



Pearson
Edexcel

Examiners' Report
Principal Examiner Feedback

January 2023

Pearson Edexcel International A Level
In Spanish
Unit WSP04_01

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

January 2023

Publications Code WSP04_01_ER_3201

All the material in this publication is copyright

© Pearson Education Ltd 2023

Paper 4: Research, Understanding and Written Response (WSP04)

Section A - Listening (20 marks)

Students listen to four recorded extracts in Spanish. They retrieve and convey information given in the recordings by responding to questions of different types.

Question 1 - Los jóvenes sin títulos

A multiple choice question worth 4 marks. The question was accessible to most students. The mark most frequently missed was 1(a) as some students did not manage to link leaving school early to unstable employment.

Question 2 - Un día histórico para Chile

A multiple choice question worth 4 marks. This question also proved accessible to the majority of students. The mark most frequently missed was 2(c) about who would approve the new laws.

Question 3 - Documental sobre un rescate en los Picos de Europa

A cloze text question worth 4 marks. Students had to choose the correct answers from a pool of 8 possible words. Although most candidates scored full marks, a few students opted for the distractor "peligro" in 3(d).

Question 4 - Volver al pasado en familia

Students listened to an interview with three speakers and gave short answers in Spanish. This question is worth 8 marks.

The majority of students scored close to full marks. In (a), the most common mistake was to miss out any reference to participation in the project. In (b), a number of candidates wrote, 'duchar en agua caliente' which was accepted, as that was indeed the sacrifice made. In (c), some answers mentioned the tasks the family had to do without indicating that life was harder. In (d), answers had to mention a clear benefit. Some students referred to mobile phones and television without indicating that the family found they could do without them as surplus to requirements. Others mentioned the fact that families are short of time nowadays without explaining how they benefited from the break. The majority of students answered (e) and (f) correctly.

Section B - Reading and Grammar (30 marks)

Students read texts written in Spanish. They retrieve and convey information in the texts by responding to questions in Spanish. Students also manipulate grammatical structures by reformulating a selection of phrases taken from the reading texts.

Question 5 - La caza del lobo ibérico

A multiple choice question worth 5 marks. This question is the most accessible of the reading tasks but still challenged students. In (a), the status of wolf hunting in the South was sometimes misunderstood. In (d) some did not identify the farmer's concern that failing to control the wolf population could cause more people to abandon the countryside.

Question 6 - México: un importante descubrimiento arqueológico

A reading comprehension text worth five marks with short answer questions in Spanish. The majority of students scored well on this question, with most getting (a) correct. For (b), the most common error was to mention the discovery of structures without indicating that they lay underground. In (c), some students said that the political organisation of the Maya was a new discovery. Most got (d) correct, although some failed to include the idea that the collaboration of the workers was voluntary.

Question 7 - Artículo de periódico sobre la libertad de expresión

A longer reading comprehension text with short answer questions in Spanish worth 10 marks. The majority of students coped well with this longer text.

In (a), a number of students scored only one mark, because they did not mention two clearly different issues. (d), some answers were not sufficiently precise as they had to refer to the artist's work. In (e), there were some mistakes with the escape of the artist. Some answers said the artist escaped from prison some said he escaped from Belgium rather than from justice. In (f), several candidates responded by referring to those who make satirical criticisms without mentioning the target of the criticism - i.e., murders by terrorists. In (g), a few candidates focused on a campaign to free the rapper rather than the correct answer of defending freedom of expression.

Question 8 - Manipulation of grammatical structures

Students reformulated phrases from the reading comprehension texts in Questions 5, 6 and 7. They had to include the given structures in each question. They had to produce a correct phrase, without altering the meaning of the original. The question phrases were emboldened in the reading texts in Section B to assist students in reformulating the phrases.

- a. Nearly all answers were correct apart from the occasional "abandonamiento".
- b. Nearly all got it right except for the occasional 'descubrido'
- c. Nearly all answers were correct.

- d. A few put the verb into the imperfect subjunctive, or forgot to include “asombroso”.
- e. With the alternative option of using “fuera/fuese” many candidates scored.
- f. A few candidates left out the ‘se’ and wrote ‘dando casos’.
- g. A few wrote ‘protegido’ and failed to spot the agreement.
- h. Some used the present subjunctive rather than the imperfect.
- i. Many included pronoun ‘se’ in the transformed sentence.
- j. Some left the pronoun out altogether and responded with ‘una ‘pena fue impuesta’
- k. Several candidates missed out the ‘porque, debido a que / ya que’ at the beginning. Others tried a passive construction, which was not accepted as it did not fit in with the context of the text, which needed an active subject.

Section C - Writing (40 marks)

Students write one essay on a topic chosen from the list prescribed in the Specification for the unit. Essays on ‘Como Agua para Chocolate’ (11a and 11b) and on ‘Ocho Apellidos Vascos’ (17a and 17b) were the most popular choices. ‘Yerma’ (15a and 15b) and ‘Las bicicletas son para el verano’ (14a and 14b) were the second most popular choices.

There were a few on Geography (9a and 9b) and on History (10a and 10b). In some cases, students clearly had an excellent level of knowledge of their chosen work or topic, but did not focus sufficiently on addressing the question.

In the essays on film and literature, the level of vocabulary including technical words was high and many students demonstrated a great amount of knowledge. Some essays contained confusing misspellings and incorrect accents. In some cases there were no accents at all, which created ambiguity for the reader.

Some essays only answered one part of the question or only partially touched on the analysis aspect. Some simply finished without a conclusion.

A small number of essays or parts of them were almost illegible because of handwriting or messy corrections. Students must write clearly and legibly. It is very difficult for examiners to credit work they cannot read.

The following comments summarise the examiners' observations on the most popular essay choices:

Question 9a and 9b Geography

No students chose 9a. There were a small number of essays on 9b. Although students were able to demonstrate knowledge of a range of customs, the descriptions tended to be superficial and lacking in detail. There was little analysis of the extent to which the country or region maintains its cultural identity. When choosing to write on this topic, students should remember that general knowledge is not sufficient to score highly. They must aim to show the same level of knowledge and analysis as is expected in essays on history, film and literature.

Question 10a and 10b History

There were a small number of essays on both questions. Students were able to demonstrate good knowledge and provide evidence to support their points of view. The challenge with the history essays tended to be focusing the answer precisely on the question rather than writing generally on the topic.

Question 11a and 11b Como agua para chocolate

There were a small number of responses on this work. 11b was the more popular option. For 11a, most students were able to explain Nacha's role. The analysis of the presentation of indigenous characters was less well done. Some essays described Chenchu and Luz del Amanecer. There was little analysis, for example, of what these characters tell the reader about Mexican culture and society or the role of women at the time.

Question 14a and 14b

The majority of candidates chose 14a. Essays showed a clear understanding of the significance of the basement scene. Some focused on the similarity between the characters' situations and did not clearly analyse the differences between them.

Question 15a and 15b Yerma

There was a fairly even distribution of essays on both topics. The majority showed detailed knowledge of the text. Many students were able to use quotations to support their points of view. In 11a, there were several excellent descriptions of nature imagery in the play, although analysing the effect of the imagery proved more of a challenge for some. There were some good essays on 11b, in which students were able to analyse the effect that her relationship with Victor has on Yerma.

Question 16a and 16b El laberinto del fauno

There were a small number of responses to this question. Most opted for 16b. Students were able to explain the reasons why Ofelia escapes into a magical world. The analysis of the comparison between the real and imagery worlds was brief in some essays.

Question 17a and 17b Ocho apellidos vascos

This was by far the most popular work. There were many excellent responses on both questions. In 17a, the description of the comic style of the film was very well done and supported by examples and quotations. In this question, a common mistake was to forget to address precisely the analysis part of the question. Although the majority of students said that the humour came from the characters and their personalities, many did not analyse whether jokes or character were more important in creating the humour.

In 17b, the explanation of how the Andalusian characters are presented was detailed and supported by examples and quotations. Some answers wandered into story-telling. There was some perceptive analysis of the use of the song. A small number of essays omitted this part of the question.

General advice to students

Based on performance in this examination, students are offered the following advice:

- In Sections A and B, read the questions carefully. In a two part question, make sure you give two clearly distinct and different ideas.
- In Question 8, find the emboldened question phrase in the articles in Section B. Ensure the reformulated phrase is not only grammatically correct, but also works in the context of the article.
- Read essay questions carefully. Tailor your answer precisely to answer the question as it is set. Make sure that all your points are relevant to the question.
- Introductions should relate to the precise question you are answering. Do not start off with a general introduction to the work which has nothing to do with the question.
- For Geography questions, you must demonstrate that you have researched the topic. General knowledge is not enough to score highly.
- Include a wide range of different types of relevant factual evidence to support points of view, for example:
 - History and Geography: specific examples, figures, dates, events for history and geography essays.
 - Film and literature: specific examples, quotations, director's or author's technique.
- End with a conclusion which summarises the arguments in the essay and gives a personal response to the question.

- Always write clearly and legibly. Make corrections clearly.

