



Examiners' Report

Principal Examiner Feedback

Summer 2024

Pearson Edexcel International A Level

In Spanish (WSP02)

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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 2024 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. Q1(b) was the most challenging. Candidates had to infer that *la falta de fábricas en la zona* related to *no hay contaminación industrial* to arrive at the correct answer.

## **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 pupil/student life. Q2(a) was challenging for some candidates. Sometimes candidates failed to spot that the question was looking for the biggest problem and didn't connect this to *lo más preocupante* in the spoken text.

## **Q3. Summary completion**

Question 3 was a listening summary task from the subtopic of natural disasters and weather. There was a mixture of word types in a pool of 8 and the correct response had to be inserted into sentences, summarising the spoken text.

The most challenging part of this question was 3(d) where candidates chose *probable* instead of *dudoso*. Candidates focused on the early part of the final sentence *Aunque puede que pase otra vez en el futuro* and failed to notice at the end the reference to *es una posibilidad remota*.

## **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 peer pressure and role models 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 spoken text 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 6 and 8 marks.

Q4(a) Candidates sometimes wrote *intenta eliminar prejuicios de los limpiadores* instead of *hacia los limpiadores*, which changes the meaning.

Q4(d) In this question, candidates were not awarded a mark when they did not use a verb to relay information about Vanesa opening/starting/having an account in Spanish.

## 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 sport and exercise. Overall, there was a good rate of success with all questions. 5(d) was the most challenging. Candidates sometimes didn't connect *suele ser más independiente* with *pueden seguir haciendo cosas por sí mismos*.

### 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 tourism, travel and transport.

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 1 of the 2 available marks when they repeated the same idea in both parts of this question. Many candidates wrote *Indios verdes es uno de los principales puntos de interconexión del transporte público* and also *los viajeros pueden hacer sus transbordos al autobús y al metro*.

Q6(c) Sometimes candidates were not awarded a mark for this question because they simply mentioned the security measures, *guardias* and *cámaras de seguridad* rather than the fact that they reduce the risk of robberies.

### 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 technology and communication.

In Q7(c) candidates were sometimes not awarded 2 marks in this question when they didn't pick up on the idea from the text that the drone was built to certain specifications which made it unique. The text then goes on with *lo necesitamos para transportar cargas de hasta 1,5 kilos y al mismo tiempo soportando vientos de hasta 40 kilómetros por hora*.

In Q7(e) candidates did not always manage to state that delivery details are programmed in advance.

### **Q8. Sentence Transformations**

Candidates were required to write out the correct form of each targeted word. Question 8 was taken from the subtopic of technology and communication.

Most candidates were awarded between 8 and 10 marks on this question.

Q8(b) Some candidates did not provide the correct spelling of *convirtiéndose*. Those who wrote *convertiéndose* did not make the full transformation required by the task. Candidates who missed the accent were still awarded a mark as the missing accent did not impact on the required transformation.

Q8(e) Some candidates made *resultaba* plural and others did not spot the need for the imperfect tense here.

Q8(h) It was encouraging to see that many candidates correctly provided the present subjunctive of *poder* after *para que* in this sentence.

### **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 jobs and unemployment. 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 – *tu opinión sobre si los jóvenes se sienten inseguros cuando buscan empleo.*

Candidates expressed plenty of ideas around this bullet point and developed their ideas well. .

Bullet point 2 – *la mejor manera de prepararse para una entrevista de trabajo.*

This was generally successful. There were lots of ideas given about preparation including practising questions with family members, preparing documents and CVs and the clothing to wear. Some candidates also mentioned mental preparation, and ideas for keeping stress levels low during the interview process.

Bullet point 3 – *una experiencia de trabajo o voluntariado que disfrutaste en el pasado.*

Candidates regularly wrote at length about their ideas on this bullet point. It was perhaps the most accessible point in the question.

Bullet point 4 – *las habilidades que necesitarás para cualquier empleo 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 personal qualities, such as being friendly rather than specific skills such as the ability to work as part of a team or having a knowledge of another language. 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*, *preparse* for *prepararse*. 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.

