



Pearson
Edexcel

Examiners' Report
Principal Examiner Feedback

Summer 2023

Pearson Edexcel International Advanced Level
In Spanish (WSP02)
Paper 01: Understanding and Written Response

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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 June 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 family relationships and friendships. There was a good rate of success with questions 1a and 1c. 1b was challenging as some candidates did not connect *Así pueden relacionarse con cualquier persona with llevarse bien con generaciones distintas.*

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 jobs and unemployment. There was a good rate of success with all questions.

Q3. Summary completion

Question 3 was a listening summary task from the subtopic of sport and exercise. 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 candidates incorrectly chose empeora instead of protege for 3c, possibly using their own thoughts and ideas about synthetic materials rather than what is mentioned in the text.

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 energy, pollution and recycling 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 lifted the language from the recording without manipulating it to provide an appropriate answer to the question. The question asks about the fashion industry and its contribution to pollution. Therefore, answers using the 1st person plural form of verbs would not be acceptable responses to the question.

Q4(b) In this question, sometimes candidates were not awarded a mark when they didn't clarify what is special about the company recycling clothing. Reciclan ropa alone would not have been enough to convey the idea that Rembre is one of the few companies to do this work in Latin America.

In Q4(e) Many candidates did not receive the 2 available marks for this question. Most candidates were able to communicate the first idea, Para rellenar almohadas/sofas, although some candidates could not be awarded a mark due to the poor spelling of almohadas which was sometimes unrecognisable as almohadas. Candidates did not connect that the second final product of the recycling process, thread, would be made into cloth/clothing/textiles. Many candidates stopped short of expressing the full idea by writing that thread was sold to cloth manufacturers.

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 health issues.

Q5(b) proved to be a challenge for some as candidates failed to connect the idea, libera muchas partículas al aire que aumentan en ciertas condiciones meteorológicas to El clima es lo que agrava la contaminación en Medellín. Other parts of question 5 were generally well managed by most candidates with 5(a) and (d) being the most accessible parts 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 technology and communication.

Candidates are asked to respond using their own words as much as possible. Although 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 succinctly.

Q6(b) Sometimes candidates were not awarded both marks for this question because they did not convey both the idea of preserving the language and taking education to the remotest parts of the country. Quite often candidates wrote preservar el idioma and fortalecer el idioma which are considered to be part of the same idea.

Q7. Short Answer Question

This was the most challenging of the comprehension questions, both in length and complexity. Candidates were mainly awarded between 6 and 9 marks for this question. 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 tourism, travel and transport.

In Q7(a) instead of focusing on what Miguel says in the text, candidates looked elsewhere in the text for other clues and provided answers such as Porque es uno de los barrios supuestamente más peligrosos de la capital venezolana.

In Q7(d) candidates sometimes were unable to connect las migraciones laborales internas with buscaba trabajo. Sometimes candidates wrote buscaba petróleo as their response.

In Q7 (g) sometimes candidates lifted from the text *para conocer a personas que viven de una manera diferente fuera de su burbuja*. According to the text this is the benefit of visiting rather than living in the neighbourhood.

Q8. Sentence Transformations

Candidates were required to write out the correct form of each targeted word. Question 8 was taken from the subtopic of tourism, travel and transport.

Most candidates were awarded between 5 and 9 marks on this question.

Q8(a) Some candidates did not recognise the need for the preterite tense here. Candidates who added an accent to *dio* (*dió*) were awarded a mark as the additional accent did not change the meaning of the word.

Q8(b) Some candidates gave the plural form *han* here, not noticing that the verb should agree with *Colombia* as the subject.

Q8(c) Many candidates were successful with the correct use of the subjunctive here.

Q8(d) Many candidates correctly supplied *considerada* after correctly connecting it to *una zona*.

Q8(e) Some candidates did not provide the correct spelling of *surgiendo* and wrote *sugiriendo* which completely changed the meaning.

Q8(f) It was encouraging to see that many candidates correctly provided the subjunctive after *para que*.

Q8(g) Most candidates correctly gave the plural form *locales*.

Q8(h) Most candidates were not misled by *guía* being a masculine noun and did not change *informado*.

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

Q8(i) Many candidates knew that *audaz* in the plural form changed to *audaces*.

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 pupil/student 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 30 and 40 marks for this question.

Comments relating to the four bullet points:

Bullet point 1 – *si opinas que todos los jóvenes se beneficiarían de estudiar en el extranjero.*

Candidates expressed plenty of ideas around this bullet point. Many candidates presented both positive and negative aspects of studying abroad before concluding whether all young people would benefit or not.

Bullet point 2 – *algo que aprendiste en un viaje escolar en el pasado.*

This was generally successful. However, some candidates wrote about a past trip without explicitly mentioning something that they had learned on the trip. Examiners were careful to credit ideas which suggested that something had been learned. If they could not find anything to credit, then 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 – *lo que te gustaría estudiar en el extranjero.*

Candidates regularly wrote at length about their ideas on this point. Sometimes candidates digressed into written descriptions of the place where they wanted to study rather than focusing on what they wanted to study. Again, candidates are reminded to check closely the requirements of each bullet point before they begin to write a response.

Bullet point 4 – *los preparativos que se deben hacer antes de estudiar en otro país.*

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

Many candidates were able to express a range of opinions and views eloquently and used 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 9 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.

