



Examiners' Report

Principal Examiner Feedback

January 2019

Pearson Edexcel International Advanced
Subsidiary

In Spanish (WSP01) Unit 1: Spoken
Expression and Response

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IAL SPANISH - EXAMINER REPORT- January 2019

IAS UNIT 1 (WSP01) SPOKEN EXPRESSION AND RESPONSE IN SPANISH

Introduction

The following report is a summary of comments and feedback from the examiners. It should be read in conjunction with the "Marking Guidance for Oral Examiners" and the "Indicative Content" sections 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.

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).

Students 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, in answers to Questions 1 and 2.

Personal opinions and information not contained in the text in answers to Questions 1 and 2 will not gain any credit.

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

In their answers to Questions 3 and 4, students should develop their responses 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.

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

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.

2. The cards

Youth Matters Card 1A (Celebraciones de amor y amistad) Students were able to speak with confidence about the importance of true friendship and the role that friends play in the lives of young people. There were a small number of candidates who did not understand "el valor que tienen" and mentioned young people's values in their answer to Question 4B.

Youth Matters Cards 2A&B (Los nuncios de ropa) Q1: a small number of students said that advertisements are more realistic than in the past. They did not understand that, according to the article, it is the women who are more realistic buyers nowadays. The majority of students had plenty of views about the impact of fashion advertising on young people and on society in general.

Lifestyle, Health and Fitness Cards 1A&B (La migración a las ciudades en Latinoamérica) A small number of candidates did not understand or misheard "la vida urbana" and spoke about rural life in their answer to question 4B. Most candidates provided well-developed answers about the advantages and disadvantages for young people of urban and rural life.

Lifestyle, Health and Fitness Card 2A&B (El dolor de espalda) Some candidates missed out the point that correct posture helps avoid back problems in their answer to Question 2. Students should ensure they look at the whole paragraph for relevant information. The majority of answers to Questions 3 and 4 mentioned obesity, stress and mental health. Some students developed their answers into the effects of smoking and drinking alcohol at a young age.

Environment and Travel Card 1A&B (Los effects de la sequía en España): most students successfully explained the effects of the drought and the reasons for the condition of the river. Many students gave interesting suggestions for saving water, commenting on how it is used on golf courses, water parks and the irrigation of crops. Students showed good knowledge about climate change.

Environment and Travel Card 2A&B (La turismofobia: un fenómeno creciente): many students clearly had experience of the effect of mass tourism and showed good knowledge and understanding of the phenomenon and its effects on popular destinations.

Education and Employment (La elección de las carreras universitarias): the topic of the card was familiar to many students who are currently considering university options. The majority of candidates who took this card were able to express good understanding both of the text and the issues raised by questions 3 and 4.

Education and Employment (El uso de las tablets en las aulas): Students had little trouble finding the information to answer the questions, however a few candidates did not mention that tablets do not provide practical activities for young children. The topic was familiar to students and many gave well-developed answers that considered different aspects of the effects of technology on teaching and learning.

3. Examiners' feedback on Section B

i. General Topic Areas

Youth Matters remains a very popular topic. It is easy for candidates to talk about familiar issues, but the topic can produce somewhat superficial discussions. Very few who chose this topic demonstrated excellent knowledge and understanding.

Lifestyle, Health and Fitness was also popular. Examiners were impressed by students who were able to demonstrate detailed knowledge about diet, exercise and health issues affecting young people.

A higher proportion of students selected Travel and Environment than in previous series. Discussions on this topic were often detailed and informative about matters such as renewable energy, nuclear power, climate change and natural disasters.

Education and Employment is a topic that offers opportunities for interesting discussions with international candidates who are able to demonstrate knowledge of education and working conditions in various parts of the world. A higher number of candidates selected this topic than in previous series.

There is some overlap between the General Topic Areas. Teachers should be careful not to stray off topic in their discussion in Section B. All questions must relate to the student's chosen GTA. Please refer to the specification for more information about the GTAs and sub-topics.

ii. 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, students must use a wide range of structures and vocabulary in order to access the top mark bands of 5.

iii. Spontaneity and Development

In the majority of centres, teachers had good examining style. They put their students at ease and conducted natural-sounding conversations in Section B. In a few centres, examiners heard "question and answer-type" conversations in Section B. In such tests, the teacher asks many questions and does not respond to the candidate or interact naturally with them. In these cases, even fluent candidates would not be able 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 section "Marking Guidance for Oral Examiners".

To achieve a mark of 9 or above in Spontaneity and Development, in Section B, students must be given the

opportunity to respond to questions which are conceptually and linguistically challenging. Some questions asked by examiners did not give the student the opportunity to develop their answers at AS level. Personal questions, for example: "¿Prefieres viajar con tus padres o con tus amigos?", or "¿Qué deportes te gusta practicar?" are more appropriate at GCSE level.

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

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

Examiners report that few candidates demonstrated excellent knowledge and understanding of their chosen GTA. Few students appeared to have done any research on their topic. Tests where Section B is 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 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

The majority of centres submitted OR forms in the correct format.

Centres are urged to check the quality of the recordings before sending them to Edexcel. Examiners reported some poor recordings which they were unable to hear clearly.

Teachers and candidates should not have mobile phones in the examination room. Examiners commented on mobile phone interference on recordings which affected their ability to hear some sections of the tests clearly.

A full explanation of how to submit OR forms and recordings is available in the Administrative Support Guide on the website.