



Pearson
Edexcel

Examiners' Report
Principal Examiner Feedback

Summer 2018

Pearson Edexcel International Advanced Subsidiary
In Spanish (WSP01) Unit 1: Spoken Expression and
Response

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Introduction

There were a high number of very good performances in this unit. The following report is a summary of comments and feedback from the team of examiners. It aims to inform centres about how to improve and further the performance of their students. This report should be read in conjunction with the Mark scheme, in particular, the Marking guidance for Oral Examiners and the Indicative content sections. 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.

1. Examiners' feedback on Section A

Students must answer the questions precisely. Those who include information from the text which does not answer the question would not be awarded full marks on Understanding (Stimulus Specific).

Very lengthy answers that are not relevant or move away from the topic of the question asked will not gain the top mark in this section.

Students are advised to listen very carefully and to ensure their answers are precise, relevant and respond to the question they have been asked.

If a student adds extra information not included in the text in their answers to Questions 1 and 2, they will receive no extra credit.

"¿Hasta qué punto...?", "¿Por qué (no)?" and "Explica tu respuesta" are frequently used in Questions (3) and (4) in Section A. These question forms invite students to weigh up different aspects of an issue and give an opinion. Students who were able to give detailed and well-balanced points of view and who considered various aspects were awarded either 3 or 4 marks in the Understanding (Stimulus Specific) grid.

Development of responses in Section A is credited in the Spontaneity and Development grid. Students who gave detailed answers and considered several aspects of an issue were also credited in that grid.

In their answers to Questions 3 and 4, students should try to develop their answers and move away from the ideas given in the text. Some students simply repeated points from the text and did not give any of their own opinions.

In some cases, too much time was spent on Section A. Section A should last around 4 minutes. Section B should last between 4-6 minutes. If a student spends a long period of time on Section (A) then the time left for Section (B) is less than 4 minutes, the marks Spontaneity and Development and Knowledge and Understanding will be affected.

Teacher-Examiners are reminded that they must read the questions exactly as written on the cards. Additional questions and rephrasing are not allowed.

If a student does not understand a question, Teacher-Examiners may repeat it more than once, but they must not rephrase the question in any way.

2. The cards

Youth Matters Card 1A (Los reyes apoyan el desarrollo tecnológico) Q3: Many students mentioned domestic robots and factory automation. Few candidates exploited this question further. However, there were some imaginative and well-informed answers which mentioned uses of robots in the diagnosis of illness, medical surgery, transport, space

exploration and education.

Youth Matters Cards 2A&B (Shakira cumple los 40) Q1: Some students gave information from the text about Shakira herself and therefore failed to answer the question: "¿Cómo son las canciones de Shakira?"

Lifestyle, Health and Fitness Cards 1A&B (Un joven golfista vasco) Q1: Some students gave the information from the paragraph about Jon Rahm himself and failed to answer the question correctly as it asked for information about his career. In some cases, students did not correctly change the verbs "fuiste, ganaste, pasaste" from the second to third person.

Lifestyle, Health and Fitness Card 2A&B (La adicción al móvil) Q1: Students mentioned the number of people who are addicted to their mobile and did not answer the question: "¿Qué hacen los adictos al móvil?" Q2: Many students mentioned the effects of mobile addiction and did not answer the question: "¿Qué tipo de persona podría engancharse al móvil?" In a small number of cases, students did not understand "sedentaria".

Environment and Travel Card 1A&B (El aumento del nivel del mar en Latinoamérica): Students who had prepared this topic seemed to be interested in the issues and were aware of the wider implications of the questions. They were able to give details and examples in their answers.

Environment and Travel Card 2A&B (Los taxistas protestan en Madrid): Some students did not give sufficient detail in their answers to (Q1) and (Q2). Card 2A (Q4): many students mentioned types of transport. The most successful answers considered how changes in society might affect transport in the future.

Education and Employment (La baja de paternidad en España): the majority of candidates successfully picked out the details required to answer (Q1) and (Q2). Card 1A (Q3) proved challenging for students who were not aware of the effects of paternity leave on employers. Very few students considered the potential benefits of paternity leave for employers.

Education and Employment (Las matrículas en España): Q1 Students tended to miss out the detail "la ley es ambigua en cuanto al precio de las matrículas".

3. Examiners' feedback on Section B

i. Choice of topics

As in previous series, by far the most popular topics were Youth Matters and Lifestyle, Health and Fitness. Very few candidates who spoke on these topics showed evidence of reading and research and were therefore unable to meet the requirements for a mark of 7 or above in Knowledge and Understanding (General Topic Area). For more information, centres should refer to the Summer 2018 Mark Scheme which is available on the website.

ii. The role of the Teacher-Examiner

The Teacher-Examiner's style of questioning is very important. Some fluent candidates were not able to reach the highest mark band for Spontaneity and Development because there was no evidence of discourse in Section B. There should be an exchange of information between the Teacher-Examiner and the student. Each participant must address the points made by the other. A test that is a series of questions and answers will not allow the student to achieve high marks for Spontaneity and Development.

To achieve a mark of 9 or above in Spontaneity and Development, students must be given the opportunity to respond to questions which are conceptually and linguistically challenging

in Section B. Some questions asked by examiners did not give the student the opportunity to develop their answers at AS level. Personal questions, for example: 'Cuéntame algo que pasó cuando jugaste al fútbol la última vez', are more appropriate at GCSE level. Students who are asked many of this type of question would not be able to show sufficient knowledge of the GTA to score high marks for Knowledge and Understanding.

The Teacher-Examiner's role is to stimulate candidates to produce their best performance. The Teacher-Examiner's input should be kept to a minimum. In the interest of making the exam sound like a natural conversation, some examiners say too much, interrupt the students and do not allow them to finish their point. Unfortunately, this type of input from the Teacher-Examiners will have an impact on the mark given or Spontaneity and Development.

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

An area in which many centres can improve the performance of their candidates, is Knowledge and Understanding. Examiners reported that high numbers of candidates did not demonstrate any evidence of research or reading about the General Topic Area. Tests where Section B is simply a general conversation with the student speaking about their own experience and general knowledge will not meet the requirements for a mark of 7 or above in the this grid. In the most successful performances, students were able to demonstrate an independent and well-informed perspective on the GTA. They were able to support their points of view consistently with facts, information and evidence.

4. Administrative matters

A large number of centres did not submit the OR forms in the correct format and this caused examiners many difficulties. Please do not send paper photocopies or photographs (eg .jpeg or .jpg format). A full explanation of how to submit OR forms and recordings is available in the Administrative Support Guide on the website.

