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Examiners' Report
Principal Examiner Feedback

January 2022

Pearson Edexcel International Advanced
Subsidiary In Spanish (WSP01)
Paper 01: Spoken Expression and Response in
Spanish

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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. 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.

1. Examiners' feedback on Section A

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.

"¿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 Specific).

In their answers to Questions 3 and 4, candidates should develop their responses and move away from the ideas given in the text. Some candidates 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 candidates 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 (Tatuajes femininos)

A majority of candidates were able to answer questions 1 & 2 and to voice opinions about why having a tattoo is so popular amongst young people today for Q3A. Q4A was also well answered by the majority of candidates, who were able to outline how friends, YouTube influencers, celebrities, and social media influence how young people dress.

Some candidates found Q3B more challenging, but others were able to consider the long-term health risks of having a tattoo, the difficulty in removing one, and the reaction of employers. Q4B was generally well answered as fashion is of great interest to young people.

Youth Matters Cards 2A&B (Cómo ser buenos padres)

Overall, the vast majority of candidates performed very well on both stimulus cards, and Qs 1, 2 3A, and 3B 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 (Camina y mejora tu salud)

A majority of candidates responded well to Q1 and Q2. For Q3A, the better candidates considered the benefits of walking as an exercise for all ages, citing that it is free, can be done anywhere at any time, does not require any special equipment, and it can be done at your own pace. Q4A also attracted some good, detailed answers on how local governments can encourage people to exercise.

Q3B posed very few problems, and a majority of candidates responded very well to this question on the benefits of spending time in the open air apart from improving your physical health. Good responses considered the benefits for mental health, reducing stress, and making social contacts.

Q4B likewise attracted some good responses, including parents encouraging their children to participate in sport and active games as a family from a young age, as well as limiting the hours children spend on their devices.

Lifestyle, Health, and Fitness Card 2A&B (Una vivienda Digna)

Q1 was generally well answered, and a majority of candidates managed to extract the 3 points required. With Q2, a minority did not listen well enough to the question and failed to outline the negative effects that poor housing can have on an individual. Q3A was answered well overall. Good responses to Q4A included the benefits of leading an active life, socialising, and having a positive attitude.

Q3B posed very few problems, and a majority of candidates responded very well to this question on the benefits of spending time in the open air. Good responses considered the benefits for mental health, reducing stress, and making social contacts. There were lots of good responses to Q4B on what we need to do in order to ensure good physical health.

Environment and Travel Card 1A&B (El turismo costarricense)

Q1 was answered well in a majority cases, but Q2 did cause an issue for some candidates who were unable to extract the answer that tourism in Costa Rica aims to focus on the wellbeing of the tourist or improve their quality of life. Q3A attracted some very good answers, but answers to Q4A were not so good as some candidates were able to look to the future and outline what type of tourism will be popular. The best responses included the future importance of a more sustainable form of tourism and travel, more national tourism, and more concentration on rural tourism.

With Q3B, some good answers included an increase in the cost of living for the local community, increased noise and pollution, the failure of the local infrastructure to cope with the influx of tourists, and more practical issues such as lack of water.

Q4B proved to be challenging for some candidates. Examples of good responses included the positive impact on the environment, the protection of local culture and communities, as well as the idea of a more well thought out form of tourism that looks to future alternatives.

Environment and Travel Card 2A&B (Gana dinero extra con tu basura):

Q1 and Q2 were generally well answered. For Q3A and Q4A, a majority of candidates were able to understand 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.

For Q3B and Q4B, candidates were equally well prepared, and there were some excellent responses.

Education and Employment Card (Mamá Dulu)

Some candidates did struggle to extract all 3 points for Q1. For Q2 a small minority did not fully understand the question, and some responded with answers such as “fundó una escuela bilingüe” and “fundó una escuela para mujeres”. There were no issues at all with Q3A, which attracted some very strong and detailed answers.

Q4A was less well answered, possibly because adult learning is outside of the experience of the majority of candidates.

Q3B was well answered by a majority of candidates. Some did struggle to respond to Q4B as the candidates were required to envisage what education would be like in the future. Interesting responses considered the importance of technology which would facilitate the possibility of more home learning, a more independent and personalised approach, and less examiner-led learning.

Education and Employment (El voluntariado)

Candidates had little trouble finding the information to answer questions 1 & 2, and a majority had a variety of interesting ideas on volunteering and the benefits of work experience for Q3A, Q3B, and Q4A. Q4B proved more challenging for some, but there were some excellent answers which considered both sides of the question, such as the personal and public benefits for compulsory community work, but they also considered the negative aspects such as it should be a personal decision and not enforced; otherwise, it will not be done well nor with enthusiasm.

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. The candidates who chose this topic area scored high marks for knowledge and understanding as there was very little evidence of research.

Lifestyle, Health, and Fitness were 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. Less able 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.

Examiners should be careful not to stray off-topic in their discussion in Section B. All questions must relate to the candidate'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, candidates 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, 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.

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

Some 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 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.

4. Administrative matters

Centres are reminded that the teacher-examiner must announce the centre number, candidate number, general topic area, 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.

Centres are urged to check the quality of the recordings before sending them to Edexcel. There were some poor recordings that 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.

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