



Examiner's Report

Principal Examiner Feedback

January 2024

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

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Introduction

The following report is a summary of comments and feedback from the examiners. This report should be read in conjunction with the "Marking Guidance for Oral Examiners" and the "Indicative Content" of the mark scheme. These materials can be found on the website in the Course Materials section. Please note that the indicative content in the mark scheme provides only suggested answers and is not prescriptive.

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

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

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

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

Section A

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

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

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

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

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

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

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

Examiners' feedback on Section A

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

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

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

Candidates are advised to listen very carefully to the questions. They must provide relevant answers which respond precisely to the question they have been asked. They should aim to give at least three details, in their own words for Question 1 and

a detailed answer in their own words to Question 2 based on the information given in the text.

Teacher-Examiners are reminded that they must read the questions exactly as written on the cards. Additional questions and rephrasing are not allowed and candidate responses to these will not be credited.

¿Hasta qué punto?, *¿Por qué (no)?* and *Explica tu respuesta* are frequently used in Questions 3 and 4. These question forms invite candidates to weigh up different aspects of an issue and to give opinions. Candidates who gave detailed and well-balanced responses and who considered various aspects of the question were awarded 3 or 4 marks for Understanding (stimulus card specific).

Even fluent candidates are often very nervous at the start of the test. Teacher examiners are advised to read the questions in Section A slowly and clearly to help candidates grasp the full implications of the question.

The stimulus cards

Youth matters: Cards 1A& 1B (La moda sostenible)

In cards 1A and 1B, most students were able to offer three pieces of information in response to Q1. Candidates are expected to answer in their own words, showing an ability to manipulate the language. There were 3 possible answers to Q2, but candidates were required to give only one.

Q3A was well answered by many candidates, who were able to outline the importance of fashion for young people as it helps them to feel accepted by their peers as well as improving their confidence and self-esteem. Many mentioned also that fashion is an expression of individuality.

There were many good responses to Q4A on the pros and cons of shopping for clothes online or in person. Most coped very well with this question and they had many good points to support their argument. These included the variety of clothes available online, the convenience of shopping from home and the ability to purchase an item whenever you wish. Candidates in favour of shopping for clothes in person stressed the importance of being able to try on an item of clothing and to see and feel the quality of the garment. Better candidates were able to outline the opposite side of the argument, providing a very detailed and balanced response.

Q3B was generally well answered. Good responses included the influence of parents, friends, influencers, advertisements, and social media.

Q4B proved to be challenging for some candidates who did not seem to fully understand the term *“moda rápida”*. Some of the weaker candidates were unable

to give a suitable answer. Better candidates mentioned how fast fashion enabled young people to keep up with the latest fashion at a reasonable price. Some went on to outline the downside of fast fashion as it is not eco-friendly and often low paid workers in developing countries are employed in its production.

Youth matters: Cards 2A&B (los abuelos, un elemento clave para las familias españolas)

These were by far the two most popular cards. Overall, most candidates performed well as they related to the questions and had lots of opinions to share on the subtopic of family and relationships.

Q1 was generally well answered. However, Q2 did cause a problem for some candidates who included the point about how grandparents help financially. The question asked what the most important things were that grandparents brought to the family, and the answer required was *cariño y tiempo*. Both elements were needed for a successful response but inclusion of *ayuda económica* rendered the response invalid.

Q3A again proved challenging for some candidate who misunderstood the question on the importance of parents sharing family responsibilities. Weaker candidates continued to talk about the role of grandparents when what was required was an opinion on the shared role of parents in bringing up their children. Better responses considered parental working hours, the new role of some stay-at-home dads, the need for both parents to have an equal input in the raising of their children. Some candidates considered the impact of separation and divorce and the importance of regular contact with both parents. Higher level candidates also highlighted the changing family model and the growing number of one parent families.

Q4A posed few issues. Some of the best answers focused on the effects of the excessive use of technology in the home, unemployment, lack of money, poor communication between parents and children, and alcohol or substance abuse as some of the main issues facing families today.

Q3B on the qualities of a good parent attracted responses that included the providing of love, support, understanding, discipline and advice, the sharing of moral values, and being a good role model. Spending time with your children was also seen as being very important.

Q4B on how family life is changing allowed the better candidates to compare family life in the past with that of today. There were some excellent responses with detailed facts and figures with regard to divorce, same sex marriage and the many different family models that exist today.

Lifestyle, health, and fitness Cards: 1A&B (El yoga en América Latina)

Candidates responded well to Q1 and Q2.

Q3A was a straightforward question for most candidates. Responses included the lack of space at home and the need for face-to-face contact with the instructor. Technical issues were another disadvantage outlined by some candidates.

Q4A was a very open question and attracted a variety of sports in the responses. Swimming, running, and tennis were all seen as good ways to exercise the whole body.

In response to Q3B many candidates thought that it was difficult for young people to incorporate exercise into their daily routine due to school or work commitments. Some outlined the addiction to technology as a factor in preventing young people from doing physical activity. Others thought that it is easy to do exercise as PE is a compulsory school subject and that there are many parks and sports centres in areas where they live.

For Q4B candidates outlined health issues associated with a sedentary lifestyle including obesity, heart disease, diabetes, and high cholesterol as well as depression, isolation, and poor mental health.

Lifestyle, health, and fitness Card 2A&B (Come chocolate y mejora la salud)

Both Q1 and Q2 were generally well answered and caused no issues.

Q3A. Many candidates highlighted the popularity of junk food amongst young people, the fast pace of life and the busy schedule of working parents leading to fewer homecooked meals. Some mentioned the gradual disappearance of the Mediterranean diet and the increase in the consumption of processed food. Others thought that due to the Internet and social media young people were more aware of the importance of eating a balanced diet.

For Q4A candidates had a variety of ideas including the teaching of nutrition and healthy cooking in schools as well as providing healthy, nutritious meals at lunchtime.

For Q3B weaker candidates struggled to come up with reasons why young people need to eat well. Good responses included the importance of healthy nutrition for both the brain and the body as well as for healthy growth during adolescence.

For Q4B candidates highlighted the importance of communication amongst family members at least once per day especially in the fast paced society that we live in today. Other good responses included the need to encourage a healthy diet and good eating habits by a daily family, homecooked meal.

Environment and travel: Card 1A&B (La España árida)

This was the least popular of the subtopics, but those who did it, generally performed very well, Q1 and Q2 posed few issues and candidates responded well to these questions.

Many candidates had done their research in advance and there were some very good answers to Q3A. These included the impact of drought conditions on humans and on the land leading to water shortages, destroyed crops and famine.

Q4A attracted some good responses, as the candidates who had chosen this topic were very well prepared and they were able to present many ideas on how to combat climate change. Better candidates outlined the need to use renewable energies and the importance of a shared response from leading world nations to reduce CO2 emissions.

For Q3B candidates' opinions were divided on how much young people care about climate change. Some believed that they are very concerned and cited young campaigners such as Greta Thunberg as an example. Others felt that young people are too preoccupied with other things such as their studies or work.

There were some excellent answers to Q4B as candidates were able to show evidence of research on the main causes of climate change including the use of fossil fuels, industry, pollution in cities, and deforestation.

Environment and travel: Card 2A&B (El nuevo transporte cubano):

Q1 and Q2 were generally well answered.

Most of the candidate who chose this GTA had researched the topic very well and Q3A on the benefits of the electric car produced some excellent responses.

Q4A on how else we can make transport more eco-friendly was equally well answered. There were many ideas including the provision of more cycle lanes in cities, the introduction of a charge to bring a car into the city centre and improved public transport.

Q3B on the disadvantages of the electric car produced good answers with most candidates mentioning the cost to initially purchase an electric vehicle and the lack of charge points as well as the time required to charge it. Some candidates saw these as temporary setbacks and envisaged that these would all be resolved in future years as electric vehicles become the norm.

Q4B also produced a range of viewpoints on whether it is necessary to drive a car. The majority felt that it gives one independence and flexibility when travelling. Others felt that the time has come to abandon the car and use more ecological forms of transport such as the bicycle or the train.

Education and employment: Card 1A&B (El aprendizaje de idiomas)

Candidates dealt well with Q1 and Q2 which posed no issues.

For Q3A there were lots of ideas on the benefits of learning a foreign language including cognitive, cultural, social, and educational. Many candidates also emphasized how knowledge of a foreign language enhances one's work prospects.

Q4A was a more challenging question. Weaker candidates found it difficult come up with a suitable response. Better candidates were divided in their opinion. Some thought that examination was a fairer and more equitable way to assess students whereas others believed continuous assessment was a more student friendly way of assessment especially for those students who became nervous or stressed due to exams.

Most candidates responded well to Q3B and many gave a balanced answer on the value of online learning such as access to a wide range of resources including audio activities. However, they also felt that face to face communication is of high importance when learning a foreign language.

Q4B attracted a range of responses with many candidates identifying IT as a very important and useful subject. Science was also a popular choice as was Geography and Environmental Studies.

Education and Employment:2A& B (El trabajo líquido)

Candidates had little trouble finding the information to answer Q1, but some struggled to find the correct answer to Q2 as they misheard *empleados* for *empleadores*.

Q3A was well answered by most candidates. Good responses highlighted isolation, the lack of face-to-face communication with your co-workers and the difficulty of separating your professional and private life.

In response to Q4A many candidates believed that working from home would be the norm for the future. Some were concerned that advances in technology could lead to more unemployment, but a positive could be that workers would have more leisure time and a better work life balance.

Common qualities outlined for Q3B were organisation, self-discipline, and motivation.

Candidates responded well to Q4B. Social interaction, problem solving, career development, shared workload and mutual support were some of the answers given by candidates.

Section B

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

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

One centre did not complete Section B, but instead used two Section A stimulus cards on two different General Topic Areas. In this case only one of the cards was awarded marks for Section A and no marks were awarded for Knowledge and understanding as no Section B was conducted. These examinations were also under 7 minutes 30 seconds in length leading to a lower mark for Accuracy and Spontaneity and development. Centres are advised to refer to the Specification for information on the conduct of the examination.

Please see below a list of the GTAs and subtopics.

Youth matters	Family relationships and friendships Peer pressure and role models Music and Fashion Technology and communication
Lifestyle, health and fitness	Food and diet Sports 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

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

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

Examiners' feedback on Section B

Choice of General Topic Area (GTA)

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

Quality of Language

The quality of language was high, both in accuracy and range. Although perfection is not necessary to score 5 in both QOL grids, candidates must use a wide range of structures and vocabulary to access the top mark bands of 5.

Spontaneity and Development

In most centres, examiners had a good examining style. They put their candidates at ease and conducted natural-sounding conversations in Section B. In some centres, examiners heard "question and answer-type" conversations. In such tests, the teacher examiner asked many questions and did not respond to the candidate or interact naturally with them. In these cases, even fluent candidates would be less likely to reach the highest mark band for Spontaneity and Development because they do not have the opportunity to engage in discourse in Section B. For more information about the requirements of the Spontaneity and Development mark-grid, please refer to the Mark Scheme and the "Marking Guidance for Oral Examiners."

For candidates to achieve a mark of 9 or above for Spontaneity and Development in Section B, they must be given the opportunity to respond to questions that are conceptually and linguistically challenging. Some questions asked by examiners did not give the candidate the opportunity to develop their answers at AS level. Personal questions, for example: “¿Qué deportes haces?”, or “¿Qué tipo de música prefieres?” are more appropriate at GCSE level.

Development of responses in Section A is credited in the Spontaneity and Development grid.

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

Some candidates demonstrated excellent knowledge and understanding of their chosen GTA, but the majority appeared to have not done any research on their chosen topic. Tests, where Section B is a general conversation with the candidate speaking about their own experience and general knowledge, will not meet the requirements for a mark of 7 or above in this grid. In the most successful performances, candidates were able to demonstrate an independent and well-informed perspective on the GTA and were able to support their points of view consistently with facts, information, and evidence.

Recording quality

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

Administrative matters

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

