

INTERNATIONAL ADVANCED LEVEL

Spanish

SPECIFICATION

Pearson Edexcel International Advanced Subsidiary in Spanish (XSP01)

Pearson Edexcel International Advanced Level in Spanish (YSP01)

First teaching in September 2016

First examination June 2017

Issue 1

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Acknowledgements

This specification has been produced by Pearson on the basis of consultation with teachers, examiners, consultants and other interested parties. Pearson would like to thank all those who contributed their time and expertise to the specification's development.

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About this specification

Pearson Edexcel International Advanced Level in Spanish is designed for use in schools and colleges outside the United Kingdom. It is part of a suite of International Advanced Level qualifications offered by Pearson.

This qualification is not accredited or regulated by any UK regulatory body.

This specification includes the following key features:

Structure: a modular structure with four units.

Content: an updated, relevant and engaging range of stimulus material.

Assessment: 100% external assessment.

Approach: a foundation for students wishing to progress to further study of Spanish at university.

- Speaking communication skills assessed separately in Papers 1 and 3.
- Skills of listening, reading and writing tested in separate exercises in Papers 2 and 4.
- Assessment in the January and June examination series.
- Topics relate to the interests of students studying Spanish for purposes of communication, for example in study and leisure situations.
- Contexts and settings will be those that students are likely to encounter, for example school or the media.
- Culturally sensitive and authentic texts used throughout.
- Tests that measure achievement against many of the benchmarks of Levels B2 of the Council of Europe's Common European Framework of Reference for Languages.

Specification updates

This specification is Issue 1 and is valid for the Pearson Edexcel International Advanced Subsidiary and International Advanced Level examination from 2016. If there are any significant changes to the specification Pearson will write to centres to let them know. Changes will also be posted on our website.

For more information please visit qualifications.pearson.com

Using this specification

This specification has been designed to give guidance to teachers and encourage effective delivery of the qualification. The following information will help you get the most out of the content and guidance.

Compulsory content: as a minimum, all the bullet points in the content must be taught. The word 'including' in unit content specifies the detail of what must be covered.

Examples: throughout the unit content, we have included examples of what could be covered or what might support teaching and learning. It is important to note that examples are for illustrative purposes only and centres can use other examples. We have included examples that are easily understood and recognised by international centres.

Unit assessments use a range of material and are not limited to the examples given. Teachers should deliver the qualification using a good range of examples to support the assessment of the unit content.

Depth and breadth of content: teachers should use the full range of content and all the assessment objectives given in *Spanish unit content*.

Qualification abbreviations

International Advanced Level – IAL

International Advanced Subsidiary – IAS

International A2 (the additional content required for an IAL) – IA2

Introduction

The Pearson Edexcel International Advanced level (International A level) in Spanish is designed for use in schools and colleges. It is part of a suite of International A level qualifications offered by Pearson Edexcel.

The Pearson Edexcel International Advanced level (International A level) in Spanish is designed primarily as a qualification for students who are studying Spanish in order to enhance their future educational or employment prospects. Achievement in this qualification is benchmarked against the Council of Europe's Common European Framework of Reference for Languages (CEFR).

Achievement is broadly equivalent to level B2 of the CEFR. Students at this level are expected to understand the main ideas of complex text and spoken language about both concrete and abstract topics; interact with a degree of fluency and spontaneity that makes interaction possible without strain; produce clear, detailed text on a wide range of subjects; and explain a viewpoint on a topical issue, giving the advantages and disadvantages of various options.

Students will be expected to communicate formally and informally in a range of contexts and to understand a wider range of texts and styles than they can produce themselves. The aim of the Pearson Edexcel International Advanced Level in Spanish is to test Spanish language competence through realistic and contextualised tasks based on authentic texts.

Speaking, listening, reading and writing skills are tested through four examination papers.

Qualification aims and objectives

The aims and objectives of this qualification are to enable students to develop:

- an understanding of a wide variety of complex texts for different purposes
- an understanding of standard spoken language, whether live or broadcast, on both unfamiliar and familiar topics normally encountered in personal, social, academic or vocational contexts
- the ability to write clear, well-structured texts using an appropriate style, highlighting relevant salient issues, providing points of view with supporting arguments (where relevant) and showing controlled use of organisational patterns, connectors and cohesive devices
- the ability to express themselves fluently, spontaneously and appropriately in a range of speaking contexts with little obvious searching for expressions or use of avoidance strategies
- the skills necessary for further study or employment, either in Spanish-speaking countries or where Spanish is used as the main medium of communication for business and commerce
- an understanding of the nature of language in different cultural contexts in order to build up competence in communication.

AS knowledge and understanding

The Advanced Subsidiary specification requires students to:

- read and respond to a variety of Spanish-language written texts, including authentic sources, covering different contexts, registers, styles and genres
- adapt their written Spanish language appropriately for different situations and purposes
- use the Spanish language accurately to express facts and ideas, and to present explanations, opinions and information in writing and speech
- understand and apply the grammatical system and a range of structures of the Spanish language as detailed in *Spanish unit content: Grammar list*.

A2 knowledge and understanding

The Advanced Level specification additionally requires students to:

- use the Spanish language to present viewpoints, develop arguments, analyse and evaluate in writing and speech
- understand and apply the grammatical system and a range of structures in Spanish as detailed in *Spanish unit content: Grammar list*
- study aspects of the contemporary society, cultural background and heritage of one or more of the Spanish-language countries or communities.

AS/A2 skills

The knowledge and understanding requirements of this Advanced Subsidiary and Advanced Level specification are inextricably linked to the four language skills of speaking, listening, reading and writing in Spanish in line with the requirements of the subject criteria.

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Qualification at a glance

Unit overview

IAS Unit 1: Spoken Expression and Response	*Unit code WSP01/01	
<ul style="list-style-type: none"> Externally assessed Availability: January and June First assessment: June 2017 	30.8% of the total IAS raw marks	15.4% of the total IAL raw marks
<p>Content summary</p> <p>This unit rewards students for their ability to converse in Spanish on a general topic area (GTA) that they have chosen in advance. Students will need to demonstrate that they can engage in a discussion in Spanish that relates to a chosen GTA and allied subtopics.</p> <p>Students will be expected to give relevant and appropriate information, convey opinions, interact and respond to a range of questions. They must choose two of the following GTAs:</p> <ul style="list-style-type: none"> Youth matters Lifestyle, health and fitness Environment and travel Education and employment. <p>Students will then be examined on one of their two chosen GTAs, which they will be informed of on the day of the examination.</p>		
<p>Assessment</p> <p>8–10 minute assessment in two sections that total 40 marks, with 15 minutes preparation time.</p> <p>Section A requires students to respond to four Pearson-set questions on a stimulus related to the student’s chosen GTA.</p> <p>Section B requires the teacher/examiner to engage the student in a discussion that, although still relating to the same GTA and its linked subtopics, moves away from the main focus of the stimulus. Centres must record the full assessment of all students and submit the recording(s) on CD or memory stick.</p>		

IAS Unit 2: Understanding and Written Response	*Unit code WSP02/01	
<ul style="list-style-type: none"> Externally assessed Availability: January and June First assessment: June 2017 	69.2% of the total IAS raw marks	34.6% of the total IAL raw marks
<p>Content summary</p> <p>This unit requires students to understand and convey their understanding of Spanish language texts and recordings. In addition, students will need to produce an essay to demonstrate an ability to manipulate the Spanish language in continuous writing.</p>		

Students will be expected to recognise and use the Spanish language in a variety of contexts and in relation to a prescribed range of general topic areas. The unit draws upon four GTAs:

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

Assessment

2 hour 30 minute paper in three sections that total 90 marks.

Section A requires students to listen to a range of authentic recorded Spanish-language material and to retrieve and convey information given in the recording by responding to a range of Spanish-language questions.

Section B requires students to read authentic Spanish-language printed materials and to retrieve and convey information by responding to a range of mainly Spanish-language test types.

Section C requires students to write an email or article of a recommended length of 240–280 words in Spanish based on a short printed Spanish-language stimulus.

IA2 Unit 3: Understanding and Spoken Response	*Unit code WSP03/01	
<ul style="list-style-type: none"> • Externally assessed • Availability: January and June • First assessment: January 2018 	30.8% of the total IA2 raw marks	15.4% of the total IAL raw marks

Content summary

This unit requires students to demonstrate the effectiveness of their Spanish-language skills by presenting and taking a clear stance on any issue of their choice. They will be expected to interact effectively with the teacher/examiner, defend their views and sustain discussion as the teacher/examiner moves the conversation away from their chosen issue. They will be expected to use the language of debate and argument to discuss the issue and will also be assessed for understanding as well as communication and quality of spoken language.

Assessment

11-13 minute assessment.

The assessment for this unit has two sections that total 40 marks.

Students will first need to outline their chosen issue for about **one** minute, adopting a definite stance towards the issue. They should then defend and justify their opinions for up to **four** minutes. The teacher/examiner will then initiate a spontaneous discussion in which a minimum of two further unpredictable areas of discussion will be covered. These issues may or may not relate to the chosen issue but will not require specialised factual knowledge and may not relate to Spanish-language culture.

IA2 Unit 4: Research, Understanding and Written Response	*Unit code WSP04/01	
<ul style="list-style-type: none"> • Externally assessed • Availability: January and June • First assessment: June 2018 	69.2% of the total IA2 raw marks	34.6% of the total IAL raw marks
<p>Content summary</p> <p>This unit requires students to understand and convey their understanding of Spanish language texts and recordings. In addition, students will need to produce an essay to demonstrate an ability to manipulate the Spanish language in continuous writing.</p> <p>Students will be expected to recognise and use the Spanish language in a variety of contexts and in relation to a prescribed range of general topic areas. The unit draws upon four GTAs:</p> <ul style="list-style-type: none"> • Youth matters • Lifestyle, health and fitness • Environment and travel • Education and employment • Technology in the Spanish-speaking world • Society in the Spanish-speaking world • Ethics in the Spanish-speaking world. 		
<p>Assessment</p> <p>2 hour 30 minute paper in three sections that total 90 marks.</p> <p>Section A requires students to listen to a range of authentic recorded Spanish-language material and to retrieve and convey information given in the recording by responding to a range of Spanish-language questions.</p> <p>Section B requires students to read authentic Spanish-language printed materials and to retrieve and convey information by responding to a range of mainly Spanish-language test types.</p> <p>Section C requires students to answer one question, in Spanish, that relates to a topic or a text chosen from the prescribed list featured in <i>Section 4.4 (Set topics, texts and films)</i>. A choice of two questions will be offered for each of the prescribed topics and texts. Students should write 300–400 words. The assessment rewards students for communicating relevant information effectively as well as for the quality of the Spanish language produced.</p>		

* See *Appendix 4: Codes* for description of this code and all other codes relevant to this qualification.

Spanish unit content

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Course structure

- The Edexcel International Advanced Level in Spanish comprises four units and contains an International Advanced Subsidiary subset of two IAS units.
- The International Advanced Subsidiary is the first half of the International Advanced Level course and consists of Units 1 and 2. It may be awarded as a discrete qualification or contribute 50 per cent of the total International Advanced Level marks.
- The full International Advanced Level award consists of the two IAS units (Units 1 and 2), plus two IA2 units (Units 3 and 4) which make up the other 50 per cent of the International Advanced Level. Students wishing to take the full International Advanced Level must, therefore, complete all four units.
- The structure of this qualification allows teachers to construct a course of study that can be taught and assessed either as:
 - distinct modules of teaching and learning with related units of assessment taken at appropriate stages during the course; or
 - a linear course which is assessed in its entirety at the end.

Unit 1: Spoken Expression and Response

IAS compulsory unit

Externally assessed

1.1 Unit description

The exam consists of two sections:

Section A: Spoken response

Section B: Discussion

This unit rewards students for their ability to converse in Spanish on a general topic area (GTA) that they have chosen in advance. Students will need to demonstrate that they can engage in a discussion in Spanish that relates to a chosen GTA and allied subtopics. Students will be expected to give relevant and appropriate information, convey opinions, interact and respond to a range of questions.

They must prepare **two** of the following GTAs in advance, but will be tested on just one GTA on the day of the examination:

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

1.2 Assessment information

General information

- First assessment: June 2017.
- The total assessment time is 23 to 25 minutes, which includes 15 minutes' preparation time for Section A. Recommended timings for each section are given below.
- Test time should be divided equally between Sections A and B. However, if students complete 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 at least eight minutes. Excess candidate material (i.e. longer than ten minutes) will not be assessed.
- The assessment is out of 40 marks. Students complete two sections. The examination is marked holistically.
- Assessments will be conducted by teachers/examiners in one session in a prescribed assessment window.
- Assessments will be conducted by centres in two prescribed assessment periods; one in November/December and one in April/May in any single year. Dates for the assessment period will be confirmed at the start of each academic year. The assessment period will not always be continuous or be the same period each year, for example it will need to accommodate the Easter break, which may change from year to year. Please note that the oral examinations must be undertaken on one day only unless your centre has a large cohort, in which case it is possible to undertake them on consecutive days. (A typical maximum norm would be 15 candidates per teacher per day.)
- Complete, unedited recordings of all assessments must be submitted to Pearson examiners for external marking on a USB or CD. Please see the *Oral support guide* for more information.
- Students must inform the teacher/examiner which **two** general topic areas they have chosen before the test via an *Oral topic form (OR1)*. One copy of the form must be given to the teacher/examiner no more than three weeks in advance of the examination.
- All assessments will be marked against assessment criteria that can be found in the *Pearson Edexcel International A Level in Spanish Sample Assessment Materials (SAMs)* documents.
- Students are only permitted to complete this assessment once per session.

Section A (Spoken response)

For the discussion:

- students identify in advance **two** out of the four general topic areas (GTAs) that they wish their discussion to be based on; they will only be assessed on one of these GTAs during the examination
- students should inform the teacher/examiner no more than three weeks in advance of the assessment which two GTAs they have selected via an *Oral topic form (OR1)*
- a number of different stimulus cards will be produced by Pearson for each of the four GTAs: these will be issued on a random-allocation basis following the order prescribed by Pearson – the teacher/examiner does not choose the order of the cards
- the teacher/examiner will give the student a stimulus card based on one of the sub-topics from the student's two chosen GTAs
- each stimulus card will contain a short paragraph on a sub-topic
- students will have 15 minutes to prepare for this section, during which they can make

notes that they can refer to during their discussion (maximum of one side of A4 paper)

- Section A will start immediately after the 15 minutes' preparation time so students can recall their prepared thoughts easily
- for Section A, students have approximately four minutes' discussion time.

Section B (Discussion)

For this section:

- assessment continues without pause or interruption into this section
- the teacher/examiner will engage the student in a discussion based on the **same general topic area given on the stimulus card**, but the discussion should **move away from the main focus and sub-topic(s) presented on the stimulus card**
- the teacher/examiner should move the discussion on after two minutes to discuss a different sub-topic **in the same general topic area as the stimulus card**
- the teacher/examiner's role is to try to stimulate students to produce their best performance, taking them to their 'linguistic ceiling' but being careful not to press on with questions of a certain difficulty if it becomes clear that a student cannot cope at that level
- interventions (questions, brief statements, instructions, comments, etc.) should always develop flexibly, building logically on what students have said
- students should not be allowed to produce rehearsed speeches; they should be encouraged to speak independently and spontaneously – students who repeat pre-learned or memorised material should be encouraged to produce more spontaneous discourse
- for Section B, students have approximately four minutes' discussion time.

Administration and general information about the conduct of the speaking assessment

Preparation time and notes

- The notes made during the preparation time should be a reference only, and students must not read out whole, prepared sentences.
- The preparation time **must** be supervised. It can take place either in the examination room with the teacher/examiner or outside of the room with an invigilator.
- Students are not permitted to write on the stimulus card.
- Students must return their notes and stimulus card to the teacher/examiner at the end of the assessment. Any notes made during the preparation time must be kept securely by the centre until October.
- Students cannot have access to a dictionary, or any other resource, during the preparation time.

Oral topic form (OR1)

- Students must submit an *Oral topic form (OR1)* to the teacher/examiner in advance of the assessment.
- Students are allowed to refer to their *Oral topic form (OR1)*, but they are not allowed to write additional notes on it. It will be checked by the teacher/examiner in the examination room.

Assessment window

It is usual for teachers to conduct the speaking assessment with their students during two timetabled assessment windows in November/December and in April/May. Timetable and fee information will be available on the Pearson qualifications website: [qualifications.pearson.com](http://www.qualifications.pearson.com/)<http://www.qualifications.pearson.com/>

Sample assessment materials

Sample student and teacher/examiner cards for the tasks and marking criteria (including guidance of how these criteria are applied) can be found in the *Pearson Edexcel International Advanced Level in Spanish Sample Assessment Materials (SAMs)* documents.

Marking guidance has been written to accompany the SAMs and is included with the SAMs booklet. Please note that this guidance is for the use of the Pearson-appointed external examiner, who will mark the assessments. They are printed for reference only so as to aid understanding of how the criteria are applied.

1.3 General topic areas

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

1.4 Assessment criteria

Mark	Quality of language (Accuracy): A03
0	No rewardable material.
1	<ul style="list-style-type: none"> Isolated examples of correct language. Poor pronunciation and intonation.
2	<ul style="list-style-type: none"> Many basic errors, often impeding communication. Pronunciation and intonation, not always comprehensible.
3	<ul style="list-style-type: none"> Accuracy variable, basic errors sometimes impede communication. Pronunciation and intonation comprehensible.
4	<ul style="list-style-type: none"> Generally accurate but some errors in more complex language, communication rarely impeded. Pronunciation and intonation generally good.
5	<ul style="list-style-type: none"> Highly accurate but not necessarily error-free. Pronunciation and intonation authentic.

Mark	Quality of language (Range of lexis): A03
0	No rewardable material.
1	Very basic lexis; minimal command of structure.
2	Lexis restricted; operates generally in simple sentences.
3	Adequate range of lexis; limited range of structures.
4	Good range of lexis with some examples of more complex structures.
5	Wide range of lexis and good variety of structures with only occasional limitation.

Mark	Spontaneity and development: A01
0	No rewardable material.
1–4	<ul style="list-style-type: none"> Minimal spontaneity. Cannot develop responses. Often fails to respond or needs regular prompting. Very reliant on examiner's language.
5–8	<ul style="list-style-type: none"> Some examples of spontaneity. Limited development of responses. Some hesitation in more complex areas. Difficulty with some questions.
9–12	<ul style="list-style-type: none"> Many examples of spontaneity. Some development of responses. Responds usually without undue hesitation. Deals adequately in most situations.

Mark	Spontaneity and development: AO1
13–16	<ul style="list-style-type: none"> • High incidence of spontaneous, fluent discourse. • Detailed development of responses. • Able to respond readily to all questions. • Develops and sustains discourse well.

Mark	Understanding (stimulus specific): AO2
0	No rewardable material.
1	Limited answers to prescribed questions, demonstrating poor understanding of stimulus text.
2	Satisfactory answers to prescribed questions, demonstrating adequate understanding of stimulus text.
3	Detailed answers to prescribed questions, demonstrating good understanding of stimulus text and its wider implications.
4	Full and detailed answers to prescribed questions, demonstrating excellent understanding of stimulus text and its wider implications.

Mark	Knowledge and understanding (general topic area): AO1
0	No rewardable material.
1–2	Hardly any relevant ideas and opinions, demonstrating poor understanding of general topic area.
3–4	Few relevant ideas and opinions, demonstrating limited knowledge and understanding of general topic area.
5–6	Some relevant ideas and opinions, demonstrating satisfactory knowledge and understanding of general topic area.
7–8	Many relevant ideas and opinions, demonstrating good knowledge and understanding of general topic area.
9–10	Wealth of relevant ideas and opinions, demonstrating excellent knowledge and understanding of general topic area.

Unit 2: Understanding and Written Response

IAS compulsory unit

Externally assessed

2.1 Unit description

This unit consists of three sections:

Section A: Listening

Section B: Reading and Grammar

Section C: Essay

Students are required to convey their understanding of spoken and written Spanish through a series of listening and reading tasks. They also need to draw on their knowledge of Spanish language, grammar and lexis in selecting appropriate forms of words to complete sentences, as well as demonstrate an ability to manipulate Spanish language in continuous writing.

Students will be expected to recognise and use Spanish in a variety of contexts and in relation to the following general topic areas:

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

Students should prepare for the assessment in this unit by reading a variety of Spanish-language sources including books, magazines, newspapers and the internet, as well as listening to Spanish radio broadcasts and podcasts. As part of their Advanced Subsidiary, students should undertake regular listening, reading, writing and grammar activities.

This unit will feature questions drawn from a variety of sources that all relate to the general topic areas above, which are detailed in *Section 2.3: General topic areas*. However, these should be considered as different contexts in which students can write and understand Spanish. Specialist and/or technical Spanish vocabulary or detailed specialist knowledge of the general topic areas are not required. Students will be assessed on their knowledge of the general topic areas to discuss authentic texts produced by native speakers of Spanish.

2.2 Assessment information

The assessment for this unit has three sections that total 90 marks.

Section A: Listening (20 marks)

Students will be required to listen to a range of authentic recorded Spanish-language material and to retrieve and convey information given in the recording by responding to a range of Spanish-language questions. Students will need to show understanding of both the general sense and specific details conveyed. The questions will elicit non-verbal responses and short answers in Spanish.

Section B: Reading and Grammar (30 marks)

Students will be required to read authentic Spanish-language printed materials and to retrieve and convey information by responding to a range of question types in Spanish. The questions will elicit non-verbal responses and Spanish-language answers.

Questions are linked to a range of reading comprehension exercises.

Students will also need to understand and manipulate grammatical structures in Spanish by selecting the most appropriate word form to fit a gap, and by manipulating sentences that appear in a previous exercise from the section and reforming the sentence around a given word.

Section C: Essay (40 marks)

Students will write a 240–280 word essay, in Spanish, in response to a short Spanish-language stimulus and four related bullet points. The assessment rewards students for communicating relevant information effectively as well as for the quality of the Spanish language produced.

Students will have individual control over the pace of this examination, including the listening element. However, for practical reasons, they must start the listening section first and must complete this in the first 45 minutes.

A CD recording will be provided for each student with the examination paper. Student access to equipment that permits individual listening (e.g. portable CD player with headphones) is required.

The duration of this examination will be 2 hours and 30 minutes.

2.3 General topic areas

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

2.4 Assessment criteria

Section C

Mark	Content and communication (A02)
0	No rewardable material.
1–4	<ul style="list-style-type: none"> The candidate has shown minimal ability to express ideas relevant to the narrative, report or description required, and ideas hardly follow a logical sequence. The piece is rarely coherent and there is so much digression that the overall theme or purpose of the piece is greatly obscured.
5–8	<ul style="list-style-type: none"> The candidate has shown some basic ability to express ideas in a form that would be comprehensible to a native reader, with only occasional evidence of ideas following a logical sequence. The piece is occasionally coherent and while there is some digression from the topic, the overall theme or purpose is generally clear.
9–12	<ul style="list-style-type: none"> The candidate has shown a moderate ability to express ideas in a form that would be comprehensible to a native reader, and some evidence of ideas following a logical sequence. The piece is sometimes coherent and there is digression from the topic, but the overall theme or purpose is clear.
13–16	<ul style="list-style-type: none"> The candidate has shown a good ability to express ideas in a form that would be comprehensible to a native reader, with much evidence of ideas following a logical sequence. The piece is mostly coherent and while there may be occasional ambiguity or digression from the topic, these appear to be aberrations in an otherwise pertinent piece of work.
17–20	<ul style="list-style-type: none"> The candidate has shown an excellent ability to express ideas in a logical sequence, and errors do not interfere with the comprehension. The piece is entirely coherent and while there may be very minor ambiguities or digression from the topic, the piece is confident, fluent, pertinent and purposeful.

Mark	Quality of language (A03)
0	No rewardable language.
1–4	<ul style="list-style-type: none"> Limited range of vocabulary and grammatical structures, which are rarely used appropriately and effectively to address the needs of the task. Lexis and grammar may not be accurate, with a high degree of repetition.
5–8	<ul style="list-style-type: none"> Adequate but predictable range of vocabulary and grammatical structures, only occasionally used appropriately and effectively to address the needs of the task. Lexis and grammar are occasionally accurate.
9–12	<ul style="list-style-type: none"> Satisfactory range of vocabulary and grammatical structures, sometimes used appropriately and effectively to address the needs of the task. Good control of basic language, but there may be errors particularly with more complex structures/lexis.

Mark	Quality of language (AO3)
13–16	<ul style="list-style-type: none"> • Good range of vocabulary and grammatical structures generally used appropriately and effectively to address the needs of the task. • Only occasional lapses in lexical and grammatical control.
17–20	<ul style="list-style-type: none"> • Wide range of vocabulary and grammatical structures used appropriately and effectively to address the needs of the task. • Very good control/accuracy with very few errors.

Unit 3: Understanding and Spoken Response

IA2 compulsory unit

Externally assessed

3.1 Unit description

This unit requires students to demonstrate the effectiveness of their Spanish-language skills by presenting and taking a clear stance on **any** issue of their choice. They will be expected to interact effectively with the teacher/examiner, defend their views and sustain discussion as the teacher/examiner moves the conversation away from their chosen issue.

They will be expected to use the language of debate and argument to discuss the issue and will also be assessed for understanding as well as communication and quality of spoken language.

3.2 Assessment information

General information

- First assessment: January 2018.
- The total assessment time is 11 to 13 minutes. Recommended timings for each section are given below. Test time should be divided such that Section A should last five minutes and Section B should last for six to eight minutes. However, if the debate in Section A lasts for less than four minutes, the teacher/examiner should ensure that the discussions in Section B are extended, in order that the total test time is at least 11 minutes. Excess candidate material (i.e. longer than 13 minutes) will not be assessed.
- The assessment is out of 40 marks.
- Students complete two sections. The examination is marked holistically out of 40 marks, though some marks are allocated specifically to the debate.
- Assessments will be conducted by teachers/examiners in one session in a prescribed assessment window.
- Assessments will be conducted by centres in two prescribed assessment periods; one in November/December and one in April/May in any single year. Dates for the assessment period will be confirmed at the start of each academic year. The assessment period will not always be continuous or be the same period each year, for example it will need to accommodate the Easter break, which may change from year to year. Please note that the oral examinations must be undertaken on one day only unless your centre has a large cohort, in which case it is possible to undertake them on consecutive days. A typical maximum norm would be 15 students per teacher per day.
- Complete, unedited recordings of all assessments must be submitted to Pearson examiners for external marking on a USB or CD.
- All assessments will be marked against assessment criteria that can be found in the *Pearson Edexcel International A Level in Spanish Sample Assessment Materials (SAMs)* documents.
- Students are only permitted to complete this assessment once per session.

Section A (debate)

For the debate:

- students have a free choice of a subject of interest – it does not need to relate to any of the general topic areas studied
- the subject of interest **must not** be based the topic, literary work or film studied for Paper 4 but can focus on a wider exploration of the author or film-maker of those works studied
- students must complete an *Oral chosen issue form (OR3)* no more than three weeks in advance of the test, on which they must write a brief statement about the chosen issue **in the target language**. A copy of this form must be given to the teacher/examiner before the test. Students can take a copy of this form into the examination and may refer to this at any point during the test. The *Oral chosen issue form (OR3)* must be sent with the recording to the examiner
- examples of suitable issue statements that make the student's stance on the issue clear could include, 'I think that university education should be free to all students', or 'In my opinion, the ban on smoking in public places is wrong'. Please note that these are given only as a very general indication of the sort of possible issues and stances that students might consider

- students **must** initiate and conduct their own research and develop their research skills when investigating their subject of personal interest (see the subsequent bullet points for examples of suitable sources that students can use as a starting point for their research)
- students will be assessed on the breadth and depth of their research in their presentation. As such, students should mention newspaper and magazine articles, online written sources, journals, literary texts and any other suitable written source that can be referenced
- students may refer to other authentic sources they have used in their research during the discussion. These could include films, television, radio, online audio-visual material and interviews
- in the assessment, students have approximately 5 minutes' discussion time.

Section B (further issues)

For this section:

- assessment continues without pause or interruption into this section
- the teacher/examiner must introduce at least two further issues for discussion. Students must **not** know in advance of the test which further issues the teacher/examiner will choose for discussion, **these must be unpredictable elements of the test**
- the teacher/examiner should cover a range of issues for discussion so that students can demonstrate both the breadth and depth of their knowledge and linguistic competence
- students will be rewarded for the ability to respond to the spoken language, so it is important that the teacher/examiner's questions are sufficiently challenging to allow the candidate to access the full range of marks
- the teacher/examiner must ensure that the unpredictable issues in this unit are linked to the general topic areas described in the specification. All students at IA2 will be expected to have covered most of the seven general topic areas to some degree, and students who are able to demonstrate good knowledge of any of these areas should be rewarded accordingly
- the teacher/examiner must not require the candidate to produce any very detailed or specialised knowledge in the follow-on unpredictable discussions
- in the assessment, students have approximately 6 to 8 minutes' discussion time.

Administration and general information about the conduct of the speaking assessment

Oral chosen issue form (OR3)

- Students must submit an *Oral chosen issue form (OR3)* to the teacher/examiner in advance of the assessment.
- Students must declare on their form the topic of their debate and include a statement that indicates the stance that they are taking on a particular issue.
- Students are allowed to refer to their *Oral chosen issue form (OR3)*, but they are not allowed to write additional notes on it. It will be checked by the teacher/examiner in the examination room.

Assessment window

It is usual for teachers to conduct the speaking assessment with their students during two timetabled assessment windows in November/December and in April/May. Timetable and fee information will be available on the Pearson qualifications website <http://www.qualifications.pearson.com>

Sample assessment materials

Sample marking criteria (including guidance of how these criteria are applied) can be found in the *Pearson Edexcel International Advanced level in Spanish Sample Assessment Materials (SAMs)* documents.

Marking guidance has been written to accompany the SAMs and is included with the SAMs booklet. Please note that this guidance is for the use of the Pearson-appointed external examiner, who will mark the assessments. They are printed for reference only so as to aid understanding of how the criteria are applied.

3.3 Assessment criteria

Mark	Spontaneity and development: A01
0	No rewardable material.
1–5	<ul style="list-style-type: none"> Minimal spontaneity. Cannot develop responses. Often fails to respond or needs regular prompting. Very reliant on examiner’s language.
6–10	<ul style="list-style-type: none"> Some examples of spontaneity. Limited development of responses. Some hesitation in more complex areas. Difficulty with some questions.
11–15	<ul style="list-style-type: none"> Many examples of spontaneity. Some development of responses. Responds usually without undue hesitation. Deals adequately in most situations.
16–20	<ul style="list-style-type: none"> High incidence of spontaneous, fluent discourse. Detailed development of responses. Able to respond readily to all questions. Develops and sustains discourse well.

Mark	Quality of language (Accuracy): A03
0	No rewardable material.
1	<ul style="list-style-type: none"> Isolated examples of correct language. Poor pronunciation and intonation.
2	<ul style="list-style-type: none"> Many basic errors, often impeding communication. Pronunciation and intonation, not always comprehensible.
3	<ul style="list-style-type: none"> Accuracy variable, basic errors sometimes impede communication. Pronunciation and intonation comprehensible.
4	<ul style="list-style-type: none"> Generally accurate but some errors in more complex language, communication rarely impeded. Pronunciation and intonation generally good.
5	<ul style="list-style-type: none"> Highly accurate but not necessarily error-free. Pronunciation and intonation authentic.

Mark	Quality of language (Range of lexis): A03
0	No rewardable material.
1	Very basic lexis; minimal command of structure.
2	Lexis restricted; operates generally in simple sentences.
3	Adequate range of lexis; limited range of structures.
4	Good range of lexis with some examples of more complex structures.
5	Wide range of lexis and good variety of structures with only occasional limitation.

Mark	Reading and research (Debate only): A02
0	No rewardable material.
1	<ul style="list-style-type: none"> • Scant evidence of any reading and research into the chosen issues. • Very superficial.
2	<ul style="list-style-type: none"> • Little evidence of reading and research into the chosen issue. • Obvious gaps and very little detail.
3	<ul style="list-style-type: none"> • Adequate evidence of reading and research into the chosen issue but overall lacks breadth and detail. • Somewhat inconsistent.
4	<ul style="list-style-type: none"> • Good to very good evidence of wide reading and research into the chosen issue with occasional gaps. • Some pertinent detail at times.
5	<ul style="list-style-type: none"> • Excellent evidence of in-depth and very wide reading and research into the chosen issue. • Excellent detail.

Mark	Critical analysis: A04
0	No rewardable material.
1	<ul style="list-style-type: none"> • Only superficial engagement with key issues. • Limited links between ideas, leading to limited coherence throughout.
2	<ul style="list-style-type: none"> • Partial explanations of key issues. • Occasional links between ideas and some attempts to justify these.
3	<ul style="list-style-type: none"> • Full explanation of key issues. • Some justified links between ideas, and coherent arguments are sometimes present.
4	<ul style="list-style-type: none"> • A critical analysis of key issues, albeit inconsistent. • Justified links between ideas, with coherent arguments mostly present that show a developing individual response.
5	<ul style="list-style-type: none"> • A full evaluation of key issues. • Consistently justified links between ideas, often well substantiated with insightful observations that form a well-rounded individual response.

Unit 4: Research, Understanding and Written Response

IA2 compulsory unit

Externally assessed

4.1 Unit description

This unit consists of three sections:

Section A: Listening

Section B: Reading and Grammar

Section C: Essay

Students are required to convey their understanding of spoken and written Spanish through a series of listening and reading tasks. They also need to draw on their knowledge of Spanish language, grammar and lexis in selecting appropriate forms of words to complete sentences, as well as demonstrate an ability to manipulate Spanish language in continuous writing.

Students will be expected to recognise and use Spanish in a variety of contexts and in relation to the following general topic areas:

- Youth culture and concerns
- Lifestyle, health and fitness
- Environment and travel
- Education and employment
- Technology in the Spanish-speaking world
- Society in the Spanish-speaking world
- Ethics in the Spanish-speaking world.

Students should prepare for the assessment in this unit by reading a variety of Spanish-language sources including books, magazines, newspapers and the internet, as well as listening to Spanish radio broadcasts and podcasts. As part of their Advanced Subsidiary, students should undertake regular listening, reading, writing and grammar activities.

This unit will feature questions drawn from a variety of sources that all relate to the general topic areas above, which are detailed in *Section 4.3: General topic areas*. However, these should be considered as different contexts in which students can write and understand Spanish. Specialist and/or technical Spanish vocabulary or detailed specialist knowledge of the general topic areas are not required. Students will be assessed on their knowledge of the general topic areas to discuss authentic texts produced by native speakers of Spanish.

4.2 Assessment information

The assessment for this unit has three sections that total 90 marks.

Section A: Listening (20 marks)

Students will be required to listen to a range of authentic recorded Spanish-language material and to retrieve and convey information given in the recording by responding to a range of Spanish-language questions. Students will need to show understanding of both the general sense and specific details conveyed. The questions will elicit non-verbal responses and short answers in Spanish.

Section B: Reading and Grammar (30 marks)

Students will be required to read authentic Spanish-language printed materials and to retrieve and convey information by responding to a range of test types in Spanish. The questions will elicit non-verbal responses and Spanish-language answers.

Questions are linked to a range of reading comprehension exercises.

Students will also need to understand and manipulate grammatical structures in Spanish by selecting the most appropriate word form to fit a gap, and by manipulating sentences that appear in a previous exercise from the section and reforming the sentence around a given word.

Section C: Essay (40 marks)

Students will answer one question, in Spanish, that relates to a topic or a text chosen from the prescribed list featured in *Section 4.4 (Set topics, texts and films)*. A choice of two questions will be offered for each of the prescribed topics and texts. Students should write 300–400 words. The assessment rewards students for communicating relevant information effectively as well as for the quality of the Spanish language produced.

Students will have individual control over the pace of this examination, including the listening element. However, for practical reasons, they must start the listening section first and must complete this in the first 45 minutes.

A CD recording will be provided for each student with the examination paper. Student access to equipment that permits individual listening (e.g. a portable CD player with headphones) is required.

The duration of this examination will be 2 hours and 30 minutes.

4.3 General topic areas

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

Technology in the Spanish-speaking world

Scientific advances
Technological innovations
Impact on life and environment

Society in the Spanish-speaking world

Migration
Equality
Politics
Customs

Ethics in the Spanish-speaking world

Beliefs
Law and order
Moral issues
(e.g. euthanasia, adoption, genetic modification)

4.4 Section C: Set topics, texts and films

Geography

Students would be expected to undertake wide research, become aware of and demonstrate understanding of the following:

- key people, events and issues (for example demographic, environmental, economic, social, political) that have impacted or are having an impact on the area
- customs, traditions, beliefs and religions.

History

Students would be expected to undertake wide research, consider and demonstrate understanding of the following:

- a specific period of history of particular relevance to the chosen country
- key people, events and issues from the above period.

Literature

Esquivel: *Como agua para chocolate*

Delibes: *El príncipe destronado*

Isabel Allende: *Inés del alma mía*

Fernando Fernán-Gómez: *Las bicicletas son para el verano*

Federico Garcia Lorca: *Yerma*

Films

Guillermo del Toro: *El laberinto del fauno*

Emilio Martínez-Lázaro: *Ocho apellidos vascos*

Andrés Wood: *Machuca*

Joshua Marston: *Maria, llena eres de gracia*

Iciar Bollain: *También la lluvia*

4.5 Assessment criteria

Section C

Mark	Content and communication (A02)
0	No rewardable material.
1–3	<ul style="list-style-type: none">• The student has shown minimal factual knowledge of the topic, text or film.• There is no relevant supporting evidence from the topic, text or film.• Only superficial details in the response.
4–6	<ul style="list-style-type: none">• The student has shown some basic, generic factual knowledge of the topic, text or film.• There is limited relevant supporting evidence from the topic, text or film.• There is limited depth in the response.
7–9	<ul style="list-style-type: none">• The student has shown acceptable factual knowledge of the topic, text or film.• There is some variety of relevant supporting evidence from the topic, text or film.• There is some depth in the response.
10–12	<ul style="list-style-type: none">• The student has shown good factual knowledge of the topic, text or film.• There is a good range of relevant supporting evidence from the topic, text or film.• There is a good level of depth in the response.
13–15	<ul style="list-style-type: none">• The student has shown excellent factual knowledge of the topic, text or film.• There is a wide range of relevant supporting evidence from the topic, text or film.• There is a high level of depth in the response.

Mark	Quality of language (A03)
0	No rewardable language.
1	<ul style="list-style-type: none">• Communication is only occasionally achieved even at a basic level.• Grammatical structures are basic and mostly used incorrectly.• Vocabulary is often lacking or incorrect.
2	<ul style="list-style-type: none">• Communication is sometimes achieved at a basic level.• Candidate has used mostly common structures, and these are sometimes used correctly.• Vocabulary is limited in range.
3	<ul style="list-style-type: none">• Communication is achieved most of the time.• Common grammatical structures are mostly used correctly, and though there is some use of less common structures, they may contain errors.• Vocabulary is acceptable in range.

Mark	Quality of language (AO3)
4	<ul style="list-style-type: none"> • Communication is achieved almost all of the time. • A good range of common grammatical structures is used correctly; some less common structures are used correctly. • Vocabulary is good in range and includes specialist terms relevant to the topic, text or film.
5	<ul style="list-style-type: none"> • Communication is fluent and varied throughout. • A wide range of both common and less common grammatical structures are mostly used correctly. • Vocabulary is excellent in range and shows knowledge of many specialist terms relevant to the topic/text.

c	Critical analysis (AO4), Organisation and development (AO3)
0	No evidence of a critical, analytical understanding of the topic, text or film.
1–4	<ul style="list-style-type: none"> • (AO4) A superficial description in response to the question that shows minimal engagement with the cultural topic, text or film, sufficient only to make a basic response. • (AO3) Limited links between ideas, leading to limited coherence throughout. • (AO4) Lacks conclusive remarks that are linked to, or substantiated by, the essay content.
5–8	<ul style="list-style-type: none"> • (AO4) A partial explanation in response to the question that shows partial engagement with the cultural topic, text or film. • (AO3) Occasional links between ideas and some attempts to justify these, and organisation in paragraphs or sections is sometimes present. • (AO4) Conclusive remarks that may only be tangentially linked to, and are only occasionally substantiated by, the essay content.
9–12	<ul style="list-style-type: none"> • (AO4) A full explanation in response to the question that shows moderate engagement with the cultural topic, text or film. • (AO3) Some justified links between ideas, and coherent organisation between paragraphs is occasionally present. • (AO4) Conclusive remarks which are linked to the essay and are sometimes substantiated by the essay content.
13–16	<ul style="list-style-type: none"> • (AO4) A critical analysis in response to the question, albeit applied inconsistently, that shows substantial engagement with the cultural topic, text or film. • (AO3) Justified links between ideas, and coherent organisation between paragraphs is mostly present. • (AO4) Conclusive remarks which are linked to the essay, are mostly substantiated by the essay content and show a developing individual response.

Mark	Quality of language (A03)
17–20	<ul style="list-style-type: none"> • (A04) A full evaluation in response to the question that shows excellent engagement with the cultural topic, text or film. • (A03) Consistently justified links between ideas leading to a well-organised and coherently developed argument throughout. • (A04) Conclusive remarks which are linked to the essay, are always substantiated by the essay content and show insightful observations that form an individual response.

Grammar list

Division of structures

The grammar list has been divided into 'straightforward' and 'complex' structures. Straightforward grammar is that which the student is likely to have been exposed to extensively and is often more common. Complex grammar is that which the student is less likely to have much experience of and may be irregular or less common.

Straightforward structures

Nouns

- Gender
- Singular and plural forms

Articles

- Definite and indefinite (including *lo* plus adjective)

Adjectives

- Agreement
- Position
- Comparative and superlative
- Demonstrative (*este, ese, aquel*)
- Possessive (preceding the noun: *mi*)
- Interrogative (*cuánto, qué*)
- Exclamatory (*qué*)

Adverbs

- Comparative and superlative
- Interrogative (*cómo, cuándo, dónde*)

Quantifiers/ Intensifiers

- *muy, bastante, poco, mucho*

Pronouns

- Subject (*yo, tú, él, ella, nosotros, vosotros, ellos, ellas*)
- Direct object (*me, te, lo, la, nos, os, los, las*)
- Position and order
- Reflexive (*me, te, se, nos, os, se*)
- Indefinite (*algo, alguien*)
- Interrogative (*cuál, qué, quién*)

Verbs

- Regular and irregular forms of verbs, including reflexive verbs
- Modes of address (*tú, usted*)
- Radical-changing verbs (*e to ie, o to ue, e to i* and spelling changing verbs)
- Impersonal verbs (*hace, es, parece, hay*)
- Negative forms (*no, nada, nadie, ningún, nunca, jamás, tampoco, ni...ni...*)
- Interrogative forms

Verbs

(continued)

Uses of *ser*

- elements referring to yours or others' identity: physical description, personality and character, nationality, race, gender, profession, origin, what things are made of
- things which take place or occur in time: dates, days, seasons, time, events, concerts, parties, etc.
- possession

Uses of *estar*

- emotional, physical & mental state: feelings, moods, emotions, physical conditions or appearances, marital status
- location of buildings, animals, objects and people
- continuous tenses

Tenses

- present (*es*)
- preterite (*fue*)
- imperfect (*era*)
- future (*será*)
- conditional (*sería*)
- perfect (*ha sido*)

Passive voice

- present and preterite tenses (*es causado por...*, *fue creado para...*)
- other tenses (R)
 - present (*es estimado – se estima*)
 - preterite (*fue estimado – se estimó*)
 - imperfect (*era estimado – se estimaba*)
 - future (*será estimado – se estimará*)

Continuous tenses

- present (*está aumentando*)
- preterite (*estuvo aumentando*)
- imperfect (*estaba aumentando*)
- future (*estará aumentando*)
- conditional (*estaría aumentando*)
- perfect (*ha estado aumentando*)

Past participle

Subjunctive mood:

- present (*sea*)
- imperfect (*fuera*)

Uses of subjunctive:

- after verbs of wishing, command, request, emotion (*¿Quieres que vaya?*)
- to express possibility/impossibility (*No creo que haya solución.*)
- after conjunctions of time (*Cuando llegemos, te llamo.*)
- in conditional sentences after *si* (*Si pudiera lo haría.*)

Prepositions

Personal *a*

Uses of *por*

- to talk about transportation means (*Viajé por tren.*)
- to indicate the agent of an action (*América fue descubierta por Cristobal Colón.*)
- to express movement along, around, about by or through (*Fuimos a un crucero por el Caribe.*)
- to indicate time or duration (*Franco estuvo en el poder por más de treinta años.*)

Uses of *para*

- to show who benefits from an action (*Fue una gran ayuda para los refugiados.*)
- to express the purpose of something or meaning in order to (*Trabajé como voluntario para ganar experiencia.*)
- to refer to a specific time by when something happens (*Muchos turistas viajan para Semana Santa.*)

Conjunctions

- Common, including *y*, *pero*, *o*, *porque*, *como*, *cuando*

Negative words and expressions

Interrogative words and expressions

Number, quantity and time

- Constructions with *hace*

Complex structures

Nouns

- Gender, irregular endings (*problema*)

Articles

- Omission of definite and indefinite articles

Adjectives

- Apocopation (*buen, mal*)
- Indefinite (*alguno, cualquiera, otro*)
- Possessive (following the noun: *mío*)
- Relative (*cuyo*)
- Adjectival clauses with the subjunctive (*buscamos a alguien que hable español*)

Adverbs

- Adverbial clauses with the subjunctive (*siempre que haya dinero...*)

Pronouns

- Indirect object (*me, te, le, nos, os, les*)
- Relative (*que, quien, el que, el cual*)
- Disjunctive/emphatic (*mí, ti, él, ella, nosotros, vosotros, ellos, ellas, ello, sí*)
- Demonstrative (*éste, ése, aquél, esto, eso, aquello*)
- Possessive (*el mío, la mía*)

Verbs

Verbs followed by an infinitive (with or without a preposition)

perfect infinitive (some examples:

- *Mas vale haber amado y perdido...*
- *Fue emocionante haber viajado así.*
- *Espero haber sido de ayuda.*
- *Quería haber aprendido más.*
- *El Presidente asegura haber invertido mucho.)*

Reflexive constructions (*se vende, se nos dice que*)

Ser and *estar*

- affecting the meaning of adjectives
- expressions with *estar*

Tenses:

- future perfect (*habrá sido*)
- conditional perfect (*habría sido*)
- pluperfect (*había sido*)

Passive voice:

- imperfect (*era estimado – se estimaba*)
- future (*será estimado – se estimará*)
- conditional (*sería estimado – se estimaría*)
- perfect (*ha sido estimado – se ha estimado*)
- future perfect (*habrá sido estimado – se habrá estimado*)
- conditional perfect (*habría sido estimado – se habría estimado*)
- pluperfect (*había sido estimado – se había estimado*)

Continuous tenses

- future perfect (R) (habrá estado aumentando)
- conditional perfect (R) (habría estado aumentando)
- pluperfect (había estado aumentando)

Imperative (habla, no hables, hable, no hable, hablemos, no hablemos, hablad, no habléis, hablen, no hablen)

Gerund

Subjunctive mood:

- perfect (*haya sido*)
- pluperfect (*hubiera/hubiese sido*)

Uses of subjunctive:

- polite commands (*¡Responda!*)
- negative commands (*¡No hable!*)
- to express purpose (*¡Para que aprenda!*)
- all other common uses

Prepositions

Uses of *por*

- to indicate the cause of an action (*El desempleo aumentó por la crisis económica.*)
- meaning supporting or in favor of (*La ONG hace campaña por la legalización del matrimonio gay.*)

Uses of *para*

- meaning directed to (*Escribió esa historia para sus hijos.*)
- to refer to a specific time by when something happens (*Muchos turistas viajan para Semana Santa.*)
- to show the specific place one is heading to (*Vamos para los Estados Unidos.*)

Number, quantity and time

- Constructions with *desde hace*
-

Assessment information

Assessment requirements

Unit number and unit title	Level	Assessment information	Number of raw marks allocated in the unit
Unit 1: Spoken Expression and Response	AS	<p>8–10 minute assessment.</p> <p>The assessment for this unit has two sections that total 40 marks.</p> <p>Section A: Spoken response</p> <p>This requires students to respond to four Pearson-set questions on a stimulus related to the student's chosen general topic area (GTA).</p> <p>Section B: Discussion</p> <p>The second part requires the teacher/examiner to engage the student in a discussion that, although still relating to the same general topic area and its linked subtopics, moves away from the main focus of the stimulus.</p> <p>The test time should be divided equally, where appropriate, between sections A and B.</p>	40
Unit 2: Understanding and Written Response	AS	<p>2 hour 30 minute assessment.</p> <p>The assessment for this unit has three sections that total 90 marks.</p> <p>Section A: Listening (20 marks)</p> <p>Students will be required to listen to a range of authentic recorded Spanish-language material and to retrieve and convey information given in the recording by responding to a range of Spanish-language questions.</p> <p>Section B: Reading and Grammar (30 marks)</p> <p>Students will be required to read authentic Spanish-language printed materials and to retrieve and convey information by responding to a range of question types in Spanish. The questions will elicit non-verbal responses and Spanish-language answers.</p>	90

		<p>Students will also need to understand and manipulate grammatical structures in Spanish by selecting the most appropriate word form to fit a gap, and by manipulating sentences that appear in a previous exercise from the section and reforming the sentence around a given word.</p> <p>Section C: Essay (40 marks)</p> <p>Students will write a 240–280 word essay, in Spanish, in response to a short Spanish-language stimulus and four related bullet points. The assessment rewards students for communicating relevant information effectively as well as for the quality of the Spanish language produced.</p>	
Unit 3: Understanding and Spoken Response	A2	<p>11–13minute assessment.</p> <p>The assessment for this unit has two sections that total 40 marks.</p> <p>Students will first need to outline their chosen issue for about one minute, adopting a definite stance towards the issue. They should then defend and justify their opinions for up to four minutes. The teacher/examiner will then initiate a spontaneous discussion in which a minimum of two further unpredictable areas of discussion will be covered. These issues may or may not relate to the chosen issue but will not require specialised factual knowledge and do not have to relate to Spanish-language culture.</p>	40
Unit 4: Research, Understanding and Written Response	A2	<p>2 hour 30 minute assessment.</p> <p>The assessment for this unit has three sections that total 90 marks.</p> <p>Section A: Listening (20 marks)</p> <p>Students will be required to listen to a range of authentic recorded Spanish-language material and to retrieve and convey information given in the recording by responding to a range of Spanish-language questions. Students will need to show understanding of both the general sense and specific details conveyed. The questions will elicit non-verbal responses and short answers in Spanish.</p> <p>Section B: Reading and Grammar (30 marks)</p> <p>Students will be required to read authentic Spanish-language printed materials and to retrieve and convey information by responding to a range of question types in Spanish. The questions will elicit non-verbal responses and Spanish-language answers.</p>	90

	<p>Students will also need to understand and manipulate grammatical structures in Spanish by selecting the most appropriate word form to fit a gap, and by manipulating sentences that appear in a previous exercise from the section and reforming the sentence around a given word.</p> <p>Section C: Essay (40 marks)</p> <p>Students will answer one question, in Spanish, that relates to a topic or a text chosen from the prescribed list featured in <i>Section 4.4 (Set topics, texts and films)</i>. A choice of two questions will be offered for each of the prescribed topics and texts. Students should write 300–400 words. The assessment rewards students for communicating relevant information effectively as well as for the quality of the Spanish language produced.</p>	
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Assessment objectives and weightings

		% in IAS	% in IA2	% in IAL
AO1	Understand and respond, in speech and writing, to spoken language.	35.2	30.6	32.9
AO2	Understand and respond, in speech and writing, to written language.	34	31	32.5
AO3	Show knowledge of and apply accurately the grammar and syntax prescribed in the specification.	30.8	23	26.9
AO4	Respond critically to themes and ideas from selected topics, cultural texts or films.	0	15.4	7.7

Relationship of assessment objectives to units

Unit number	Assessment objective			
	AO1	AO2	AO3	AO4
Unit 1	9.8%	1.5%	3.7%	0.0%
Unit 2	7.8%	15.5%	11.7%	0.0%
Unit 3	7.5%	1.9%	3.7%	1.9%
Unit 4	7.8%	13.6%	7.8%	5.8%
Total for International Advanced Level	32.9%	32.5%	26.9%	7.7%

Assessment availability and first award

Unit	June 2017	January 2018	June 2018
1	✓	✓	✓
2	✓	✓	✓
3	✗	✓	✓
4	✗	✗	✓
IAS award	✓	✓	✓
IAL award	✗	✗	✓

From June 2017 IAS and IAL will be awarded in both January and June.

Administration and general information

Entries

Details of how to enter students for the examinations for this qualification can be found in our *International Information Manual*. A copy is made available to all examinations officers and is available on our website at qualifications.pearson.com

Students should be advised that, if they take two qualifications in the same subject, colleges, universities and employers are very likely to take the view that they have achieved only one of the two qualifications. Students or their advisers who have any doubts about subject combinations should check with the institution to which they wish to progress before embarking on their programmes of study.

Resitting of units

Students can resit any unit irrespective of whether the qualification is to be cashed in. Only the better of the two most recent non-absent attempts at an IAL unit will be available for aggregation to a qualification grade. Please refer to the Entry, Aggregation and Certification document on the Pearson website: qualifications.pearson.com/IAL-entry-certification-procedures

Access arrangements, reasonable adjustments, special consideration and malpractice

Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the UK Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Language of assessment

Assessment of this qualification will only be available in **Spanish**. All student work must be in **Spanish**.

Access arrangements

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the UK Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.

Reasonable adjustments

The UK Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a person with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular person may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, including:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, timeframes or affects the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

Special consideration

Special consideration is a post-examination adjustment to a student's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/ assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate his or her level of attainment in an assessment.

Further information

Please see our website for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration please refer to the JCQ website: www.jcq.org.uk.

Malpractice

Candidate malpractice

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in controlled assessments discovered before the candidate has signed the declaration of authentication form does not need to be reported to Pearson.

Candidate malpractice found in controlled assessments after the declaration of authenticity has been signed, and in examinations **must** be reported to Pearson on a *JCQ M1 Form* (available at www.jcq.org.uk/exams-office/malpractice). The completed form can be emailed to pqsmalpractice@pearson.com or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report candidate malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ Form M2a* (available at www.jcq.org.uk/exams-office/malpractice).

The form, supporting documentation and as much information as possible can be emailed to pqsmalpractice@pearson.com or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More-detailed guidance on malpractice can be found in the latest version of the document *JCQ General and Vocational qualifications Suspected Malpractice in Examinations and Assessments*, available at www.jcq.org.uk/exams-office/malpractice.

Awarding and reporting

The IAS qualification will be graded on a five-grade scale from A to E. The full International Advanced Level will be graded on a six-point scale A* to E. Individual unit results will be reported. Only units 1 and 2 will contribute to the IAS grade. All four units will contribute to the IAL grade.

A pass in an International Advanced Subsidiary subject is indicated by one of the five grades, A, B, C, D, E of which grade A is the highest and grade E the lowest. A pass in an International Advanced Level subject is indicated by one of the six grades, A*, A, B, C, D, E of which grade A* is the highest and grade E the lowest. To be awarded an A* students will need to achieve an A on the full International Advanced Level qualification and an A* aggregate of the IA2 units. Students whose level of achievement is below the minimum judged by Pearson to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

Scaling breakdown

In order to achieve the design weightings across components the following scaling will be applied:

	Weighting	Total marks	Scaling factor	UMS
Paper 1	15%	40	1.5	60
Paper 2	35%	90	1.55 (r)	140
Paper 3	15%	40	1.5	60
Paper 4	35%	90	1.55 (r)	140

Unit results

The minimum uniform marks required for each grade for each unit:

Unit 1 and Unit 3

Unit grade	A	B	C	D	E
Maximum uniform mark = 60	48	42	36	30	24

Students who do not achieve the standard required for a grade E will receive a uniform mark in the range 0–23.

Unit 2 and Unit 4

Unit grade	A	B	C	D	E
Maximum uniform mark = 140	112	98	84	70	56

Students who do not achieve the standard required for a grade E will receive a uniform mark in the range 0–55.

Qualification results

The minimum uniform marks required for each grade:

International Advanced Subsidiary cash-in code XSP01

Qualification grade	A	B	C	D	E
Maximum uniform mark = 200	160	140	120	100	80

Students who do not achieve the standard required for a grade E will receive a uniform mark in the range 0–79.

International Advanced Level cash-in code YSP01

Qualification grade	A	B	C	D	E
Maximum uniform mark = 400	320	280	240	200	160

Students who do not achieve the standard required for a grade E will receive a uniform mark in the range 0–159.

To be awarded an A* students will need to achieve an A on the full International Advanced Level qualification and an A* aggregate (at least 360 UMS) of the IA2 units.

Support, training and resources

Support

Pearson aims to provide the most comprehensive support for our qualifications. Here are just a few of the support services we offer:

- Subject Advisor – subject experts are on-hand to offer their expertise to answer any questions you may have on delivering the qualification and assessment.
- Subject page – written by our Subject Advisors, the subject pages keep you up to date with the latest information on your subject.
- Subject communities – exchange views and share information about your subject with other teachers.
- Training – see 'Training' below for full details.

For full details of all the teacher and student support provided by Pearson to help you deliver our qualifications, please visit www.qualifications.pearson.com/ial/spanish/support

Training

Our programme of professional development and training courses, covering various aspects of the specification and examinations, are arranged each year on a regional basis. Pearson training is designed to fit you, with an option of face-to-face, online or customised training so you can choose where, when and how you want to be trained.

Face-to-face training

Our programmes of face-to-face training have been designed to help anyone who is interested in, or currently teaching, a Pearson Edexcel qualification. We run a schedule of events throughout the academic year to support you and help you to deliver our qualifications.

Online training

Online training is available for international centres who are interested in, or currently delivering our qualifications. This delivery method helps us run training courses more frequently to a wider audience.

To find out more information or to book a place please visit: www.edexcel.com/training

Alternatively, email internationaltftp@pearson.com or telephone +44 (0) 44 844 576 0025

Resources

Pearson is committed to ensuring that teachers and students have a choice of resources to support their teaching and study.

To search for Pearson IAL resources, and to search for endorsed resources from other publishers, please visit www.qualifications.pearson.com/resources

Specifications, Sample Assessment Materials and Teacher Support Materials

Specifications, Sample Assessment Materials (SAMs) and Teacher Support Materials (TSMs) can be downloaded from the International Advanced Level subject pages.

To find a complete list of supporting documents, including the specification, SAMs and TSMs, please visit www.qualifications.pearson.com/ial/spanish

Appendices

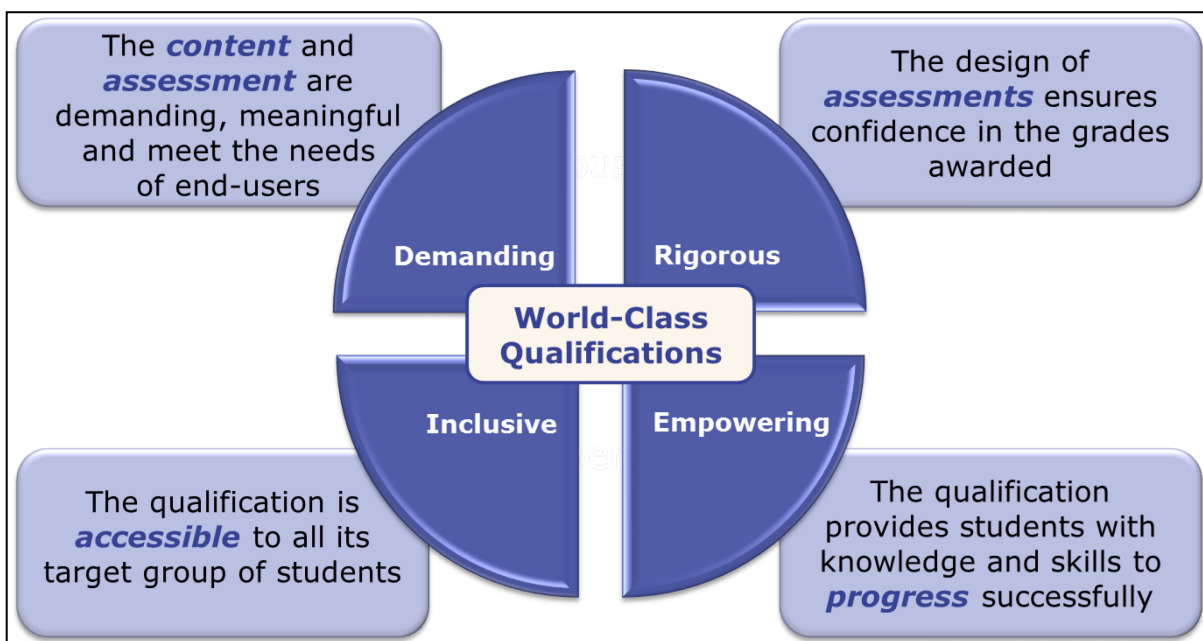
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Appendix 1: The context for the development of this qualification

All our qualifications are designed to meet our World Class Qualification principles and our ambition to put the student at the heart of everything we do.

We have developed and designed this qualification by:

- reviewing other curricula and qualifications to ensure that it is comparable with those taken in high-performing jurisdictions internationally
- consulting with key stakeholders on content and assessment, including learned bodies, subject associations, higher-education academics, teachers and employers to ensure this qualification is suitable for an international context
- reviewing the legacy qualification and building on its positive attributes.



Appendix 2: Transferable skills

The need for transferable skills

In recent years, higher education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.'^[1]

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council's (NRC) framework as the most evidence-based and robust skills framework.

The National Research Council's framework of skills the following^[2].

Cognitive skills

Non-routine problem solving – expert thinking, metacognition, creativity.

Systems thinking – decision making and reasoning.

Critical thinking – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.

Interpersonal skills

Communication – active listening, oral communication, written communication, assertive communication and non-verbal communication.

Relationship-building skills – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.

Collaborative problem solving – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.

Intrapersonal skills

Adaptability – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.

Self-management and self-development – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.

Transferable skills enable young people to face the demands of further and higher education, as well as the demands of the workplace, and are important in the teaching and learning of this qualification. We will provide teaching and learning materials, developed with stakeholders, to support our qualifications.

^[1] OECD *Better Skills, Better Jobs, Better Lives* (2012):
<http://skills.oecd.org/documents/OECDSkillsStrategyFINALENG.pdf>

^[2] Koenig, J. A. *Assessing 21st Century Skills: Summary of a Workshop* (National Research Council, 2011)

Appendix 3: Level 3 Extended Project qualification

What is the Extended Project?

The Extended Project is a stand-alone qualification that can be taken alongside IALs. It supports the development of independent learning skills and helps to prepare students for their next step – whether that be university study or employment. The qualification:

- is recognised by universities for the skills it develops
- is worth half of an IAL qualification at grades A*–E.

The Extended Project encourages students to develop skills in the following areas: research, critical thinking, extended writing and project management. Students identify and agree a topic area of their choice for in-depth study (which may or may not be related to an IAL subject they are already studying), guided by their teacher.

Students can choose from one of four approaches to produce:

- a dissertation (for example an investigation based on predominately secondary research)
- an investigation/field study (for example a practical experiment)
- a performance (for example in music, drama or sport)
- an artefact (for example creating a sculpture in response to a client brief or solving an engineering problem).

The qualification is coursework based and students are assessed on the skills of managing, planning and evaluating their project. Students will research their topic, develop skills to review and evaluate the information, and then present the final outcome of their project.

The Extended Project has 120 guided learning hours (GLH) consisting of a 40-GLH taught element that includes teaching the technical skills (for example research skills) and an 80-GLH guided element that includes mentoring students through the project work. The qualification is 100 per cent internally assessed and externally moderated.

How to link the Extended Project with Spanish

The Extended Project creates the opportunity to develop transferable skills for progression to higher education and to the workplace, through the exploration of either an area of personal interest or a topic of interest from the Spanish qualification content.

Through the Extended Project students will develop skills that support their study of Spanish, including:

- conducting, organising and using research
- independent reading in the subject area
- defining a hypothesis to be researched using Spanish-language sources
- presenting research in writing
- evaluating arguments
- critical thinking.

In the context of the Extended Project, critical thinking refers to the ability to identify and develop arguments for a point of view or hypothesis and to consider and respond to alternative arguments. This supports the development of evaluative skills, through evaluating arguments, and using qualitative and quantitative evidence to support informed judgements and put forward strong arguments in Spanish.

Types of Extended Project related to Spanish

Students may produce a dissertation on any topic that can be researched and argued, for example a controversial issue such as euthanasia, the impact of terrorism, or adoption.

A dissertation might involve an investigation such as:

- the impact of Spanish film on the Western world
- an investigation into the ease of emigration for citizens of Spanish countries.

The dissertation uses secondary research sources to provide a reasoned defence or a point of view, with consideration of counter-arguments.

An alternative might be an investigative project or field study involving the collection of data from primary research, for example:

- a study of the impact of unemployment in an Spanish community
- a statistical survey of changing social attitudes towards stem cell research.

Using the Extended Project to support breadth and depth

In the Extended Project, students are assessed on the quality of the work they produce and the skills they develop and demonstrate through completing this work. Students should demonstrate that they have extended themselves in some significant way beyond what they have been studying in Spanish. Students can demonstrate extension in one or more dimensions:

deepening understanding – where a student explores a topic in greater depth than in the specification content. This could be an in-depth exploration of a sub-topic within a general topic area

broadening skills – where a student learns a new skill. This might be learning how a new statistical technique can be used in the analysis of either primary or secondary data collected by the student

widening perspectives – where the student's project spans different subjects. A student studying Spanish with Geography may wish to research the impact of tourism on a particular Spanish-speaking region or locality. A student studying Spanish with medicine may wish to investigate new advances in therapies conducted by Spanish research facilities.

A wide range of information to support the delivery and assessment of the Extended Project, including the specification, teacher guidance for all aspects, an editable scheme of work and exemplars for all four approaches, can be found on our website.

Appendix 4: Codes

Type of code	Use of code	Code
Cash-in codes	The cash-in code is used by centres to enter students for a qualification. Centres will need to use the entry codes only when claiming students' qualifications.	International A Level – YSP01 International AS – XSP01
Unit codes	These codes are provided for unit entry. Students must be entered for individual components.	Unit 1: WSP01/01 Unit 2: WSP02/01 Unit 3: WSP03/01 Unit 4: WSP04/01

Appendix 5: Glossary

Term	Definition
Assessment Objectives	The requirements that students need to meet to succeed in the qualification. Each assessment objective has a unique focus which is then targeted in examinations or coursework. Assessment objectives may be assessed individually or in combination.
External assessment	An examination that is held at the same time and place in a global region.
JCQ	Joint Council for Qualifications. This is a group of UK exam boards that develops policy related to the administration of examinations.
Linear	Qualifications that are linear have all assessments at the end of a course of study. It is not possible to take one assessment earlier in the course of study.
Modular	Qualifications that are modular contain units of assessment. These units can be taken during the course of study. The final qualification grade is worked out from the combined unit results.
NEA	Non-examination assessment. This is any assessment not sat in examination conditions at a fixed time and place. Non-examination assessment includes coursework, oral examinations and practical examinations.
Performance description	This is a statement of the expected performance of a student for selected grades. Usually for IAL, performance descriptions are provided for grades A and E.
Raw marks	Raw marks are the actual marks that students achieve when taking an assessment. When calculating an overall grade, raw marks often need to be converted so that it is possible to see the proportionate achievement of a student across all units of study.
UMS	Uniform Mark Scale. Student's actual marks (or raw marks) will be converted into a UMS mark so that it is possible to see the proportionate result of a student. Two units may each be worth 25% of a total qualification. The raw marks for each unit may differ, but the Uniform Mark will be the same.
Unit	A modular qualification will be divided into a number of units. Each unit will have its own assessment.

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