



Examiners' Report Principal Examiner Feedback

Summer 2025

Pearson Edexcel GCE
In Spanish (9SP0)
Paper 3: Speaking

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Introduction

This examination is now well established and examiners enjoyed listening to a wide range of candidates of different abilities, covering the full range of marks available. The majority of teachers have taught and prepared candidates well to be able to demonstrate a good knowledge of Spanish grammar as well as their cultural awareness of topics and issues in Spain and Spanish speaking countries.

Overall, the quality of the speaking test was high, only a small number of centres/candidates were ill-prepared or misunderstood the assessment criteria. AO2- the presentation was generally an area where well prepared students could achieve high marks, whilst a small number of candidates continued to misunderstand the purpose of the presentation- please see notes below.

Task 1

Knowledge and understanding of society and culture (AO4)

The stimulus cards worked well and encouraged demonstration of AO4, Knowledge and Understanding of Spain or the Hispanic world. High achieving candidates were able to develop answers with a good level of analysis on different aspects of the themes. The best answers were from candidates who could develop and analyse whilst giving a range of relevant examples and details such as facts, figures, and percentages. They could use varied vocabulary and complex structures.

Well prepared 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. In a small number of centres some teacher-examiners were less well prepared and continued to rely on a set list of questions rather than developing a natural conversation. Some teachers failed to move away sufficiently from the sub theme, and some covered too many different sub themes which didn't allow the candidates to develop their ideas sufficiently.

SP1, SP2 and SP4 were the most common stimulus cards based on the prescribed sequence. Most teachers remembered to declare the chosen stimulus card and ask the candidate which statement they had chosen at the start of the test.

The timing of part 1 of the test (6-7 minutes) was usually well adhered to.

In general, candidates seemed to have good understanding of the themes studied, and examiners heard many interesting references to current issues, however, there were examples that were dated- information that might have been highly perceptive in 2018, is not always so relevant in 2025.

Mostly, the teacher-examiners read out Q1 and Q2 as printed on the stimulus cards, but occasionally, the questions were rephrased which is not permitted.

Accuracy and range of language (AO3)

Many successful candidates were able to use complex structures and to offer a wide range of appropriate lexis in order to express their ideas. Amongst less confident candidates, there were examples of very basic communication and basic errors: genders and agreements caused problems e.g. la tema, la problema, el presión, el gente, la gente son. Some weaker candidates were not able to form verbs correctly or use a variety of tenses. Some forgot to use the subjunctive or used it inappropriately, or did not attempt complex structures.

The following common errors in language were noted:

- 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 gender for familiar vocabulary at A Level, eg: 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 creer, 'los locales' instead of 'los lugareños/la gente local'.
- Difficulties with numbers, for example confusion between 'millones' and 'miles' or problems with dates.
- 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 impressed when candidates used a wide range of advanced level vocabulary including use of idioms.

Interaction (AO1)

Examiners observed many good performances on AO1, Interaction. In the best examinations teachers allowed discussions to develop naturally, this is possible even with weaker candidates. The candidates should be encouraged to take the lead, but not allowed to speak uninterrupted for long speeches. Generally, good examples of interaction and fluency were demonstrated 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. Las rupturas familiares son el principal problema de la familia española de hoy.

This statement was less popular than statement B. Strong answers cited current divorce and separation rates in Spain and answers remained focused on Spanish family structures and trends.

Candidates mentioned how easy it was to get a divorce with 'the divorcio express law', social and economic pressures, the cost of living, unemployment, and difficulty to rent or buy property because of high prices. Some mentioned Franco and the decreased influence of the Church.

Answers to the second question focused on the effect on children's mental health, school failure, and problems having to live between two homes, and perhaps having two sets of parents and other siblings.

The best candidates showed an ability to analyse reasons for increased family break ups, referring to possible causes and consequences such as unemployment and financial problems, changes in values, lack of communication and the generation gap.

B. Los hombres españoles son ahora mejores padres que antes.

This was the most popular statement choice of the 2025 exam and was generally very well managed. The majority believed fathers were better, but some mature candidates analysed the reasons why fathers could and were prepared to spend more time with their children, for example:

- Change in ideology/values
- Women working outside the home
- The possibility to work from home
- Necessity to share housework and care of children

Some candidates covered both questions in the first question. Almost all referred to Franco's time, more than 50 years ago and lack of freedom for women etc, even though the title of the subtheme mentioned the word AHORA.

Good answers mentioned paternity leave in Spain and were able to analyse the changing role of the father in Spanish families.

Card SP2

El mundo laboral.

Due to the sequencing of stimulus cards, this card was a more popular option than in previous years.

Some candidates were too general in their response and failed to ensure their ideas remained culturally focused on Spanish society. Candidates who scored highly for A04 spoke about youth employment levels in Spain, the impact of the economic crisis, government initiatives, desirable skills in the Spanish work market and issues caused by seasonal work in the tourism sector.

Statement A and B were equally popular choices.

A. El nivel de estudios es lo único que cuenta en el mercado de trabajo en España.

More able candidates were able to analyse how the level of education of young Spanish people corresponds to the level of employment. Many believed that going to university was fundamental to find a good job, but some differentiated between different types of study and careers more orientated to technical, engineering, vocational, crafts and manual work, as the answer to the situation. In response to question 2, some presented a list of places; in a hotel, a school, an office, a hospital, a factory, without any evidence of this demand. Some good reasons given were:

- The economy grows slowly.
- Artificial intelligence methods reduce posts of employment.
- The seasonal nature of tourism and agriculture cause constant periodic employment.
- The jobs available expect higher skills which many young people do not have.

Some candidates mentioned other routes into employment available in Spain. Some candidates were too general in their answers and talked about young people in general, rather than focusing on the Spanish job market.

B. En España, las perspectivas de empleo son ahora mejores para los jóvenes.

The situation is worse as the government cannot create work and employers push up the productivity and need fewer workers.

Unemployment is rising in Spain now. Some suggested that young people could work in other countries but the 'fuga de cerebros' would create problems.

Difficulties for young people they mentioned were:

- Temporary work, part time jobs, long hours, poor working conditions and low pay
- Employers demand experience and are unwilling to offer young people a job.
- Young people cannot find affordable housing. Cannot start a family nor leave their parents' home until they are 29/30 years old. Many become NINIs and do not contribute to the economy.

This candidate scored high marks for AO4 showing a strong understanding of the issues facing young people in Spain:

En España las perspectivas de empleo son ahora mejores para los jóvenes. ¿Crees que las posibilidades de empleo en España son ahora mejores para los jóvenes?

Bueno, no se puede negar que las perspectivas de empleo están mejorando para los jóvenes, pero todavía los jóvenes enfrentan muchas dificultades en el mundo laboral. Por ejemplo, en 2018 la tasa de paro juvenil en España era aproximadamente 20% y también hay muchos jóvenes que ni trabajan ni estudian. Aproximadamente un 33.5% de los jóvenes entre los años 18 y 30 no tienen un trabajo, pero el gobierno está intentando mejorar esta situación. Así que en resumen diría que los jóvenes todavía enfrentan muchas dificultades, pero la situación está mejorando.

¿Y a qué dificultades se han enfrentado los jóvenes desempleados en España?

Bueno, es importante que notemos que muchos de los jóvenes no tienen las habilidades lingüísticas que las empresas necesitan y España tiene el mayor dominio del idioma de inglés en la Unión Europea. Y así que los jóvenes no pueden alcanzar las expectativas de las

empresas. Y también hay una falta de formación profesional en España, así que los jóvenes no tienen las habilidades de las empresas. Y debido a esto, muchos de ellos no tienen trabajo. Y de los jóvenes que tienen trabajo, muchos de ellos están sobrecalificados para sus trabajos. Aproximadamente un 15% de los jóvenes son sobrecalificados para sus trabajos.

Muy bien. ¿Y qué significa la fuga de cerebros y por qué los jóvenes emigran de España?

Bueno, es un hecho bien sabido que los jóvenes que son sobrecalificados para sus trabajos tienen que mudarse a otros países porque no pueden encontrar un trabajo. Sí, y debido a esto, muchos de ellos van a países como Inglaterra y Argentina. Y bueno, es claro que muchos de ellos sí tienen que mudarse porque no hay las oportunidades suficientes en España.

Card SP3

El impacto turístico en España

Due to the sequencing of the cards, SP3 was a less popular than previous years and only a small number of candidates chose this card.

A. El tipo de turismo que ofrece España es anticuado.

The candidates who chose this card were generally well prepared to discuss issues on tourism. However, the idea of ‘oferta anticuada’ was not grasped by many candidates. They talked about mass sun and beach tourism, mentioning Barcelona, Mallorca, the Canary Islands etc. One candidate mentioned the new ‘modelo turístico’ presented by Objetivos de la Agenda 2030.

In question 2 there was sometimes repetition of ideas from the previous question and some referred to cycling tourism, ecological tourism in the mountains, but examiners would have liked to hear more specific detail and analysis.

The candidates who scored well for Knowledge and understanding were able to give specific examples of the varied types of tourism on offer in Spain, including cultural, gastronomic, and environmental tourism.

B. La sostenibilidad no se considera importante en el turismo en España.

Candidates were aware of the positive and negative impacts of tourism on Spain and the most able candidates were able to offer examples of how Spain ensures that its tourism industry remains sustainable. Examiners would have liked to hear more examples of Spain’s natural parks or blue flag beaches.

There were references to El Camino de Santiago, with some other specific examples such as

- El Parque Nacional de Doñana to watch birds and do ‘senderismo’
- El Parque Nacional de Sierra Nevada not to ski but to explore nature in the highest peaks of Spain
- El turismo rural en Asturias
- La Sierra de Gredos
- ‘Turismo cultural’ to explore the cultural heritage in cathedrals, monasteries, churches...

Theme 2 La cultura política y artística en el mundo hispanohablante

Card SP4

This card was a very popular choice and statement A was the most common.

A. El mundo de la música hispana está dominado por los hombres.

Candidates made references to a number of male and female singers from the Hispanic world including Bad Bunny, Karol G, Rosalia, Camila Cabello, Selena Gomez and J Balvin (amongst many others). Most disagreed with the statement, as there are now successful female singers who are very influential on young girls, because the lyrics of their songs are positive and support women's issues, such as gender equality. Most examples given were pop, urban music and regueton.

Strong answers were able to analyse the level of inequality in the Hispanic music industry where women face sexism and discrimination. Many candidates mentioned the increasing success and influence of female artists with a range of interesting examples.

B La música hispana de hoy no tiene valor artístico y toda suena igual.

Of the many candidates who chose SP4, very few chose statement B.

Some good examples spoke of the wide variety of styles and creativity in Hispanic music, the blends of traditional music with pop and rock, and gave specific examples of globally successful Hispanic artists and songs. There were references to Flamenco, Tango, and that pop, salsa and reggaetón is modern music and is no longer comparable to traditional music.

Card SP5

A. Hay pocos programas de televisión de buena calidad en lengua española.

This card was chosen by a good number of candidates and often answered well. Most candidates were able to give examples of the many Spanish series available to watch and the quality of these programmes. Candidates mentioned recent series such as

- El Jardinero
- La chica de la nieve
- Elite
- El inocente
- Entrevias
- Ni una más
- Hache
- Perdida

High performing pupils could talk about the investments made by TVE, Movistar and Netflix who have invested in high quality Spanish language programmes.

B. El impacto de Internet en la sociedad hispana no siempre es positivo.

Some candidates who chose to talk about the negative impacts of the internet were too general in their analysis and didn't remain focused on the Hispanic society. Examiners were impressed when candidates gave specific examples of the dangers of the internet, for example, its use by Vox to spread fake news.

Card SP6

Examiners stress the need for candidates to differentiate between 'fiestas, festivales, traditions and customs', rather than refer to all of these in a mixed manner.

Many refer to the Arab influence on the culture, gastronomy, and architecture to start with. Those with more knowledge of Spanish culture would mention the siesta, ir de tapas, the importance of family life and family meals, timing of meals and the night life etc.

Others will only refer to 'Fiestas' as traditions, mentioning el flamenco, la tauromaquia, Los Sanfermines, and La Semana Santa. Examiners would like candidates to explore any of the hundreds of 'festejos' in Spain and Latin America.

When asked about specific fiestas candidates need to provide evidence of what happens with detail and analysis. A programme of events of any fiesta is easily available on the internet. The origin and meaning of a 'fiesta' were at times poorly answered because they had not acquired relevant knowledge by reading different source materials.

Theme 3 La inmigración y la sociedad multicultural española

The topic of immigration was further down the sequence of cards so was only available to centres with larger numbers of candidates, but remained a popular choice and candidates spoke passionately on this topic.

Examiners would have liked to hear more detail on current issues rather than the more straightforward and predictable quotes we have heard for several years. The immigration topic is dynamic and politically driven in an ever-changing world, but there was no mention of the 200.000 Ukrainians that Spain has taken, or the use of hotels in out of season tourist destinations in winter. This is controversial because of asylum seekers being moved around to make way for tourism when the summer months come. Elma Saiz also legalised 300.000 work permits to undocumented immigrants last November.

Most candidates agree with the idea that immigrants are necessary for the economy and culture.

- Immigrants help with the ageing population crisis in Spain by increasing the birth rate
- They boost the economy by working in the agricultural sector, in construction and caring of children and older people
- They bring cultural wealth and diversity

When asked about cultural impact, the majority will refer to Spain's history, particularly the Moorish influences, with only isolated examples of contemporary influence from Latin-American immigrants.

Card SP7

A. La inmigración es fundamental para asegurar el futuro económico de España.

More able candidates were able to provide reliable statistics relating to the contribution of immigration to the Spanish economy.

Straight forward answers referred to immigrants who ‘hacen los trabajos que los españoles no quieren’ which is a valid response, but examiners would like to hear further justification of this statement and its impact on the economy.

Some students mentioned the falling birth rate in Spain and how immigration is needed to make up the workforce and contribute to taxes.

B. Sin la inmigración, la sociedad española no sería lo que es hoy.

Candidates were generally well prepared to talk about how immigration over many years has shaped Spanish culture and society. Examiners were pleased to hear them talk about a range of areas where immigration has had a positive impact, including music, gastronomy, and architecture. More able candidates gave specific examples to back up their arguments.

Card SP8

Very few candidates chose this card. They mentioned problems when looking for jobs and housing due to their illegal situation, lack of knowledge of the language and lack of skills.

It is easier for Latin-American or European immigrants to find jobs and integrate more fully in Spain.

A. Los inmigrantes jóvenes pueden establecerse fácilmente en España.

Examiners would have liked to hear candidates mention the difficulties immigrants have in settling in Spain, such as obtaining residency permits, challenges finding work, and problems integrating. Candidates could mention that in 2021, the law changed so that the residence permit automatically includes a work permit and it is now much easier to renew the permit annually.

B. El multiculturalismo crea muchos desafíos en la España de hoy.

Candidates spoke of the challenges of a multicultural society in Spain. Examples given included the high numbers of irregular immigrants putting pressure especially on coastal regions, stereotyping and racial prejudice. Candidates also spoke about the successful integration of immigrants in Spain.

Card SP9

Some candidates lack understanding on the idea of ‘discursos anti-inmigración’ as political arguments or proposals.

- Deportation of illegal immigrants
- Control of the borders
- Stop subsidies and financial aid

Some mentioned 'Vox' and their slogans "Fronteras seguras, barrios seguros" and "España no es una ONG"

Candidates need to find basic information about initiatives by political parties, government policy and organisations helping immigrants. For example, nobody refers to "La Ley de Extranjería" sobre Derechos y Libertades de los Extranjeros Residentes en España. The latest changes were approved in 2024 and effective since 2025. This law regulates the situation of undocumented immigrants.

Theme 4 La dictadura franquista y la transición a la democracia

Over recent years, theme 4 has not been a popular choice, despite the fact it offers excellent opportunities to show knowledge and understanding for AO4. This year, with the sequencing of cards having Sp10,11,12 at the top resulted in many more candidates choosing these options which was a welcome change for examiners.

There were some excellent performances on cards from Theme 4. Candidates 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

Few candidates prepare for the topic of the Civil War but those that do are successful. They have reasonable understanding of the circumstances leading to the 'Golpe Militar', the defeat of the Republican forces, and the role of Francisco Franco.

Candidates who answered these questions well were able to give a detailed analysis of the lead up to and causes of the Civil War.

Below is an extract from the transcript of a candidate who performed well on this task:

El golpe militar de julio de 1936 fue la única causa de la guerra civil. ¿Opinas que el golpe militar fue la única causa de la guerra civil y por qué?

No se puede negar que el golpe militar de 1936 fue una causa principal de la guerra civil porque causó o marcó el comienzo de la guerra civil y demostró como el bando nacionalista no pudieron estar de acuerdo con el gobierno democrático. Pero, por otra parte, diría que había otros eventos que fueron importantes en causar la guerra civil. Por ejemplo, el asesinato de José Calvo Sotelo. Me salta de vista que fue el representante principal para el frente nacional en el gobierno y cuando fue asesinado el bando nacional empezaron el levantamiento militar.

También había la constitución de 1931 que redujo el poder del ejército y todos estos factores sin duda llegaron a la guerra civil.

¿Y qué ocurrió en España en los meses después del golpe militar de 1936?

Vale, desde mi punto de vista había dos conflictos principales de ambos lados. De los derechistas fue el terror blanco, incluido el asesinato de Federico García Lorca el 19 de julio

de 1936 y demostró esta actitud totalmente contra de la ideología conservadora y total uso de violencia para llegar al poder. Y, por supuesto, había mucha violencia contra alguien con el pensamiento socialista o comunista o lo que sea. Y, no obstante, había un terror por el otro lado con el terror rojo incluyendo la quema de las iglesias y, por ejemplo, en solo una noche en Barcelona todas las iglesias fueron quemadas y solo la catedral permanecía. Me parece horrible, ¿no?

Sí. ¿Qué tan diferentes fueron los objetivos de los nacionales y los republicanos?

Bueno, desde mi punto de vista, los derechistas querían una dictadura militar, no querían este gobierno democrático. Querían reestudiar la iglesia católica, vinculado con la educación, por ejemplo, y también un modelo económico capitalista, por ejemplo. Pero, por otro lado, los izquierdistas querían educación laica y menos velar de la iglesia católica. Y, sí, justo el opuesto de los derechistas, manteniendo la segunda república, ¿no?

Muy interesante. Vale. Ahora hablamos sobre la dictadura franquista, ¿sí? Entonces, ¿cómo Franco logró mantenerse en el poder durante tanto tiempo?

Pues, a ver, ¿cómo lo explico? Sin duda, me parece que usó el miedo, sin duda, como una herramienta principal para mantener el control. Usó espías leales en las ciudades para colectivar información sobre cualquier persona con ideología socialista o contra la dictadura. Pero también usó mucha propaganda, ¿no? Como con el equipo de fútbol Barcelona y también en los medios de comunicación. ¿No estás de acuerdo?

Sí, estoy de acuerdo. Fue terrible, fue un tiempo muy duro. ¿Y hasta qué punto la iglesia estaba presente en la sociedad franquista?

Bueno, diría que la iglesia católica tenía un papel clave en la dictadura franquista y, en particular, vinculado con la educación. Tenían un monopolio de control, como la única religión oficial de España. Y sí, me parece una lástima que tenían tanto control y llegó, sin duda, a un evento terrible de la historia española, como el robo de los bebés, que duró tres décadas y llegó a muchas familias republicanas perdiendo sus hijos y, después de mucho tiempo, ahora están buscando sus hijos y buscando justicia.

Sí, no puedo creerlo. Entonces, en tu opinión, ¿qué consecuencias negativas tuvo la imposición de la moral católica en lo que concierne a las libertades de los españoles?

Pues, no se puede negar que el control de la iglesia católica llegó a una disminución de libertades para los españoles. Por ejemplo, públicamente no estaban de acuerdo con el aborto, ni el divorcio, ni los métodos anticonceptivos y, por eso, ayudaron, sin duda, para oprimir a las mujeres. Y, justo con este monopolio de poder, no había otras religiones en España.

Muy bien, gracias. ¿Y qué se hizo para paliar el hambre y las carencias?

Vale, a mi modo de ver, intentó introducir unas cartas de racionamiento que ayudaron a la gente a acceder a comida y otras necesidades, como la comida, por ejemplo, y todo. Pero no se puede decir que las cosas fueron perfectas o útiles. Por ejemplo, el pan negro y todo esto, y llegó al mercado negro y esto fue terrible.

Card SP11

The nature of the questions was of a wider scope, so the answers were more general. A couple of students referred to the establishment of concentration camps, forced labour, execution of political and ideological enemies, causing hundreds of thousands of deaths.

They also talked about the national Catholicism and the influence of the Catholic Church, ideological and political repression, and censorship of the media.

As a result, cultural diversity was repressed, for example regional languages were not official. Some cultural activities were prohibited.

The economy was so bad after the war that about 200.000 people died of hunger. The period was called 'Los años del hambre'.

Card SP12

There was little evidence that candidates had researched the implications of 'La Ley de Amnistia' o 'Pacto del Olvido de 1977', which meant that judicial investigations of crimes committed during the 40 years of Franco's regime were prohibited.

They did mention that the idea was to leave the past behind and focus on the future.

As for the threats to democracy, they referred to the 'Golpe de Estado 23-F' and the terrorism of ETA.

For the background to the 23F, candidates quoted political instability caused by Franco's death and transition to democracy, tensions between parties, the recent autonomy of the regions, discontent toward the military etc.

The King Juan-Carlos' role was well known.

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.

[Specification - A level \(Spanish\)](#)

Task 2

Task 2, Part 1: Presentation

The AO2 grid is the only grid 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 very few centres misunderstanding the purpose of the presentation. Most candidates referred to the two written sources. Some candidates named more than two sources, which should be discouraged as it limits the time available to analyse each source.

Candidates lost out on marks in the following situations:

- They chose sources which were videos rather than written sources.
- They chose sources which were not originally written in Spanish.
- They failed to fully summarise the sources or express any opinions.

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

Whilst candidates are getting better at expressing their opinions, too 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)

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.

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

Examples of good Presentations:

¿Hasta qué punto se ha hecho justicia en el Caso de la Manada?

Mi primera fuente es la Sentencia del Caso número 000038/2018 de la Manada emitida por la Audiencia Provincial de Navarra.

En este documento los jueces explicaron las razones por las que los acusados no fueron culpables del crimen de agresión sexual y detallaron los testimonios presentados en el caso.

Encontré este documento útil para entender la distinción jurídica entre agresión sexual y abuso sexual. Lo que me sorprendió más fue la opinión misógina del juez, Ricardo Javier González, quien dijo que no se había cometido ningún crimen.

Mi segundo artículo de 21/06/2018 de La Vanguardia detalla las opiniones del alcalde de Pamplona Joseba Azedón, quien criticó el hecho de que la Manada estuviera libre bajo fianza dada la extrema gravedad de la situación. Además, no estuvo de acuerdo con la decisión del tribunal, repitiendo que la violación fue una agresión sexual de la más alta intensidad.

Desde mi punto de vista el artículo ofrece una perspectiva más personal y por eso el alcalde mostró más compasión que el juez.

Las palabras de Azedón me indicaron el clima de tensión con respecto a la seguridad de las mujeres españolas, lo cual se puede ver hoy en día.

¿Cómo cambió Clara Campoamor la vida de las mujeres en España?

Mi información viene de dos artículos. “90 años de voto femenino en España”, de periódico El Publico, y el otro artículo se titula “Clara Campoamor, un ejemplo de lucha por los derechos de las mujeres”, del periódico red 2030.com de Rafael Hernández.

El primer artículo describe cuando Campoamor ganó la propuesta sobre el voto femenino. También menciona su discurso y su referencia a lo injusto que era que las mujeres hicieran tanto por los hombres y aun así no tuvieron el derecho básico al voto.

El artículo de Rafael Hernández, nos cuenta sobre su infancia y como la muerte de su padre afectó su vida personal, familiar y laboral. El autor también describe la lucha incansable por la igualdad y la oposición de los miembros del congreso, principalmente de Victoria Kent.

El artículo en Público es crucial para valorar la importancia que tuvo Campoamor en su intento progresista de extender el derecho al voto a las mujeres. En este artículo podemos entender lo marginadas que se sentían las mujeres.

El otro artículo, de Rafael Hernández, me parece muy importante para comprender lo dura que fue la batalla por la igualdad, y la gran oposición a su propuesta. Creo que reflejaba las divisiones dentro de la sociedad española, en ese tiempo.

In the presentation below introducing the IRP theme of ¿Deberíamos prohibir completamente las corridas de toros en España? the student gives a clear summary of the two sources and a clear and convincing personal response with justification.

Me voy a referir a dos artículos. El primer artículo se publicó en el periódico digital, El Salto en 2018 por María Carreras y se titula: El toro no sufre, ocho mitos de la tauromaquia desmontados. (Article 1 named)

El segundo es un artículo de Francis Wolfe y se publicó en 2010 por Wordpress cuyo título es 50 razones para defender las corridas de toros. (Article 2 named)

El primer artículo explora los mitos de la tauromaquia y se centra en el hecho que en realidad el toro sufre mucho psicológicamente y físicamente.

Enfatiza que ninguna raza de toro es naturalmente agresiva y explica que, aunque sea una tradición, no se justifica el maltrato. (Summary of article 1)

El segundo artículo subraya las razones para defender las corridas de toros y asegura que los toros tienen un instinto natural de lucha y una mayor tolerancia al dolor. Lo que destaca es los toros son admirados y respetados por los espectadores y esta tradición debe ser protegida. (Summary of article 2)

Tras haber analizado ambos documentos, puedo apreciar que el primer artículo es más pegado a la realidad del sufrimiento del toro y reconoce que las tradiciones no deberían ser dañinas. Por otro lado, el segundo artículo es más optimista hacia la tauromaquia, pues hace hablar de la admiración del animal en vez del sufrimiento, lo cual me parece chocante, así que en resumen prefiero el primer artículo. (Clear and justified opinions of both texts)

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**
- 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. Some candidates had clearly studied their topic to 'expert' level. Some topics of interest were:

1. 'Tourists go Home', to what extent is tourism negatively affecting Spain?
2. Has Venezuela leftist rule been beneficial for the country over the last 25 years?
3. The impact of the campaign 'Ni una menos' on the fight against gender-based violence in Argentina.
4. Nayib Bukele and his leadership of El Salvador- has he positively affected the wellbeing of its citizens?
5. To what extent has Costa Rica balanced environmental sustainability with the needs of its population?

Some candidates chose topics with a very wide focus. These tend to be general and superficial and do not demonstrate extensive research and evaluation.

This year a good number of candidates chose topics from the sub-themes in the specification, such as; la familia, el turismo, la inmigración, discriminación, fiestas etc. Several candidates then chose the same subtheme for Part 1. This led to repetition and made it difficult for the examiner to extract new information.

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

- La crisis de la vivienda en España
- Consecuencias del Brexit para la economía española
- Conflicto entre los musulmanes y los católicos
- Influencia de la inmigración en la economía española
- La representación de la población latina en Disney
- Corrupción en la política española

- Industria de la aviación y su impacto en la economía española
- Los delfines del zoo de Madrid
- Evolución del ejército español después de Franco
- La Quinceañera es un símbolo de orgullo y identidad en la comunidad Latina.
- La controversia de los toros en España.
- ¿Cuáles son las actitudes de Vox hacia la inmigración en España?
- El enfoque del gobierno español para reducir el desempleo es ineficaz.
- ¿Cómo influyó el activismo de Clara Campoamor en los derechos de las mujeres en España?

Examiners commented on the occasional IRP topics which risked falling outside societal context and therefore losing marks for AO4, for example by discussing the topic of euthanasia without reference to specific laws in Spain. The main focus of the IRP topic must be firmly on Spanish or Hispanic culture. Centres are reminded that this part of the exam is a discussion, not a debate.

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.

The bullet points included on the RP3 should be brief headings of the candidate's key findings, and teacher examiners are strongly encouraged to refer to these headings during the discussion. The bullet points should not be questions and should not be more than a short sentence. The bullet points should be written in English. The candidate may have the RP3 form to refer to during the test.

Administrative matters

This was the fourth 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 2025 guide is available on the Pearson website.

[Spotlight on: A level Speaking \(pearson.com\)](https://www.pearson.com/qualifications/gce/modern-foreign-languages/conducting-speaking-assessment-administrative-support-guide)

