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Edexcel

Examiners' Report  
Principal Examiner Feedback

Summer 2022

Pearson Edexcel International AS Level  
in Spanish (WSP01/01)

Unit 1: Spoken Expression and Response

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## Introduction

The following report is a summary of comments and feedback from the examiners. This report should be read in conjunction with the "Marking Guidance for Oral Examiners" and the "Indicative Content" 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.

The candidate is rewarded for the ability to demonstrate understanding of a target language stimulus based on one of the General Topic Areas (GTA) of the Pearson IAL Spanish specification, and to discuss that same General Topic Area. Candidates need to demonstrate that they can engage in a discussion in Spanish that relates to a chosen GTA and allied subtopics. They will be expected to give relevant and appropriate information, convey opinions, interact, and respond to a range of questions. Further information about the preparation of candidates, the conduct and the administration of this test can be found in the "Administrative Support Guide - Conducting Oral Examinations" which is found under the "Forms and Administration" tab of the IAL Spanish page on the Pearson website, and the "Oral Training Guide" found under the "Teaching and Learning" tab of the same page.

Up to 40 marks are awarded positively as follows for this test:

- 10 marks for Quality of Language (5 marks for Accuracy of Language and 5 Marks for Range of Lexis)
- 16 marks for Spontaneity and Development
- 4 marks for Understanding of the prescribed stimulus card
- 10 marks for Knowledge and Understanding of the General Topic Area

The test should last between 8 and 10 minutes in total (Sections A and B combined). This time should be divided equally between Sections A and B. However, if the student completes the answers to the questions in Section A in less than four minutes, the teacher/examiner should ensure that the discussion in Section B is extended, in order that the total test time is not less than eight minutes

## Section A

**Section A** requires candidates to respond to four set questions on a stimulus related to one of the candidate's chosen General Topic Area (GTA). The GTAs are:

- Youth matters
- Lifestyle, health, and fitness
- Environment and travel
- Education and employment.

The candidate is asked four questions relating to the stimulus card. These questions are mandatory and may be repeated, but for the purpose of fair assessment across all centres, they **must not be re-phrased**. The first two questions relate specifically to information

in the stimulus material, the second two relate to aspects of the subtopic, upon which the stimulus text is based.

For Question 1, it is expected that the candidate will manipulate the wording of the text in order to arrive at a complete answer to the question. This question targets information in the first paragraph of the stimulus text. There are three possible elements to the answer to Question 1 in the first paragraph which must be communicated by the candidate in his or her own words, in order to be considered a full answer.

For Question 2, it is expected that the candidate will find the answer in the second paragraph of the text. It will be necessary to manipulate the language found in the stimulus text to arrive at a complete answer. Personal opinions and information not contained in the text in answers to Questions 1 and 2 will not gain any credit

For Questions 3 and 4 it is expected that the candidate will give answers which are full and detailed, drawing on the research that they undertook on the GTA, in preparation for the examination.

The candidate's understanding of this stimulus specific topic area is marked out of four. The four marks are not directly allocated as one mark per question. The statement in the mark grid, which best matches the entire performance of section A, will dictate the mark awarded.

### **Examiners' feedback on Section A**

The most popular GTAs were "Youth matters" and "Lifestyle, health and fitness". A significantly lower number of students were tested on "Environment and travel" or "Education and employment".

All eight stimulus cards made similar demands of the students. Nearly all candidates were able to attempt the first two Section A questions, the ones based purely on the text, whereas the level of response to the second two Section A questions proved to be a good discriminator between performances.

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

Candidates 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.

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

*¿Hasta qué punto?*, *¿Por qué (no)?* and *Explica tu respuesta* are frequently used in Questions 3 and 4. These question forms invite candidates 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 card specific).

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.

## **The stimulus cards**

### **Youth matters: Cards 1A& 1B (Los youtubers)**

In cards 1A and 1B, most students were able to offer three pieces of information in response to Q1. Some found Q2 more challenging as they were required to manipulate the language. Q3A and Q4A were well answered by many candidates, who were able to outline the dangers in following youtubers, and also how young people today are influenced by social media. Q3B was generally well answered but Q4B on the importance of famous role models to act responsibly proved to be slightly more challenging.

### **Youth matters: Cards 2A&B (La importancia de tener amigos)**

Overall, most candidates performed very well on both stimulus cards. They related well to the questions and had lots of opinions to share on real as opposed to virtual friends, the main influencers in their lives and the negative and positive influence of friendship groups.

### **Lifestyle, health, and fitness Cards: 1A&B (Los beneficios del aceite de oliva)**

Candidates responded well to Q1 and Q2. For Q3A and Q4a they were able to outline in detail the benefits of a balanced diet and the main influences on the eating habits of young people. Good ideas included the influence of advertising on social media, the influence of friendship groups, the diet of the rich and famous as well as the upbringing received from parents.

Q3B and Q4B were equally well answered with better candidates outlining in detail ways in which the Government can promote a healthy diet for all. Good answers included imposing sugar and fat taxes, healthy eating campaigns and cooking classes in local communities and in schools.

### **Lifestyle, health, and fitness Card 2A&B (El barrio más guay de la Ciudad de México)**

Q1 was generally well answered, and many candidates managed to extract the 3 points required. With Q2, only the better candidates were able to deduce that Navarte is un barrio tranquilo. Many just read the whole of the second paragraph from the text.

Q3A was answered well overall, and most candidates were able to outline the many attractions of living in the city. Q4A seemed to cause a few issues for some. Positive reasons included the choice of living in the suburbs of the city or creating your own oasis in the heart of the city. Negative answers outlined the need to live in a rural area as cities are never a tranquil place to live due to the noise, fast pace, and stress of city life.

Q3B posed very few problems, and most candidates responded very well to this question on the challenges of living in a rural area. There were also lots of good responses to Q4B on what they would do to improve their local area.

### **Environment and travel: Card 1A&B (El huracán Iota)**

Q1 and Q2 were answered reasonably well on the whole, but some candidates simply lifted from the text instead of putting their response into their own words.

Q3A attracted some very good answers on the consequences of natural disasters, but answers to Q4A were not so good as some candidates found it quite challenging to come up with ideas on what local governments should do to avoid the worst consequences of natural disasters. The best answers included the planning and building of storm-resistant homes, having a good emergency plan in place including good organisation of emergency services and supplies.

Q3B and Q4B attracted some good responses, as the candidates who had chosen this topic were very well prepared and they were able to express some very interesting and convincing opinions on climate change and its influence on natural disasters.

### **Environment and travel: Card 2A&B (La energía solar):**

Q1 was generally well answered. Some candidates did struggle to answer Q2 which required the idea of good storage systems for renewable energies.

Most of the candidate who chose this GTA had researched the topic very well and Q3A on the advantages of renewable energies produced some excellent responses. Q4A on the future of our planet if we do not change to renewable energies was equally well answered.

Likewise, for Q3B and Q4B, candidates were very well prepared, and there were some excellent responses on the disadvantages of fossil fuels and how their discontinued use will benefit our planet in the future.

### **Education and employment: Card 1A&B (Los deberes)**

Some candidates did struggle to extract all 3 points for Q1 as *gestión de su tiempo* was not widely known. Q2 posed no issues.

Q3A proved to be a straightforward question and Q4A attracted some interesting responses on the value of continuous assessment.

Candidates had lots to say on the usefulness of homework for Q3B and with Q4B there were lots of good arguments for and against examinations as a form of assessment.

### **Education and Employment: 2A & B (Trabajar en equipo)**

Candidates had little trouble finding the information to answer questions 1 & 2.

For Q3A there was a variety of interesting ideas on whether it is best to work in a team or individually. Q4A on the growing popularity of working from home was topical and there were lots of well justified opinions and ideas on this topic.

Candidates coped well with Q3B on the advantages of working in a team and Q4B on the effects of unemployment on young people. Better candidates considered the effect on their mental health as well as economic issues and lack of independence.

## **Section B**

In Section B, the teacher/examiner develops a discussion about the General Topic Area chosen by the student. The topic of the stimulus card may be used as a starting point for this discussion, but the teacher/examiner should move to a more general discussion of the topic area and to discussion of at least one other subtopic within this General Topic Area. The candidates must attempt to show a clear understanding of the chosen topic and use the research they completed in advance of the examination, ideally citing sources they have used in their research.

Centres are reminded that in Section B the teacher/examiner must initiate a follow-up discussion on the same General Topic Area and its sub-topics as the one on the stimulus card. This summer a small number of teacher/examiners asked questions on a different GTA to the one on the card. On such occasions, the candidate's ability to access the full range of marks for "Knowledge and understanding (General topic area)" may be restricted.

Please see below a list of the GTAs and subtopics.

#### **Youth matters**

Family relationships and friendships  
Peer pressure and role models  
Music and Fashion  
Technology and communication

#### **Lifestyle, health and fitness**

Food and diet  
Sport and exercise  
Health issues  
Urban and rural life

#### **Environment and travel**

Tourism, travel and transport  
Natural disasters and weather

Climate change and its impact  
Energy, pollution and recycling

### **Education and employment**

Education systems and types of schooling  
Pupil/student life  
Volunteering and internships  
Jobs and unemployment

In order for the student to be able to access the full range of marks available, it is essential that Section B be a discussion, not merely a string of questions and answers. The teacher/examiner should pick up on what the candidate says, using this to inform further questions, and encourage the candidate to develop the points made where this is possible.

It is essential that teacher/examiners give students the opportunity to deal with questions suitable for AS level, i.e., to show that they have moved on from GCSE level. Where all or some of the Section B discussion centres around GCSE level questions and there is insufficient evidence of the level of challenge expected at AS level, the student may not be able to access the full range of marks for “Knowledge and understanding.”

## **Examiners’ feedback on Section B**

### **Choice of General Topic Area (GTA)**

The most popular combination of topic areas chosen by candidates was once again Youth matters combined with Lifestyle, health and fitness. The topics of Environment and Travel; and Education and employment have more specialised topic-specific vocabulary relating to them, and so candidates who did choose these topics tended to score well for Quality of Language (Range of Lexis) and generally demonstrated very good or excellent knowledge of their chosen General Topic Area. Good candidates were able to use sophisticated lexical items when talking about Youth matters and Lifestyle, health and fitness, but less successful candidates tended to employ rather pedestrian vocabulary, often drawing on their IGCSE knowledge, offering anecdotal evidence, or talking about personal preferences. Centres should be aware that in order to access the higher marks for “Knowledge and understanding (General topic area)” candidates need to offer facts and figures and/or other evidence of research into the chosen GTA; many offered no more than general knowledge.

### **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, candidates must use a wide range of structures and vocabulary in order to access the top mark bands of 5.

### **Spontaneity and Development**



In most centres, examiners had a good examining style. They put their candidates at ease and conducted natural-sounding conversations in Section B. In some centres, examiners heard "question and answer-type" conversations. In such tests, the examiner 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."

In order for candidates to achieve a mark of 9 or above in Spontaneity and Development in Section B, they must be given the opportunity to respond to questions that 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.

### **Knowledge and Understanding (General Topic Area, Section B only)**

Some candidates demonstrated excellent knowledge and understanding of their chosen GTA, but the majority appeared to have not done any research on their chosen topic. Tests, where Section B is a general conversation with the candidate 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, candidates 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.

### **Recording quality**

The quality of the recordings submitted this year was generally very good. It is the centre's responsibility to submit the recordings in one of the formats accepted by Pearson; details of the permitted formats can be found in the "Administrative Support Guide - Conducting Oral Examinations" which is found under the "Forms and Administration" tab of the IAL Spanish page on the Pearson website. It is also the responsibility of the centres to ensure that the recording quality is sufficiently loud and of decent quality.

### **Administrative matters**

Centres are reminded that the teacher-examiner must announce the centre, number, general topic area, and stimulus card number for each candidate at the beginning of each recording. A surprisingly high number of centres did not announce the GTA nor stimulus card number.

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