



Examiners' Report

Principal Examiner Feedback

Summer 2025

Pearson Edexcel International A Level
In Spanish (WSP01)
Unit 1: 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. The candidate's response to any question that has been rephrased 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 (Un servicio de altavoz inteligente)

In cards 1A and 1B, many candidates were able to offer three pieces of information in response to Q1, but some did not mention the idea of the voice service appealing to all generations. Q2 posed no issues.

Q3A was well answered by many candidates, who were able to outline in detail how technology has improved our lives. Examples of good responses were the benefits at school and at work including its use in working from home. Communication with friends and family all over the world, entertainment and music were also mentioned as benefits. Better candidates also outlined the negative aspects of technology such as access to unsuitable material and websites as well as the possibility of becoming addicted to it.

In responses to Q4A on how parents can encourage the responsible use of technology at home, candidates highlighted the importance of limiting the time spent on devices at home and for parents to set a good example by engaging in other activities with their children.

Q3B was generally well answered. Candidates were able to outline the negative effects of technology in the home such as less communication between parents and children and the possibility of addiction. Some candidates were concerned about isolation and the impact that this may have on mental health.

In response to Q4B better candidates considered the generational difference between older and younger people regarding technology. Many thought that older people do struggle more but with guidance and support technology can enhance their lives providing information, entertainment and the benefit of being able to keep in contact with friends and family not living close by.

Youth matters: Cards 2B (La moda peruana)

For Q1 most candidates were able to communicate the idea that María Carrión wanted to promote Peruvian traditions but the other 2 ideas about Peruvian women having more money and wanting to spend more on clothes were not clearly communicated by many candidates. Some mentioned the points referring to the past without mentioning the present which was incorrect.

Q2 was generally well answered.

For Q3A good responses included the importance of feeling part of a group and how wearing the latest fashion boosted self-esteem.

In response to Q4A good responses included recycling clothes or buying second hand garments to be more environmentally friendly. There were some excellent ideas on the avoidance of

buying clothes from companies that subjected their workers to poor working conditions and low wages. Other candidates focused on the mass production of fast fashion and its impact on the environment.

Some of the best responses to Q3B included the loss of one's own identity and self-expression when following fashion trends as well as the expense and detrimental effect on the environment.

For Q4B responses included friends, family, social media, celebrities and online influencers.

Lifestyle, health and fitness Cards: 1A&B (Desayunar bien para vivir mejor)

In response to Q1 some candidates did not include the point that eating breakfast can help to slow down the ageing process.

Q2 was generally well answered.

Q3A presented very few issues. Candidates mentioned family, friends, social media or celebrities as having an influence on their diet and eating habits.

Q4A. Good responses to Q4A outlined the importance of finding time to buy and cook fresh ingredients as well as involving children in both shopping and preparing meals at home.

In Q3B candidates highlighted the importance of a well-balanced diet for adolescents who were still developing both physically and mentally. Also mentioned was the importance of fostering good eating habits at an early age that will last for a lifetime ensuring healthy adults of the future.

For Q4B good responses included the importance of families eating a daily meal together, teaching children how to cook, limiting the purchase and consumption of fast food and involving children in food shopping from an early age.

Lifestyle, health and fitness Card 2A&B (Los cigarrillos electrónicos)

For Q1 most candidates mentioned the importance of the various flavours and the fact that many young people did not think that vaping was harmful. Only the best candidates also mentioned that vaping was seen as a substitute for tobacco.

Q2 was mainly answered correctly.

Q3A was answered well overall, and most candidates were able to identify the risks that smoking causes to our health as well as addiction and the financial cost.

In response to Q4A candidates highlighted the importance of exercise, a well-balanced diet, sleep and limited time spent on devices. Some candidates thought that parents needed to lead by example to create a healthy lifestyle for their children.

Most candidates responded well to Q3B. Good ideas included the need for young people to escape their problems or to feel part of a group and the desire to fit in.

In response to Q4B many candidates agreed that it is more difficult to lead a healthy lifestyle today due to our sedentary lifestyle, the time spent on devices, more people working from home and the availability of fast food and preprepared meals. Others thought that due to social media we are better informed and more health conscious and that there are more gyms and sports centres where people can exercise to keep fit.

Environment and travel: Card 1A&B (Los desastres naturales en América Latina)

There were no issues with Q1 or Q2.

For Q3A earthquakes, droughts, floods and forest fire were the most popular responses backed up by very good reasons for their choice.

Q3B was also well answered as candidates who chose this topic area were well prepared. Most agreed that human activities are responsible for natural disasters and they produced some excellent responses including the use of fossil fuels, global warming, deforestation and industrial waste.

Responses to Q4A included destruction of homes, businesses, loss of power and water supplies as well as loss of life.

In response to Q4B candidate came up with practical measures such as constructing more sturdy buildings, creating flood defences and having an emergency plan in the case of a local disaster.

Environment and travel: Card 2A&B (La masificación turística de Barcelona)

For Q1 some candidates omitted the point that house prices had risen.

Q2 was generally well answered.

Q3A was done well by most candidates. Answers included nice weather, entertainment, cultural events, historical sites, museums and gastronomy.

In response to Q4A candidates highlighted the need for tourists to consider their means of transport and some advocated national tourism which uses train or bicycle as the main means of transport. Rural tourism was also seen as an eco-friendlier way to respect the local environment.

Good responses to Q3B outlined the need for tourists to respect the local environment and culture, to avoid creating noise and air pollution as well as considering their use of local water supplies during peak hours in the summer months.

For Q4B candidates thought that there would be less air travel in the future as tourists will be more conscious of global warming and how we can all contribute to its reduction. Candidates also highlighted the possible growth of rural and cultural tourism in the future.

Education and employment: Card 1A&B (Una campana educativa en Perú)

In Q1 some candidates did not mention the idea of the women feeling isolated.

Q2 posed no issues.

For Q3A candidates came up with good arguments in favour of the use of technology in schools, outlining how technology has enhanced teaching and learning as it is a useful tool in research, pupil independence, enjoyment and in the consolidation of learning.

In response to Q4A those in favour of technology-based learning focused on the wealth of resources available online, pupil autonomy and a more personalised approach for the learner. On the other hand, there were some very strong arguments in favour of the classroom teacher and the importance of face-to-face interaction, pastoral care and support as well as their ability to give detailed explanations to any questions that the individual learner may have.

For Q3A arguments against distance learning included isolation of the learner and lack of face-to-face interaction, too much time spent in front of a screen and the possibility of more distractions at home.

In response to Q4B candidates argued that adult learners do struggle more due to other commitments such as work and responsibilities at home, lack of time and the fact that they may not have studied for several years

Education and Employment:2A& B (Erasmus, una experiencia valiosa)

Candidates had little trouble finding the information to successfully answer Q1 and Q2.

For Q3A candidates were evenly split between working as opposed to studying abroad. Those in favour of working argued that they would gain important skills that would help their future job prospects, as well as giving them the opportunity to earn money. Candidates who favoured studying abroad thought that it was a positive to go to university in another country experience university life and make friends with other students from around the world.

Good responses to Q4A included respecting other cultures, learning other languages and ways of life, growing as a person and learning how to be a global citizen.

For Q3B difficulties outlined were missing home and family, not speaking the language, looking for accommodation and getting accustomed to another culture and way of life.

In response to Q4B candidates presented several arguments in favour of being more employable if you have worked abroad. These included the benefits of speaking another language, showing resilience and flexibility on having chosen to work abroad as well as having the option of working abroad again for an international company.

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 to discussion of at least one other subtopic within this same General Topic Area. The candidate 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. This summer a small number of teacher/examiners asked questions on a different General Topic Area to the one on the card. On such occasions, the candidate's ability to access the full range of marks for "Knowledge and understanding" will be restricted. No marks can be awarded for "Knowledge and understanding of the General Topic Area" if Section B is entirely based on an incorrect General Topic Area or if the discussion does not move away from the focus and sub-topic presented on the stimulus card, or if Section B is completely missing.

Please see below a list of the General Topic Areas 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
Sport and exercise
Health issues
Urban and rural life

Environment and travel

Tourism, travel and transport
Natural disasters and weather
Climate change and its impact
Energy, pollution and recycling

Education and employment

Education systems and types of schooling

Pupil/student life
Volunteering and internships
Jobs and unemployment

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 areas chosen by candidates was once again Youth matters and 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, teacher/ 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 asks many questions and does not respond to the candidate or interact naturally with them. In these cases, even fluent candidates would be less likely to reach the highest mark band for Spontaneity and Development because they do not have the opportunity to engage in discourse in Section B. For more information about the requirements of the Spontaneity and Development mark-grid, please refer to the Mark Scheme and the "Marking Guidance for Oral Examiners."

For candidates to achieve a mark of 9 or above in Spontaneity and Development in Section B, they must be given the opportunity to respond to questions that are conceptually and linguistically challenging. Some questions asked by examiners did not give candidates 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 iGCSE level.

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 from research that they had undertaken.

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 small number of centres did not announce the GTA nor stimulus card number.

