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Examiners' Report

Principal Examiner Feedback

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In Spanish

Unit WSP02\_01

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**Paper 2: Understanding and Written Response (WSP02)**

## Introduction

WSP02 01 is assessed in a written examination available in January and June of each year. The assessment lasts 2 hours 30 minutes and is made up of 90 marks. It can contribute to either the International Advanced Subsidiary or the International Advanced Level qualifications.

The assessment for this unit has three sections which total 90 marks.

**Section A: Listening (20 marks)** Candidates will be required to listen to a range of authentic recorded material and to retrieve and convey information given in the recording by responding to a range of Spanish-language questions. Candidates will need to show understanding of both the general sense and specific details conveyed. The questions will elicit non-verbal responses and short answers in Spanish.

**Section B: Reading and Grammar (30 marks)** Candidates will be required to read authentic Spanish-language materials and to retrieve and convey information by responding to a range of question types in Spanish. The questions will elicit non-verbal responses and Spanish-language answers. Questions are linked to a range of reading comprehension exercises. Candidates will also be required to understand and manipulate grammatical structures in Spanish by selecting the most appropriate word form to fit a gap, and by supplying the correct form of a word within a sentence which forms part of a short text.

**Section C: Essay (40 marks)** Candidates will write a 240–280 word essay, in Spanish, in response to a short Spanish language stimulus and four related bullet points. The assessment rewards candidates for communicating relevant information effectively as well as for the quality of the language produced.

## Comments relating to individual questions from the January 2023 series.

### Section A: Listening

#### Q1. Multiple Choice

Candidates were provided with four options A, B, C, or D for each item within the question comprising the correct response, and three distractors. Question 1 was taken from the subtopic of food and diet. There was a good rate of success with all questions. 1c was the most challenging part of the question where the candidates sometimes did not connect *intensamente agradable al paladar* with *sabrosa*.

## Q2. Multiple Choice

Candidates were provided with four options A, B, C, or D for each item within the question comprising the correct response and three distractors. Question 2 was taken from the subtopic of natural disasters and weather. There was a good rate of success with all questions. Candidates did not always select the correct answer to 2b, sometimes selecting *turístico* over *agricultor*.

## Q3. Summary completion

Question 3 was a listening summary task from the subtopic of peer pressure and role models. There was a mixture of word types in a pool of 8 and the correct response had to be inserted into sentences, summarising the recorded text.

Again, there was a good rate of success with this question. Sometimes 3c was incorrectly selected as *padres* instead of *compañeros*, where candidates failed to connect *... viene de sus iguales* to *compañeros*.

## Q4. Short Answer Question

This question required responses using a single word, a phrase or a short sentence. Each item was worth 1 or 2 marks. Question 4 was taken from the subtopic of education systems and types of schooling and is the most challenging of the listening tasks, both in length and the linguistic knowledge assessed. Although full sentence answers are not required, it is necessary to manipulate language from the recording to give an appropriate answer to the question.

There were instances in question 4 where candidates made grammatical errors whilst still securing the available marks. The responses are awarded marks based on communication, rather than accuracy of language.

Most candidates were awarded between 5 and 7 marks.

Q4(a) Candidates were sometimes not awarded a mark as they had missed the reference to *igualdad* and simply wrote *la lucha entre hombres y mujeres*.

Q4(b) In this question, often candidates were not awarded both available marks because they did not make clear the idea that girls and boys learn in different ways. Many candidates simply wrote *por los diferentes ritmos de aprendizaje* without reference to girls and boys.

In Q4(e) Many candidates did not answer the question which was asked, instead taking the idea directly from the text, *las niñas que van a colegios diferenciados están logrando un mejor rendimiento que las que van a centros mixtos*. The question asks about the disadvantage

experienced by girls in mixed schools. Candidates must answer the question which is asked. At other times, candidates failed to clarify that girls in mixed schools had a poorer performance than girls in single sex schools with responses such as *Las niñas tienen peor rendimiento*.

## **Section B: Reading and Grammar**

### **Q5. Multiple Choice**

Candidates were provided with four options A, B, C, or D for each item within the question comprising the correct response and three distractors. Question 5 was taken from the subtopic of jobs and unemployment.

Q5(e) proved to be a challenge for some as candidates failed to connect the idea, *no cambiaron* with *esta tendencia se detuvo en 2019*. Other parts of question 5 were generally managed well by many candidates with 5(c) being the most accessible part of the question.

### **Q6. Short Answer Question**

This question required responses using a single word, a phrase, or a short sentence. Each item was worth 1 or 2 marks. Most candidates were awarded either 4 or 5 marks. Question 6 was taken from the subtopic of energy, pollution and recycling.

Candidates are asked to respond using their own words as much as possible. Whereas most candidates offered concise responses, there were cases where responses comprised large sections of language lifted from the text. Most candidates however were mindful to ensure that they were addressing the question.

Q6(b) Sometimes candidates were not awarded a mark for this question because they gave answers which were lifted directly from the text without the required manipulation to answer the question. The question asks specifically what surprised Víctor Torres. An appropriate answer would give the required information using 3<sup>rd</sup> person pronouns or verbs as necessary, e.g., *Que estos países nos llevan mucha ventaja* and *nosotros deberíamos ser el país número uno* would not have communicated an appropriate response to the question.

Q6(d) Sometimes candidates did not refer to *residuos* in their answer and referred instead to *recursos*, which did not convey the idea of recycling/reusing waste products.

### **Q7. Short Answer Question**

This was the most challenging of the comprehension questions, both in length and complexity. Candidates were mainly awarded between 7 and 10 marks for this question and it was encouraging to see that a high number scored between 9 and 10 marks. The question required responses using a

single word, a phrase, or a short sentence. Each item was worth 1 or 2 marks. Candidates were asked to express their response by using their own words as much as possible. There was no need to use unnecessarily ambitious structures. Long answers often contained irrelevant material and did not directly answer the question. Question 7 was taken from the subtopic of music and fashion.

In Q7(c) candidates failed to achieve marks when they did not show that they had understood the opinions expressed by either young people or other people. Some resorted to lifting items from the text such as, *es un fenómeno sociocultural* and *cada vez más de moda, el grafiti es parte del paisaje urbano*.

In Q7 (h) sometimes candidates wrote that *El Niño de las Pinturas* advises us to write messages/graffiti on walls.

### **Q8. Sentence Transformations**

Candidates were required to write out the correct form of each targeted word. Question 8 was taken from the subtopic of music and fashion. Most candidates were awarded between 7 and 10 marks on this question.

Q8(a) This was generally well done with candidates able to form the past participle of *ser* here.

Q8(b) This was generally well done with candidates knowing the present participle of *poner*.

Q8(c) Most candidates were successful with one of the two options here.

Q8(d) Some candidates reverted to the present tense here with *hacemos*, failing to connect to the future indicators earlier in the sentence.

Q8(e) Some candidates did not retain the accent on *célebre* which created a word with a different meaning in the present subjunctive.

Q8(f) Some candidates kept this word as *grande*. Candidates who added an accent to *gran*, e.g., *grán* were awarded a mark as the additional accent did not change the meaning of the word.

Q8(g) Some candidates failed to recognise the preterite tense here.

Q8(h) Candidates who missed writing the accent on *están* and wrote *estan* were still awarded a mark, as missing the accent did not change the meaning of the word.

Q8(i) Some candidates did not keep this verb in the reflexive form and/or recognise that it is a radical changing verb.

Q8(j) Most candidates recognised the present tense of perder.

### **Section C Writing Question 9**

This section requires candidates to write an essay in response to a short stimulus. The recommended length is 240–280 words, although this is only a guide and candidates should not be concerned by the exact length of their response. The bullet points allow candidates to offer opinions and to use a range of tenses. It was essential that candidates fixed their response on these bullet points. If one point was missed out, the maximum Content and Communication mark was 16. If 2 were missed, the maximum was 12 marks and if 3 were missed the maximum mark was 8. Question 9 was taken from the subtopic of urban and rural life. The candidates who planned their answers before starting to write their responses tended to do very well in terms of Content and Communication marks. Most candidates were awarded between 36 and 40 marks for question nine.

#### **Comments relating to the four bullet points:**

##### **Bullet point 1 – las razones por las que en los últimos años más gente se mudó al campo.**

Candidates expressed plenty of ideas around this bullet point. Common points mentioned related mainly to the negative effects of life in the city and the growth of working from home.

##### **Bullet point 2 – las desventajas de la vida rural para los mayores.**

This was generally successful. However, some candidates wrote about disadvantages of rural life in general and did not relate it specifically to older people as required by the bullet point. Marks for Content and Communication would have been affected as the given bullet point was not addressed. Candidates are reminded to check closely the requirements of each bullet point before they begin to write a response.

##### **Bullet point 3 – tu opinión sobre el lugar donde vives.**

Candidates regularly wrote at length about their ideas on this point. Sometimes candidates wrote a description about where they live without giving an opinion about it. Again, candidates are reminded to check closely the requirements of each bullet point before they begin to write a response.

##### **Bullet point 4 – cómo serán las ciudades del futuro.**

On some occasions, this bullet point was answered very briefly, possibly due to a lack of time available at the end of the exam. However, overall, there were many good ideas expressed around this bullet point.

## **Quality of Language**

The majority of candidates were able to express a range of opinions and views eloquently and using a wide range of language. They successfully used complex language and more advanced vocabulary. Some candidates had very good ideas, but they tended to write very long sentences, which resulted in a loss of focus upon or digression from the points that they were making. In these cases, it would have been better to write shorter sentences with connectives to improve the structure of their ideas. Common errors in terms of grammar were missing pronouns especially with reflexives, lots of errors with missing accents and common spelling mistakes e.g., a for ha.

Some candidates missed opportunities to use the subjunctive. There were occasionally lapses with vocabulary and grammar due to interference from the candidate's mother tongue. Overall, the standard was very high and there were lots of impressive, detailed, and coherent responses which used an extensive range of vocabulary and grammar.

## **Q9 What candidates did well**

- Most essays addressed all four bullet points.
- Used one paragraph per bullet point for clarity.
- Responses were typically between 240 and 280 words.
- Most candidates attempted to develop the bullet points.
- Many essays offered a wide range of complex structures and lexis.
- Structured the response to contain only relevant material.

## **Q9 How candidates could improve upon performance**

- Be sure to address all four bullet points fully.
- Avoid digression from the required content.
- Planning can help to ensure that ideas are well organised and developed.
- Consider making the essay plan early on during the exam, to avoid rushing this very significant part of the exam paper at the end.
- Always give several ideas for each bullet point.

## **General points**

Based on their performance on this paper, candidates are offered the following advice:

- Ensure that handwriting is clearly legible.
- Address all elements of each question, especially in question nine where your marks for Communication and Content will be limited if you do not fully address a bullet point.
- Read the question or the bullet point again after you have answered it to check that what you write is a direct response to it.
- Consider alternative ways of wording your answer; clear and concise is best.
- Where two pieces of information are required by the question, you should clearly demarcate the separate ideas or points that you are making.
- Avoid the use of untargeted lifts from texts and use your own words as much as possible.

- Base all comprehension responses upon evidence from the text or the recording.

