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Examiners' Report
Principal Examiner Feedback

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Pearson Edexcel International Advanced Level in
Spanish (WSP02) Paper 01

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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 food and diet. Overall, there was a good rate of success with all questions, but particularly with 1(b) and 1(c).

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 tourism, travel and transport. Q2(b) was challenging for some candidates. Sometimes candidates failed to connect *España tiene un nivel reducido de basura en la naturaleza* with *Esto atrae la práctica del ecoturismo, que ha disminuido las consecuencias negativas del turismo convencional o los desechos en zonas de playa o monte.*

Q3. Summary completion

Question 3 was a listening summary task from the subtopic of music and fashion. 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 *llegaron de* instead of *regresaron a* for 3(b). Candidates also sometimes chose *se volvió* to answer this question, picking up on the idea of returning. However, the verb would not be an appropriate choice here as it appears in the 3rd person singular form and the verb had to be a 3rd person plural verb to match *muchas personas*.

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 volunteering and internships 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 8 marks.

Q4(a) Candidates were sometimes not awarded a mark if they wrote *Colombia*, the country rather than *colombiano/s*, the nationality. They had lifted the language from the recording without manipulating it to provide an appropriate answer to the question.

Q4(b) In this question, sometimes candidates were not awarded a mark when they wrote *el tipo de trabajo* or *el alojamiento*. These were not things which influenced the choice of the place where the voluntary work should take place. The recording mentions that these are things which are seen under the profile for each project.

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 climate change and its impact. Overall, there was a good rate of success with all questions, but particularly with 5(d) and 5(e).

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 pupil/student life.

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(a) Candidates were not awarded marks when they did not make any type of comparison between the homework for biology and the homework for other subjects. Without mention of other subjects, it is not possible to clearly convey why biology dominates Laura's studies.

Q6(b) Sometimes candidates were not awarded a mark for this question because they did not pick up on the gradual increase in the amount of homework set at different times and failed to notice the final detail, *Cuando tenemos varios días festivos nos mandan más tareas aún.*

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. 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 urban and rural life.

In Q7(c) candidates were sometimes not awarded 2 marks in this question when they separated this one idea into two, *las prácticas agrícolas del pasado tales como cosechar los frutos de la tierra según las estaciones del año.*

In Q7(f) candidates were sometimes not awarded 2 marks in this question as they repeated a possible answer from Q7(e) *Cultiva la tierra (todo el año).* This

answer is related to the idea of having enough work to do and doesn't indicate that it saves the family money. The only indicators of the family saving money are the statements, *Hemos aprendido a consumir lo que tenemos y ya no necesitamos tantas cosas.*

Q8. Sentence Transformations

Candidates were required to write out the correct form of each targeted word. Question 8 was taken from the subtopic of urban and rural life. 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 missed the accent on *comenzó* (*comenzo*) were still awarded a mark as the missing accent did not change the meaning of the word.

Q8(b) Many candidates were successful with the correct use of the present tense here. Candidates who missed the accent on *están* (*estan*) were still awarded a mark as the missing accent did not change the meaning of the word.

Q8(c) Some candidates did not correctly provide *ella* as they failed to notice that this relates to *una inmensa urbe*.

Q8(d) Most candidates correctly noticed that *creciente* should remain the same.

Q8(e) Some candidates did not provide the correct past participle *vuelto* and wrote *volvido*, not noticing that it is irregular.

Q8(f) It was encouraging to see that many candidates correctly provided the imperfect subjunctive of *saber* in this sentence.

Q8(g) Most candidates correctly noticed that *grande* becomes *gran* in this sentence.

Q8(h) Most candidates correctly gave the feminine form of *apropiada* here.

Q8(i) Sometimes candidates did not spot that a present subjunctive was required after *no es seguro que* and gave *tienen* instead.

Q8(i) A surprising number of candidates gave the answer *menos* here. Although this word makes sense in the context of this sentence, candidates are asked to manipulate the required word in the text. In this case the word is *menor*, so the only correct answer is *menores*.

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 is essential that candidates write their response to these bullet points. If one point is missed out, the maximum Content and Communication mark is 16. If 2 are missed, the maximum is 12 marks and if 3 are missed the maximum mark is 8.

Question 9 was taken from the subtopic of family relationships and friendships. 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 35 and 40 marks for this question.

Comments relating to the four bullet points:

Bullet point 1 – *si estás de acuerdo con que las relaciones interpersonales son importantes.*

Candidates expressed plenty of ideas around this bullet point. Sometimes candidates over relied on the language of the stimulus and so did not always express their own original ideas.

Bullet point 2 – *una ocasión en el pasado que demostró que tú eres un(a) buen(a) amigo(a).*

This was generally successful. However, some candidates did not focus on a specific time in the past when they showed that they were a good friend. Some candidates wrote about what they generally do to show they are a good friend which did not address the required bullet point. Candidates are reminded to check closely the requirements of each bullet point before they begin to write a response.

Bullet point 3 – *si opinas que es mejor tener muchos o unos pocos amigos.*

Candidates regularly wrote at length about their ideas on this point. Many candidates presented both positive and negative aspects of having many or few friends before drawing a personal conclusion.

Bullet point 4 – *cómo mejorarás tus relaciones interpersonales en el 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. Candidates sometimes wrote generally about improving relationships in the present tense and did not make

it personal to themselves using the future which was the requirement of the bullet point. Again, candidates are reminded to check closely the requirements of each bullet point before they begin to write a response.

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.

