



Commentaries

Summer 2025

Pearson Edexcel International Advanced Level in
Spanish

WSP02/01

Common Errors in Section A and B

Question 4

This question was the last and most challenging of the section A listening questions. It was also the first of the short-answer questions where candidates were required to express their answer in Spanish. Candidates had to listen to a passage based on an interview with a florist, from GTA 4, the subtopic of jobs. A total of 8 marks were available. Communication is key here, rather than grammatical accuracy, but responses must make sense and communicate without ambiguity.

Example 1

4(a) A common error was to omit that Fernando made the floral crown for his mother. At IAS level, candidates must be able to show that they understand details, rather than just a general situation. This response was not awarded a mark.

(a) ¿Cuál fue la primera experiencia de Fernando como florista?

corona de flores

4(b) This question was answered well by many candidates. Those who lost marks did not clearly communicate that Fernando made the flowers and who they were for. The second part of this response is too vague about what was made and who it was for. The first part of this answer would have scored a mark if the verb *mostrar* had been handled better. The word offered here is too ambiguous and interferes with communication.

(b) ¿Cuándo comenzó a ser ampliamente reconocido el trabajo de Fernando?
Da **dos** ideas.

(2) 0 Q04b

1

~~un florista~~ ~~redes sociales~~
Cuando su amigo mostró el trabajo en
redes sociales

2

Cuando Fernando hecho un regalo para una
persona

4(c) A common mistake here was to mention his studies in architecture without linking then to his current work as a florist. This candidate has understood that his architecture training is useful but has made no mention of using these skills in floristry.

(c) Según Fernando, ¿cómo ayudan sus estudios previos en su profesión actual?

(1) 0 Q04c

Por los conceptos básicos que tenía de haber estudiado

arquitectura además de las habilidades.

4(d) Candidates who failed to score here, often did so because they did not turn the indefinite second person used in the passage *nunca debes dejar de aprender y tienes que desarrollar tu propio estilo único*, into a definite third person to state what Fernando did to improve. This candidate used an infinitive in the first response, which was acceptable, but the second mark has not been awarded for *tu propio estilo*. Candidates need to practise creating 3rd person verb forms from 1st or 2nd person verbs, as this is frequently necessary in comprehension tasks.

(d) ¿Cómo se ha convertido Fernando en un mejor florista? Da **dos** ideas.

(2) 1 Q04d

1

Nunca ~~dejar~~ dejar de aprender ~~nuevas cosas~~ nuevas cosas

2

desarrollar tu propio estilo único

4(e) Some candidates stated that the flowers were fresh, without explaining that this is the benefit of using local growers. Also, a number of candidates, like this one, failed to score for saying that they are respectful of the environment. This statement is just a rewording of the idea in the question that Fernando's designs are *ecológicos*. Candidates cannot answer the question "Why are Fernando's

floral designs respectful of the environment?” with “Because they are respectful of the environment”. To earn a mark, the response must offer evidence of why this is.

(e) ¿Por qué se puede decir que los diseños florales de Fernando son ecológicos?
Da dos ideas.

(2)

1. ¿ por qué son respetuosos con el Medio ambiente.
2. nunca usan la espuma verde que se usan en floristerías

Example 2

4(a) One mark was awarded for this response. There are a number of spelling errors here, but overall, the correct information has been given. Many candidates offered incorrect conjugations of *hacer*, eg *hico*, but this did not prevent them from scoring the mark.

(a) ¿Cuál fue la primera experiencia de Fernando como florista?

Cuando Fernando decidió a hacer un corona
para el cumpleaños de su mamá.

4(b) Some candidates did not score because they had not understood *quinceañera*. Many alternatives were accepted by examiners, as with this candidate who has not been able to transcribe that word correctly, but added enough supporting information *para la hija de su compañero*, that the mark could be awarded.

(b) ¿Cuándo comenzó a ser ampliamente reconocido el trabajo de Fernando?
Da dos ideas.

(2) 2 Q04b

1. Practica mucho con la construcción de Flores
para el aniversario de una hija de su ~~compañero~~ ^{compañero}
2. Y su amiga sacó fotos para el Rede Social
Y esta creando su trabajo.

4(c) There were different ways to link Fernando's study of architecture with flower design. This candidate has made spelling and grammar errors but the message is clear and correct.

(c) Según Fernando, ¿cómo ayudan sus estudios previos en su profesión actual?

(1) 1 Q04c

los conceptos básicos de la ~~arquet~~ arquitectura
ayuda con el ^{diseño} ~~diseño~~ floral.

4(d) This candidate has scored for both parts of this response.

(d) ¿Cómo se ha convertido Fernando en un mejor florista? Da **dos** ideas.

(2) 2 Q04d

1 desarrolló su propia estilo único

2 y tomó muchas cursos

4(e) This candidate scored one mark for the first response, but nothing for the second as *personas* is too general and could refer to other staff members or even customers. The correct answer would be that Fernando works with growers nearby.

(e) ¿Por qué se puede decir que los diseños florales de Fernando son ecológicos?
Da **dos** ideas.

(2)

1 El no usa el espuma verde tradicional
que tiene plásticos malos para el medio ambiente

2 Trabaja con personas cercanas para para
que no necesitan viajar tanta.

Question 6

This question was based on a text about a boarding school in Chile. Answers can be given using anything from a single word to a short sentence. It can be tempting for candidates to copy sections of the text for their answers. This may be because they think it genuinely responds to the question or perhaps because they have not completely understood either the text or the question but can tell the area of the text where the answer is likely to lie. At IAS level, candidates are expected to be able to select accurately, the material needed. Although it may be possible to use words from the text in a correct answer, candidates are asked to respond using their own words as much as possible. Copying large chunks of text is rarely successful.

Example 1

6(a) Candidates sometimes looked no further than the first answer that suggested itself. This candidate, like many, saw “Escuela República” in the text and wrote down what came next, ignoring the key phrase from the text *somos excepcionales*, which is synonymous with *única* in the question and which lead on to the correct information.

(a) ¿De qué manera es única la Escuela República?

(1) 0 Q06a

Es respetada por su labor educativa.

6(b) Candidates who failed to score here, did not give both items of information which were required to create a full answer (pupils who could not stay with their family/ during the week).

(b) ¿Qué criterio debe cumplir un alumno para asistir a la escuela?

(1) 0 Q06b

necesitan dificultades para estar con sus familias.

6(c) Most candidates scored a mark on this question. Those who did not, often did not make it clear who needed or was offering help.

(c) ¿Por qué la señora Valderrama valora al personal del internado?

(1) 0 Q06c

Porque necesitan el apoyo

6(d) This item was the most challenging part of this question. There were two key ideas needed: the inability to cover basic needs and the lack of capacity to accommodate more students. Some candidates separated the first key idea of

the lack of resources into two separate concepts. They could only gain a maximum of one mark for mentioning that they lack furniture and/or hygiene items. The response below is too unspecific to be awarded any marks at all, as it does not make it clear that the school cannot afford furniture or hygiene items. Although answers do not always need to be in full sentences, an answer such as this does not respond directly to the question, so cannot be credited.

(d) ¿Qué desafíos ha creado la falta de dinero? Da **dos** ideas.

1 En los muebles

2 Artículos de higiene personal

Example 2

6(a) This candidate found the correct section of text and made an attempt to change 1st person plural into 3rd person: *tenemos* to *tienen*, but omitted the key information and left *nuestra*, thus missing out on a mark.

(a) ¿De qué manera es única la Escuela República?

(1) 0 Q06a

son excepcionales en el sentido de que no tienen otros establecimientos como el nuestro que ofrece para los niños

6(b) This candidate does mention families and during the week but is too vague about the difficulties. This response could mean any sort of difficulty, like not getting along with their siblings, rather than specifically being unable to stay with them.

(b) ¿Qué criterio debe cumplir un alumno para asistir a la escuela?

(1) 0 Q06b

Necesitan realmente tener dificultades con sus familias durante la semana

6(c) This candidate has stated that Señora Valderrama has experience, rather than that her staff has.

(c) ¿Por qué la señora Valderrama valora al personal del internado?

(1) 0 Q06c

Porque la señora Valderrama tiene amplia
experiencia ~~136 años~~

6(d) Sometimes the response given was ambiguous as candidates talked about covering furniture rather than covering the cost of purchasing it. Others missed out on a mark because they wrote about what the school could do if it had more money rather than saying what challenges it faced from a lack of money. The concept of “pleno rendimiento” was not always well understood. This candidate scored one mark for the first answer offered but nothing for the second, where *pleno rendimiento* has not been understood.

(d) ¿Qué desafíos ha creado la falta de dinero? Da **dos** ideas.

(2)

1. No ~~han~~ tienen dinero para necesidades básicas

2. Internado funcione a pleno rendimiento

Question 7

This question carries ten marks. This text is the longest on the paper and there are several two-mark questions. Like all the verbal response questions on this paper, only short written answers are required, and the quality of the language is not assessed. As long as an answer is understandable and unambiguous, mistakes in spelling and grammar will be overlooked.

Candidates are instructed to answer *usando tus propias palabras tanto como sea posible*. It should not be possible to lift answers directly from the text without some form of manipulation and doing so will often lead to an incorrect answer as the answer will not respond directly to the question.

Example 1

7(a) Some candidates missed marks because instead of explaining that the country has a long coastline and is located between two oceans, they copied a section from the text that referred to the rise in sea level, which is not a geographical characteristic of the country. For the second mark, some candidates copied *expuesto a sistemas meteorológicos* without adding the key geographical detail of the two different oceans.

(a) ¿Qué características geográficas hacen que El Salvador sea más afectado por el cambio climático? Da **dos** ideas.

(2) Q07a

- 1 El aumento del nivel del mar.
- 2 expuesto a sistemas meteorológicos

7(b) Most candidates scored here, but those who did not, concentrated exclusively on the physical impacts of the hurricane, rather than explaining that the country was already suffering economic difficulties.

(b) ¿Por qué ha sido difícil para El Salvador recuperarse de la devastación del huracán Julia?

(1) Q07b

El huracan Julia destruyo 7000 hectareas de cultivos y 400 viviendas

7(c) Although many candidates handled this question successfully, there were some who failed to score because they did not express that the opinions of everyone: young, old and scientists were needed. In the following example, there is no sense of whose opinions are needed.

(c) Según las Naciones Unidas, ¿qué es importante a la hora de afrontar el cambio climático?

(1)0 Q07c

Tiene en cuenta las necesidades y las opiniones para que la acción climática sea eficaz

7(d) This was the most challenging item. There were three key ideas, two of which were needed for the two available marks. The first key idea required the mention of *salvadoreños* giving reports related to climate change. The second key idea was to see how the climate had changed (this was the point most often identified by candidates). The third key idea in the text was linked to the second and was to see how people have been affected by these changes.

The question asked for the aim of the campaign, therefore answers will be actions, so all ideas required a verb at the start; responses that did not start with a verb were not credited.

Candidates who omitted a verb, did not score. Also, as with the example below, candidates who transcribed word for word, left ambiguity in the answer about how climate change has affected people. As there were no people mentioned in the question itself, who does the object pronoun *les* refer to? No mark was awarded here.

(d) ¿Cuál fue el propósito de la campaña Voces del Clima? Da dos ideas.

(2)0 c

1 cómo el clima ha cambiado a lo largo de los años.
2 cómo esto les ha afectado

7(e) The verb *florecer* caused some issues in this question, although the majority of candidates scored at least one mark here. This candidate has not really understood what the writer was saying about the flowering time of the trees.

(e) ¿Cómo ha afectado el cambio climático a los árboles en las plantaciones de café? Da dos ideas.

(2)0 Q07e

1 ahora no florecerían los árboles
2 no poder saberlo con exactitud.

7(f) Some candidates lost out on a mark because they simply said that the climate was opposite to the weather of the past but did not add the detail required to show what the weather is like now.

(f) ¿Cómo es el clima en Santa Tecla?

(1)

~~Formar~~ Ahora, todo está al revés: la ciudad fresca alondale se is imosor del año necesitaban abrigarnos

7(g) The answer required was that older people are the most affected. Some candidates made their answer unclear by adding *jóvenes*. In some case the use of *mayores de edad* introduced ambiguity, as it could refer to anyone over the age of 18, and not specifically the elderly.

(g) Según Roberto, ¿quiénes son los más afectados por los cambios climáticos en su país?

(1)

la gente mayores de edad

In the response below, the candidate has started by mentioning two age groups, which looks as though it should be wrong, however, they go on, within the same sentence, to explain that it is older people most, so a mark was awarded.

(g) Según Roberto, ¿quiénes son los más afectados por los cambios climáticos en su país?

(1)

A los ~~je~~ jóvenes y a los mayores, pero específicamente a los mayores que se tienen que cuidar ellos solos y les puede afectar
afectar mas el calor.

(Total for Question 7 = 10 marks) **6**

If the first clause had stood alone as a single sentence, and the rest had been in a second sentence, only the first part would have been considered as an answer, and no mark would have been awarded. This is because candidates are only allowed one attempt per mark available. Two sentences would count as two separate attempts.

Example 2

7(a) This candidate has missed the first mark by only referring to the rise in sea-level. A mark for the second element was awarded, however, since the key geographical feature has been added to the comment about the country being exposed to weather systems.

(a) ¿Qué características geográficas hacen que El Salvador sea más afectado por el cambio climático? Da **dos** ideas.

(2)1 Q07a

1 el aumento del nivel del mar. es

2 el país está expuesto a sistemas meteorológicos tanto del pacífico como del caribe

7(b) This candidate came close but did not quite capture the idea of the country's challenging financial situation, even though they mentioned that people did not have enough money for rebuilding.

(b) ¿Por qué ha sido difícil para El Salvador recuperarse de la devastación del huracán Julia?

(1)0 Q07b

destruyeron 7000 hectáreas y 400 viviendas y la gente no tiene el dinero para arreglarlo tan fácil como el dinero

7(c) This candidate has tried to be specific about whose opinions are needed, but has failed to add *científicos* to the list, so did not score.

(c) Según las Naciones Unidas, ¿qué es importante a la hora de afrontar el cambio climático?

(1)0 Q07c

tener en cuenta las necesidades y opiniones desde los más jóvenes a los más mayores para tener esas diferentes

(d) ¿Cuál fue el propósito de la campaña Voces del Clima? Da **dos** ideas. opinión y saber cómo manejarlos Q07d

7(d) The candidate below has included a verb in their second response, but the response itself is too general, without specific details, so did not earn a mark.

(d) ¿Cuál fue el propósito de la campaña Voces del Clima? Da dos ideas.

(2) 0 Q07d

1. ayuda para que la gente puede hablar y decir como los quieren.
2. Para estar informados y saber que pasa y que pueden hacer

7(e) This candidate, presumably not having understood the meaning of *florecer*, has made a guess from general knowledge. Despite it always being a good idea to offer an answer rather than leaving a blank, a complete guess will rarely be successful.

(e) ¿Cómo ha afectado el cambio climático a los árboles en las plantaciones de café? Da dos ideas.

(2) 0 Q07e

1. que los arboles no dan suficiente cafe como años anteriores
2. que sabores cambian y que no es porace como antes.

7(g) This response was not worthy of a mark. This candidate has transcribed directly from the text, including the 1st person plural verbs. In the context of an answer to the question, it does not convey the required information.

(g) Según Roberto, ¿quiénes son los más afectados por los cambios climáticos en su país?

el uno

(1)

A los mayores y a las jóvenes así que somos los que mas necesitamos cuidarnos con el efecto climatico pra los jóvenes son nuestro futuro y los mayores (Total for Question 7 = 10 marks) **5**
que duvan lo maximo posible

Question 8

This question is a grammar exercise that tests grammatical accuracy, so it is not surprising that candidates always find this question challenging. In this series, the text was taken from the subtopic of Climate change and its impact. Most candidates were able to score at least 7 marks.

Example 1

8 (a) Although many candidates were able to make the stem change for this verb, some used the third person plural form of the verb instead of the singular form. Part of the challenge here, was to identify the subject of the verb: in this case, *La campana*, when conjugating the verb. Other candidates misread the verb *pedir* for *poder*, thus failing to score, even though they had otherwise correctly made the manipulation.

(a) ~~pedir~~ *pedimos* puede (1) 0 Q08a

8(c) Many candidates failed to identify that a subjunctive was triggered by the *para que*.

(c) *hacen* (1) 0 Q08c

8(e) There were a surprising number of candidates who left the adjective in the masculine singular following the feminine noun *acción*. It would be sensible to revise the gender of words ending with a common suffix.

(e) *climático* (1) 0 Q08e

8(h) This was one of the more challenging manipulations as it required a spelling change on top of the agreement. Some candidates did not make the spelling change for this adjective in the plural form and wrote *audazes*. This would not score the mark for the item as the spelling change is part of the grammar being tested.

(h) ~~audaz~~ *audazes* (1) 0 Q08h

8(j) This was the most challenging item, as it required an irregular imperfect subjunctive with a spelling change in the stem. It was encouraging to see the number of candidates who correctly provided the correct form of the verb.

Example 2

8(a) Many candidates mistook the object pronoun *nos* for the subject pronoun *nosotros* and offered a 1st person plural

(a) *pedimos*

(1)0 Q08a

There were also some candidates who wrote *ha perdido*, but answers will only ever be single words; if an auxiliary verb is needed, it will be that verb in the bracket, not the main verb.

8(h) Some candidates did not recognise *audaz* as an adjective, treating as if it were a verb.

(h) *audiendo*

(1)0 Q08h

8(j) Many candidates, alongside not recognising the need for a subjunctive, made the common mistake of treating *gente* as a plural noun. This is definitely worth emphasis in lessons.

(j) *saben*

(1)0 Q08j

(1)0 Q08j

Question 9

Candidates are asked to write a 240 to 280-word essay in response to a short stimulus that relates to one of the General Topic Areas. In this series, the subtopic of fashion was targeted.

9 Contesta la pregunta en esta sección.

La moda adolescente

La moda es una de las formas más visibles de expresión personal en nuestro mundo actual. Cada vez más, los jóvenes españoles utilizan la moda como una herramienta para comunicar su personalidad y pertenencia a un grupo. La elección de la ropa, los accesorios y el estilo son elementos clave para que los jóvenes puedan mostrar su identidad y diferenciarse de los demás.

(Source: https://www.caminoporlacosta.es/la-moda-actual-de-las-adolescentes-como-se-visten-hoy/?expand_article=1)

Escribe un artículo sobre la moda. Se recomienda escribir entre 240–280 palabras en español.

Debes mencionar:

- si piensas que los jóvenes usan la moda para expresar su personalidad
- una tendencia de moda que era popular en el pasado
- la importancia de la moda en tu vida diaria
- cómo cambiará la moda en el futuro.

Candidates must prioritise responding to the four bullet points, as to miss any is likely to limit the maximum possible mark overall.

Example 1 – Candidate achieving grade C

Desde mi punto de vista, creo que los jóvenes usan la moda para expresar su personalidad, o que la mayoría de los jóvenes les gustan vestirse en una manera especial o diferente para expresar emociones o para encontrar amigos con mismos intereses, o para poder entrar a un grupo de amigos. Tipos de moda puede ayudar a encontrar gente con la misma personalidad, y no es así solo en España, pero en todos países también. Cada año vemos que la moda que era

Popular hace 20-25 años vuelve a la moda, y cada vez mas popular que antes. Muchos jovenes y adultos les gustan a vestirse en la moda del pasado, pero con unos detalles o colores mas populares o mas clasicos. Creo que es muy bonito y creo que mi madre encanta ve que yo vivo en un tiempo donde llevo la ropa que ella ~~la~~ tenia hace 20 a veinte años.

Lo más importante en mi vida es la moda, me encanta seguir a los ultimos trends y la ropa que mis idoles llevan. Me encanta vestirme y la moda en la vida de una fashionista es ~~es~~ muy cara... pero es mi pasión todos los días y la ropa y los accesorios es que ~~a~~ ~~ayudame a ser feliz~~ Me hace feliz.

No creo que la moda va a cambiar mucho en el futuro, creo que va a continuar como hoy. Que las cosas vuelve a ser populares otra vez cada veinte a treinta años, pero es posible que ~~et~~ La tecnología y la ~~et~~ Inteligencia artificial puede cambiar nuestro futuro en la moda, pero espero →

que no, porque me encanta nuestra moda
y que puedo llevar la ropa de mi madre
que ella tenía cuando era joven.

For BP1, for how fashion is used to express personality, this candidate says that young people use fashion to express their emotions, to meet friends with similar interests and personalities and that this happens all over the world. For BP3, the importance of fashion for the candidate, we learn that fashion is the most important thing for her/him, that s/he is influenced by trends and idols and that accessories make him/her happy. In BP 4, about future changes in fashion, the candidate initially says that fashion will not change much. Although this may appear not to respond to the BP, it is a valid way to address it and the candidate would have been fine to base the entire response around this opinion. In fact, the candidate goes on to explain that fashions return every 20 or 30 years and that technology and AI will create some changes in fashion.

This candidate has covered the first, third and fourth bullet points with some development, but the second bullet point does not cover what is needed. The candidate, in this section, talks about how the trends of the past come back into fashion without mentioning a specific fashion that was popular in the past, which is what was required by the BP.

Examiners do not consider the quality of the language for Content and Communication, except insofar as the candidate manages to effectively communicate his/her answers. In this case, the essay is easy to follow, although there is some confusion about what or who the *fashionista* is in the third paragraph, so this will impact the Communication strand of the mark band.

Having effectively responded to only three of the four bullet points, this candidate was unlikely to score in the top mark band for Content and Communication. It fits within the 13-16 band which allows for "occasional ambiguity or digression from the topic" and was awarded a mark in the middle of this band (14/20), since it did not display features of the band below.

In terms of the Quality of Language, this essay was given 12/20. It displays a "satisfactory range of vocabulary", there being a wide enough range to cover the needs of the question, without having anything beyond the norm (except *accesorios*). There is "good control of basic language", such as many of the present tense verb forms. There are some complex grammatical structures, like object pronouns, but there is a narrow range of tenses used. The candidate did not take the opportunity to speak about the past that was afforded by the

second bullet point. Apart from the present tense, we have just a few examples of the near future with *va a* in the final paragraph.

Example 2 – Candidate achieving grade E

The bullets can be answered in any order, and there is no requirement for an equal amount to be offered for each bullet point. Examiners accept even the most fleeting reference, though some development is preferable for each bullet point. The most successful candidates tend to give an even response across all four bullet points.

In BP1, this candidate states that your clothes are what people notice about you first, that young people use fashion to express their personality, how they feel and their interests. There is an attempt to say that they use clothes as a tool to help them feel included in a group. Communication is achieved most of the time, with small lapses such as *tu emociones y interesas* and *para sentirse incluyó*.

For BP2, we are told that young people tend to copy what is popular, for example the Adidas shoes that were popular in shopping centres. There is an attempt to explain that the rise in sales of these shoes was due to social media. We can also just about work out that the writer liked them but now hates them because everyone has them. S/he also mentions that a current trend is the Stockholm style. There are times here where communication breaks down, eg *el aumenta en compraban, Había me gusté, pero me odio es porque todos los personas tienes* and *insperon*.

In BP3, the candidate explains that fashion is important for her/him as a way to express passions. He/she likes to go to the shopping centre to buy/ and bought new clothes because s/he only likes to wear things twice. We can work out that s/he has spent too much and now has no money. Again, there are limitations to communication, eg *Soy encanto voy a el centro comercial y compré*. There is poor control of tenses here.

In BP4, about future changes to fashion, there is a similar level of ambiguity created by incorrect handling of tenses, eg *En el futuro pienso que la moda ha evolucionado*. We are given an idea that the writer will try to influence future changes and possibly that people should spend more money on fewer items of better quality.

Although this essay addresses all four bullet points, it was awarded 11/20 for Content and Communication. A higher mark cannot be awarded due to the limitations to communication: we cannot easily follow all the ideas. The

candidate "has shown a moderate ability" to express his/her ideas and the piece "is sometimes coherent".

For Quality of Language, a mark of 9/20 was given. This essay is on the borderline between two mark bands. It is just better than the 5-8 band "Lexis and grammar are occasionally accurate", but only just scrapes into the 9-12 band "Good control of basic language".

En este ~~ensayo~~^{artículo} voy a hablar sobre la moda. La mayoría del tiempo la primera impresión que la gente es tu ropa, porque es el primera otros vean. ~~Los~~ A mi modo de ver los jóvenes usan la moda para expresar su personalidad, pero también como se sienten, tu emociones y intereses. ~~También~~ Por lo tanto también los jóvenes también utilizan la ropa para ~~retirarse~~ incluir en un grupo.

como una herramienta.
Además, cuando ~~está~~^{hay} una tendencia de moda ~~de todo~~ los mayoría de los jóvenes van a copiar que es popular. Por ejemplo en el pasado ~~la~~ zapatos de Adidas era muy popular en las tiendas en el centro comerciales, ~~porque compraban muchos~~. El aumento en compras es porque en redes sociales muchas influencias promovían mucho. Había ~~me gustó~~, pero ~~ahora~~ ~~hay~~ ~~no~~ ~~me~~ me odio eso es porque todos los personas ~~16~~ ~~tiendas~~ ~~Adidas~~ ~~zapatos~~
Zapatos de Adidas



Las redes sociales tiene un papel muy relevante hoy en día, porque los influencers comparten y inspiran los estilos populares. Ahora un ejemplo es el estilo de stockholm.

La moda es muy importante para mi vida diaria. Yo puedo expresar mis pasiones y que es tener un estilo perfecto. Soy encantador voy a el ~~centro~~ centro comercial y compré nuevos ropas, ~~Es~~ porque no me gusta nada ~~repetir~~ llevar mis ropas ^{→ más de dos veces.}. Es lo que pero es ahora no tengo nada de dinero porque pagé ~~mucho~~ mucho.

Finalmente Finalmente.

En el futuro pienso que la moda ~~revolucionado~~ ha revolucionado. Voy a participar en el cambio estilos de pensar con mala ropas. ¡Debería ser más comido! ~~La gente~~ En otros años la gente van a realizar el mejor estilo es stockholm (es a mi hijo). También realizar el ~~es~~ disminuir comprar ~~de~~ muchas cosas baratas pero en encontrar comprar solo cosas más caro con más valuales.

Example 3 – Candidate achieving grade A

The candidate below scored full marks for both Content and Communication and Quality of Language. All bullet points have been covered and developed with original ideas. There is a wide range of vocabulary that adds interest to the piece and also a range of basic and complex grammatical structures “used appropriately and effectively to address the needs of the task”.

What makes this worthy of the top of both grids, rather than a mark or two below, is that it is so pleasant to read. It is “entirely coherent”, “confident, fluent, pertinent and purposeful”.

A mi parecer, la moda es un componente extremadamente relevante en cuanto a la autoexpresión de los jóvenes. El estilo general, los complementos y los colores contribuyen a una imagen personal que revela los gustos musicales y estéticos de un adolescente. No obstante la moda sea importante para muchos jóvenes, otros no les dan nada de importancia, reduciendo su función a una medida para no pasar frío, y por tanto no revela nada sobre su carácter.

Es evidente que la moda es de carácter cíclico; las tendencias de otras décadas pasadas se renuevan y vuelven a estar de moda en la actualidad. Por ejemplo, el año pasado volvió la tendencia de los pantalones campana. Representaron una revolución estética en los años 80, y volvieron con fuerza en el 2021, categorizados como 'retro'.

Personalmente, la moda representa una parte esencial en mi día a día. Llevar ropa que me favorece y que muestra mi estilo único me ayuda a tener una alta autoestima. Si no pudiera elegir mi ropa para asistir a clase, nunca me sentiría guapa, impactando mi estado de ánimo y disminuyendo mis ganas de asistir al centro educativo.

En el futuro, estoy segura de que los españoles estarán más concienciados sobre la moda rápida y la moda sostenible será considerablemente más popular. Además, los jóvenes le darán menos importancia al valor de una marca cara, reconociendo que la moda no debe ser un instrumento para reflejar su propio estatus socioeconómico.