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Examiners' Report
Principal Examiner Feedback

Summer 2024

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In Spanish (9SP0)

Paper 03: Speaking

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Introduction

Examiners listened to candidates with a broad range of abilities, covering the full range of marks available. There were many excellent candidates with a good knowledge of Spanish grammar and a willingness to take care with the preparation of their topics and issues, whilst some others were content to rush their research and provided less evidence of in-depth research.

Overall, the quality of the speaking test was high, however, whilst this was less so than previous years, there remained a number of native speaker candidates who were ill-prepared and seemed to assume that mother tongue Spanish would suffice. All candidates should be made fully aware of the assessment criteria and the requirements of the examination, see below.

Task 1

Knowledge and understanding of society and culture (AO4)

The stimulus cards worked as intended and encouraged demonstration of AO4, Knowledge and Understanding of Spain or the Hispanic world. The majority of candidates were able to answer a variety of questions on different aspects of the themes. Answers were at times excellently developed and many candidates could give details such as facts, figures, and percentages. They could use varied vocabulary and complex structures.

The majority of teacher-examiners asked pertinent questions which allowed candidates to broaden the discussion in Task 1 part 2. Exemplar questioning allowed candidates to demonstrate their knowledge and justify their arguments by asking questions such as: *¿por qué dices esto? ¿cómo sabes que ése es el caso en el mundo hispanohablante? ¿cuál es el impacto de esto? ¿tienes evidencia de esto?* All teacher-examiners should be encouraged to use questions which enable candidates to analyse the topic being discussed. However, some teacher-examiners did not elicit examples and information to demonstrate the candidate's knowledge and understanding of the cultural and social context. There were a few instances when teacher-examiners asked questions, one after the other, from what seemed to be a prepared bank of questions. This made an impact on both the interaction and the flow.

SP7 and SP1 were the most common stimulus cards based on the prescribed sequence.

It was not uncommon for a teacher-examiner to spend too much time on this task.

In general, candidates seemed to have good understanding of the themes studied, and examiners heard many interesting references to current issues.

Mostly, the teacher-examiners read out Q1 and Q2 as printed on the stimulus cards, but occasionally, the questions were rephrased. Most centres moved to a second subtopic, but some centres did not which impacted the mark.

Accuracy and range of language (AO3)

The more successful candidates were able to use complex structures and to offer a wide range of appropriate lexis in order to express their ideas, but many offered incorrect subject/verb accord, forgot adjectival agreements and offered incorrect genders for familiar vocabulary. There were candidates who confused future and conditional tenses. Some forgot to use the subjunctive or did not attempt to use subordination or other complex structures.

Examiners observed the following common errors in language:

- Incorrect subject/verb accord.
- Confusion with ser, estar, haber, tener.
- Infinitives used instead of the present tense.
- Incorrect use of the subjunctive, or no subjunctives.

- Incorrect adjectival agreements and incorrect for familiar vocabulary at A Level, e.g. La tema, la problema, el gente, el ley, el situación, el opinión
- Vocabulary: igualdad for igualdad, desigualdad for desigualdad, niños for jóvenes, hijos for jóvenes, figuras for cifras, la mayoría for mayoría, mejor for mayor, controversial, financial, soporte for apoyar, instancias for casos/ejemplos, rol for papel, vistas for puntos de vista, crear for crear, 'los locales' instead of 'los lugareños/la gente local'.
- Difficulties with numbers, for example confusion between 'millones' and 'miles'.
- English words with Spanish endings; restringir, afrontar, evitar, permitir, acceder, prevenir, mejorar, involucrar, reportar, esperar, promover.
- Incorrect use of the verb "enfrentarse".
- Silent H pronounced as "j".

Successful candidates used a variety of examples of complex language such as the subjunctive mood (*es importante que tengamos en cuenta*) or the passive voice.

Examiners were also impressed with some idioms/expressions used:

- **A cal y canto** - Completely secured (Idiom)
- **Con pelos y señales** – In great detail (Idiom)
- **Darle una vuelta a la tortilla** - Turn the tables (Idiom)
- **Echar leña al fuego** - Add fuel to the fire (Idiom)
- **Haber dos caras de la moneda** - There are two sides to every story (Idiom)
- **Hacer hervir la sangre** - Make one's blood boil (Idiom)
- **Hacer la vista gorda** - Turn a blind eye (Idiom)
- **Ir al grano** - Get to the point (Idiom)
- **Para más inri** - To make matters worse (Idiom)
- **Quedarse de piedra** - Be stunned (Idiom)
- **Ser la leche** - Be amazing (Idiom)
- **Tener enchufe** - Have connections/influence (Idiom)
- **No tener pelos en la lengua** – Not to mince words (Idiom)
- **Tirar piedras sobre tu propio tejado** - Shoot oneself in the foot (Idiom)
- **Tomar a la ligera** - Take lightly (Idiom)
- **Una pregunta espinosa** - A thorny question (Idiom)
- **Un chivo expiatorio** - A scapegoat (Idiom)
- **Un abanico de posibilidades** - A range of possibilities (Idiom)
- **Un giro de acontecimientos** - A turn of events (Idiom)
- **Como colofón** - As a finale/to top it off (Idiom)

Examiners were pleased to hear some uncommon verbs such as *aniquilar* or verb phrases such as *hablar con soltura*, *parecer inverosímil* or *quedar en entredicho*. Also noted was the impressive use of uncommon nouns: *chanchullo* and *hacinamiento*. Strong candidates also used some nice language that could have perfectly been used in their literature essay, such as: *por añadidura* or *en virtud de lo cual*.

Interaction (AO1)

Examiners observed many good performances on AO1, Interaction. The discussions were naturally developed, even with weaker candidates. The interaction and fluency was good and students showed they had learned to check for understanding in a natural way.

Candidates are reminded that they do not need to check for understanding in Task 1, Part 1, the set questions on the stimulus cards. If they do, the teacher-examiner should respond very briefly and continue.

Examiners' comments on the stimulus cards

Theme 1: La evolución de la sociedad española

Card SP1

A. Ya no existen las familias numerosas en España.

A large number of candidates chose this card. There was some difficulty separating Q1 from Q2 and many stated why Spanish families were smaller when answering the first question. Many referred to Franco's time, arguing that religion and Franco's idea of the family now being obsolete were the main reasons. Reasons such as women's jobs, careers, availability of contraception and social and economic changes were rarely mentioned. Since the question referred to the present time, candidates should not have focused primarily on Franco's impact.

B. La familia tradicional sigue siendo fundamental para la sociedad española.

Some candidate's responses to question 1 did not consider the reality of the situation in Spain, and seemed to refer to their own experiences in the UK. There were many references to the dictatorship, rather than modern Spain. In response to question 2, there was perhaps too much emphasis on gay marriages as one of the most influential changes, some candidates mentioned the economic crisis as a contributing factor.

Card SP2

Few candidates chose this card. Of those who did, candidates were more able to respond fully to statement B. Some had difficulty responding to Q2A. Cambios en el mercado laboral.

A. Sin habilidades en informática es imposible conseguir trabajo en España.

More successful candidates made references to the shortfall of workers with IT skills and the increase in companies offering remote working which requires digital skills.

B. Los nuevos profesionales españoles están bien preparados para su futuro laboral.

Some candidates misunderstood the question with many who mentioned the 'fuga de cerebros'. There were a limited number of examples given of the professional training opportunities for Spanish people.

Card SP3

A. La tecnología está revolucionando el turismo español.

Most candidates were able to discuss the use of technology in booking and planning a holiday but on occasions this was not linked to Spanish society or tourism. Stronger candidates were able to give examples of how the diversification of Spanish tourism has impacted the sector.

B. La industria turística española enfrenta muchos retos y debe adaptarse.

Candidates are generally prepared to discuss issues on tourism. It was a little disappointing that only some were able to give specific examples of areas of the country more affected by tourism, apart from Barcelona and Magaluf in Mallorca. There was also

lack of detail about alternatives to tourism of sun and beach. Many candidates mentioned the environmental impact of tourism as one of the biggest challenges.

Theme 2 La cultura política y artística en el mundo hispanohablante

Card SP4

Few candidates chose this card.

A. La música hispana tiene un importante mensaje social.

There was some difficulty understanding the idea of music having a social message. Many students made references to Rap and Reggaeton as examples of negative messages, but none about songs with social and political messages, although there are plenty of example of 'música de protesta' in Spain and Latin America.

B. El reguetón no es nada más que otro fenómeno comercial.

Some candidates were able to give pertinent examples of reggaeton music, but others drifted to English pop music rather than Spanish.

Card SP5

A. La televisión por Internet ha cambiado para siempre la oferta televisiva en los países hispanohablantes.

B. Los jóvenes hispanos ya no ven los programas tradicionales de television.

This card was chosen by a good number of candidates and often answered well. Most candidates mentioned the popularity of Netflix, however, some candidates failed to say anything specific to Spanish-speaking countries. They could have talked about any of the subscription platforms for digital television operating in Spain (Movistar Plus+, Atresmedia), where Spanish people watch documentaries, series, films or TV programmes, or they could have mentioned the popularity of Twitch amongst young people, with profiles like Ibai or Rubius, who have more than 15 million followers who watch their live streamings. One candidate did mention Operación Triunfo, but failed to explain that this year, for the first time in the history of this programme (13 editions), it was streamed live from Amazon Prime and was a huge success, with 3,5 million people watching.

Card SP6

A. Los festivales son la mejor manera de promover la riqueza de la cultura hispana.

Examiners heard a great many very similar examples. Strong answers referred to the opportunity to show tradition, culture, and regional identity, as well as showing unity and solidarity with other peoples and cultures. La tomatina, Sanfermines and Dia de los muertos were the most popular festivals referenced, but some mentioned La Semana Santa, La Feria de Abril and Las Fallas de Valencia. It would be welcome if candidates explored some of the many Fiestas Patronales celebrated throughout the year in Spain.

B. La comida tradicional sigue formando parte de la cultura hispana.

Answers on la dieta tradicional were usually less developed. Some mentioned la dieta mediterránea without providing specific details. Most candidates spoke about paella or tapas, but few gave specific examples of traditional dishes or their origins.

Theme 3 La inmigración y la sociedad multicultural española

Card SP7

A. La inmigración es indispensable: España necesita más inmigrantes.

This was a popular choice. Most candidates agreed that immigrants were needed to compensate for an ageing population, but the statistics and percentages provided were not always reliable. The use of figures is marked by the muddling between thousands and millions. The random numbers of migrants sometimes mixed tourists, movement of people from the European Union, together with non-economic movement, such as retirees from the UK, which is not migration as such.

There were too many references to not contemporary or recent migration. Thus, the military invasion of the 'Moors' followed by a list of supposed benefits such as new foods, buildings, and words. This year one school, in an attempt to move away from the Arab influence, made references to the invasion of other civilizations such as the Romans, mentioning the Acueducto de Segovia, and the Teatro romano de Merida y Cartagena. This does not address the issue of immigration in the 21st century.

The contribution of immigrants to the economy was acknowledged as 'hacen los trabajos que los españoles no quieren' but often without further analysis.

B. La inmigración es un elemento esencial para rejuvenecer la España rural.

Most candidates did not choose option B. Candidates had not anticipated this type of question and were less well prepared to answer successfully. Few examples were given of specific rural areas.

Card SP8

A. La diversidad cultural en las aulas supone un gran reto para el sistema educativo español.

Examiners commented that candidates would benefit from doing more research and giving specific examples. Some students were puzzled by the word 'retos' and answers did not quite focus on the challenges of teaching in classrooms with different native languages and cultural backgrounds.

Some mentioned Aulas de Enlace but did not explain it fully.

For question 2 most missed the idea of how education was fundamental on achieving understanding, acceptance, tolerance, and integration between cultures, and they referred to the language itself.

B. El deporte favorece la integración de los inmigrantes en la sociedad Española.

This was a less popular choice. There were some discussions on integration and sport, but candidates needed prompting to show understanding. This is especially true of equality in sports. Some referred to elite footballers and how they suffered from racism. Answers were less well developed.

Card SP9

A. Algunas medidas para reducir la inmigración irregular en España han provocado mucha polémica.

Candidates rarely opted for this statement and mainly chose statement B. The few candidates who answered this question well were able to show familiarity with current Spanish policies.

B. La mayoría de los españoles aprecia los beneficios de convivir con inmigrantes.

There were some positive comments about tolerance and integration in question 1. In Q2. Some candidates took 'opinión pública' as from the public in general and did not relate it to the government or the different political parties. Very few students had studied the changes and measures introduced by 'La ley de Extranjería', and its impact on immigrants. There were often references to political parties such as Vox, but sometimes these were vague and lacked detail.

Theme 4 La dictadura franquista y la transición a la democracia

There were some excellent performances on cards from Theme 4. Students who answered these questions well, were capable linguists, had interest in history and had prepared well and were able to use their information to produce interesting and informed discussions, about the events and circumstances leading to the civil war and the rise to power of General Franco. Often they were able to speak convincingly and with strong feeling

Card SP10

A. La situación política fue la principal causa de la Guerra Civil.

Candidates who answered this question well were able to refer to changes made under the Republican government, such as land reforms and changes to education. Some candidates mentioned the increased support for the Falange.

Candidates could have mentioned the period of instability in the government leading up to the Civil War when either the right nor the left could secure a majority in parliament. In 1936 the elections were won by a left-wing coalition, the "Frente Popular" led by the staunch Republican, Manuel Azaña. Following the victory, left-wing supporters rioted on the streets, setting fire to churches and conservative political bases. This unrest caused the military to begin plotting a coup d'état. Spain was a poor and divided country.

B. Franco aprovechó las circunstancias a su favor para subir al poder.

This option was rarely attempted. Candidates could have discussed Franco's rapid rise to power as a result of favourable circumstances, his previous experiences in war and his ability to unite the nationalist forces.

Card SP11

A. Bajo el régimen franquista, la pobreza era algo común para todos los españoles.

Discussions of life for Spaniards under Franco sometimes presented problems because students usually have a very general, yet limited vision of those years. Students seem unaware of and do not analyse the economic and legal changes which occurred at the end of the 1950s and especially the 1960s.

B. La dictadura fue un período de gran inspiración para muchos artistas y escritores españoles.

One student who tackled this question well mentioned how the cultural life of Spanish people was strictly controlled during the dictatorship and how Censorship controlled by the Falange and the Church was imposed on all forms of cultural life.

There were few examples given of the many artists and writers who went into exile and produced works which criticised the regime, such as Ramón Sender's *Requiem por un campesino español*, first published in Mexico, or Pablo Picasso who spent almost half his life in exile in France.

Card SP12

A. En su papel de presidente del Gobierno, Adolfo Suárez hizo posible lo que parecía imposible.

This card required candidates to demonstrate strong historical and political knowledge, students could have mentioned that after the fall of Franco, supporters of democracy were disappointed with the choice of Suárez. He had to contend with the opposition of those who wanted to preserve Franco's regime. In 1976, shortly after his appointment as Prime Minister, Suárez managed to pass the *Ley para la Reforma Política*, which meant the end of Franco's regime and approved the formation of a new, democratically elected government.

B. Las profundas divisiones en la sociedad española resurgieron durante la transición a la democracia.

A few candidates tackled this question and were able to eloquently discuss the divisions in Spanish society during the transition period showing excellent historical knowledge.

Advice from examiners on Task 1

- Candidates should tailor their answers precisely to the bullet points on the candidate card. They should not simply say everything they know on the sub-topic.
- During the 5 minutes preparation time, candidates should consider the bullet points carefully and make notes on different ideas in response to each prompt.
- SP1 candidates should not rely too heavily on examples of family life during the Franco regime as a comparison to modern day Spanish family life.
- SP3 candidates should research specific examples of the different types of tourism throughout Spain.
- SP6 on the topic of festivals and fiestas, candidates should research some examples other than the most commonly known celebrations in order to meet the descriptor "perceptive examples" in the top bands for AO4, Knowledge and Understanding.
- Include up-to-date information on the current immigration situation in Spain in order to meet the description of "relevant" and "pertinent" in AO4.
- Avoid the common language errors noted above.
- Candidates do not need to ask questions and check for understanding during Task 1, Part 1 (the stimulus card). They should ask natural-sounding questions as part of the follow-on discussion.
- For the conduct of Task 1, please refer to the specification pages 19-21.

Task 2

Task 2, Part 1: Presentation

The AO2 grid is used to mark the presentation. It assesses the ability to “**respond to written language in speech**”. The presentation must contain a clear and detailed summary of the content of the written sources the candidate has used during their research. It must include the author’s main ideas and the candidate’s personal response to the sources, expressing feelings, thoughts and points of view about these sources.

This part of the test was done better than in previous years, with far fewer centres misunderstanding the purpose of the presentation. Most students referred to the two written sources. Some candidates named more than two sources, which should be discouraged as it limits the time available to analyze each source.

A few candidates gave a long (30 seconds or more) introduction to the topic and why they had chosen it. This should be avoided as just wastes time and isn’t relevant. Many candidates gave details of the names, dates, authors etc of the sources. This is fine, but does take up a lot of the 2 minutes. It is sufficient to say, for example ‘en mi primera/segunda fuente...’. It is essential to ensure the sources are named on the RP3 form.

Some teachers interrupted the candidates. Teachers must allow the candidates to speak uninterrupted. They must interrupt after two minutes have passed, as parts of the presentation which go beyond two minutes are not assessed.

In general, the timings for the presentation were good, with few students delivering presentations that were too short or going beyond the two-minute maximum.

The personal response to the written sources

Many students still gave a personal response to the topic, rather than the written response.

The Specification suggests some ways of introducing a personal response, which can help clearly signpost this aspect of the presentation. Further examples noted by examiners were:

- *Encontré la primera fuente más creíble que la segunda fuente ya que*
- *El artículo me sorprendió porque..*
- *Esta fuente me pareció fascinante ya que...*

Guidance on Task 2

It is essential that teachers refer to the following guidance on the conduct of Task 2:

A Level Spanish Specification p21-31, Guidance on **Task 2** (including the AO2 mark grid)
https://qualifications.pearson.com/content/dam/pdf/A%20Level/Spanish/2016/Specification%20and%20sample%20assessments/Specification_GCE_A_level_L3_in_Spanish.pdf

See the document “Sample Assessment Materials” (SAMs) p199, **Indicative content for Task 2 Part 1, independent research presentation** p199 for an example of how to do the presentation.
https://qualifications.pearson.com/content/dam/pdf/A%20Level/Spanish/2016/Specification%20and%20sample%20assessments/SAMs_GCE_A_level_L3_in_Spanish.pdf

In the most successful presentations, well-prepared candidates did the ‘Magic 6’ that is to say they did the following:

1. Name source 1
2. Name source 2
3. Summarise Source 1
4. Summarise Source 2
5. React to Source 1

6. React to Source 2

A good example of a presentation

In the presentation below introducing the IRP on the topic of La dictadura de Franco-Efecto en la economía española, the student gives a clear and detailed summary of the two sources and a clear and convincing personal response with justification.

Mi información viene de dos artículos, 'Los años de hambre' de Carlos Barciela, en el periódico El País, y 'El crecimiento económico de España', de Daniel Fernández, en el Libre Mercado.
(names two sources)

Barciela analiza la grave depresión económica en los años 40 bajo el régimen de Franco, marcada por el hambre y la escasez de productos. Critica la política autárquica seguida por el régimen, que según él agravó los problemas económicos y obstaculizó la recuperación del país.
(summary of source 1)

Daniel Fernández explora el crecimiento económico de España bajo diferentes regímenes políticos, desde el siglo diecinueve hasta la actualidad, concluyendo que el régimen franquista logró el mayor crecimiento económico, especialmente en su segunda etapa.
(summary of source 2)

Para mí, el artículo de Fernández fue sorprendente ya que antes de mi investigación, asumía que la dictadura solo tenía efectos negativos. Por eso, era interesante saber que España tuvo un crecimiento económico significativo.
(opinion and reaction to source 1)

Sin embargo, prefiero el artículo de Barciela porque pone énfasis en historias humanas, más que en datos económicos y esto da una dimensión personal a la historia. También fomenta una conexión más profunda con el tema porque podemos ver las tragedias traídas a la economía española a manos de Franco.
(opinion and reaction to source 2)

Advice from examiners on the presentation

- Read and observe the requirements of the presentation in order to access the full range of marks for AO2 (see links above for guidance).
- Send in correctly completed IRP forms. This will help the examiner to identify the sources. See the Specification pages 22-24 “**Guidance on the independent research project**”.
https://qualifications.pearson.com/content/dam/pdf/A%20Level/Spanish/2016/Specification%20and%20sample%20assessments/Specification_GCE_A_level_L3_in_Spanish.pdf
- Do the ‘Magic 6’ mentioned above.
- Make sure the presentation is about the sources used for the research, not about the general topic.
- Stick closely to the two minute timing. Mention the essential six points within the two minutes.
- Presentations delivered at a very fast speed and with unnatural intonation in order to cram in more information can lack clarity. Speak at a normal speed and with natural intonation.
- Chose articles where the authors’ points of view are clear and perhaps either opposing or contrasting.

- Teacher-examiners must allow candidates to speak uninterrupted for two minutes, unless the presentation finishes earlier. Anything the candidate says after an interruption is not considered for AO2.

Task 2, Part 2 - IRP Discussion

As always, there was a huge range of topics chosen for the IRP. Many worked really well, especially when it was clear the candidate had a genuine interest in the topic. The most successful were when the topic is related to a specific historical event, a festival, the influence of a particular person, for example. Some candidates chose popular topics such as Pablo Escobar, Inditex/Zara, El Clasico, Bullfighting, The Arabic influence in Spain, and the role of women in Spain were frequent. El caso de Luis Rubiales y J.Hermoso was also a popular choice this year. Some students demonstrated only a superficial understanding and the focus of their discussion was frequently more factual than analytical. Students are strongly advised to choose a topic that interests them, as opposed to one they think will be easy to research, because it will lead to much more detailed and successful discussions, and will give them access to higher marks.

The following titles produced interesting discussions in which candidates showed good knowledge of relevant contemporary issues.

- La cuarta ola de feminismo en España
- El feminicidio en México
- Las leyes del aborto en Centroamérica
- La gestación subrogada en España
- Asesinatos y violencia contra periodistas en México
- Sistema nacional de salud cubano
- La música protesta en Chile, Puerto Rico y México
- El ajolote: ¿por qué deberíamos protegerlo?
- ¿Hasta qué punto el caso de La Manada ha sido capaz de cambiar la sociedad y la legislación española a favor de las mujeres?
- ¿Hasta qué punto podemos decir que el jamón ibérico es símbolo de España?
- Entre Allende, García Márquez y Ruiz Zafón, ¿quién ha tenido el impacto más significativo en la literatura hispana?

Examiners commented on the occasional IRP topics which risked falling outside societal context and therefore losing marks for AO4, for example by discussing “El sueño americano” in reference to Latin Americans. The main focus of the IRP topic must be firmly on Spanish or Hispanic culture.

A few candidates had prepared little material and did not have the amount of content needed to discuss their topic in depth for 9-10 minutes. Some had little more to add after the presentation and relied entirely on the examiner prompting.

Advice from the examiner on the IRP discussion

- Choose a topic with a specific focus that is suitable for in-depth analysis
- IRP titles must be either a question or a statement.
- The topic must be related to Spanish-speaking society and culture.

- Gather enough material to be able to have a discussion for about 10 minutes.
- Show evidence of serious research undertaken over the last year of the A level course.
- Include concrete information such as details, facts, figures, but also analyse, that is to say, draw conclusions and give opinions, based on this information.
- IRPs about pre-hispanic civilisations must be linked to Hispanic society and culture.

Advice to teacher-examiners on the conduct of the test

- Adhere to the timings for the different parts of the text.
- Announce the number of the stimulus card and declaration chosen at the start of the test.
- The scores for Interaction were sometimes lowered because teacher-examiners allowed long speeches and monologues without interaction. Teachers should interrupt candidates with a question responding to a point they have made.
- Avoid giving long answers to the candidates' questions. Give a brief response and move the discussion along.
- Avoid personal questions about students' interests, plans, or why they chose the topic. They do not require an exchange of views and do not show the knowledge necessary at A Level.
- Engage the candidate in a natural conversation. Listen to the candidate and respond by linking your questions to what they have said in a natural manner.
- Teachers' questions must give candidates the opportunity to express ideas and show their knowledge of culture and society.

RP3 forms

The majority of RP3 forms were correctly completed and uploaded to LWT.

It is essential that examiners are able to view the written sources when marking AO2.

RP3 forms must give details of original Spanish language written sources. In a small number of cases, the presentation sources were translations from original English or German documents. A small number of candidates listed sources that were not **written**, for example videos or radio interviews, these are not accepted.

Administrative matters

This was the third year of using the Learner Work Transfer/Learner Work Access platform. There were very few problems this year with missing or incorrect materials, these issues were quickly resolved.

The procedures for conducting the examination are set out in the GCE Modern Foreign Languages Conducting Speaking Assessment Administrative Support Guide. The 2024 guide is available on the Pearson website.

[Spotlight on: A level Speaking \(pearson.com\)](https://www.pearson.com)