was a popular topic area choice and most candidates produced excellent answers on whether a university education is necessary or not and whether it should be free to all.

Education and Employment (Los trabajos del futuro):

Students had little trouble finding the information to answer questions 1 & 2 and most had a variety of interesting ideas on the world of work in the future.

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 area scored high marks for knowledge and understanding as there was very little evidence of research.

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 **Environment and Travel** produced detailed information about matters such as recycling, environmental issues, climate change and natural disasters. These candidates tended to have undertaken research on this topic area and there were some excellent discussions leading to high marks for knowledge and understanding.

Candidates who chose **Education and Employment**, 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 OR1 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 OR1 form by the Teacher Examiner and signed by both the Teacher Examiner and the candidate.

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 OR1 forms and recordings is available in the Administrative Support Guide on the website.