



Examiner's Report

Principal Examiner Feedback

January 2025

Pearson Edexcel International A Level

In Spanish (WSP02)

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January 2025

Publications Code WSP02_01_2501_ER

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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 fashion. Overall, there was a good rate of success with all questions. Q1(b) was the most challenging. Candidates had to calculate and process the fact that as only 15% of second-hand clothes was sold, the majority was left unsold to arrive at the correct answer. As the word for a recycling centre was in the transcript, many candidates incorrectly chose this option. This was a distractor, and the answer was illegal or clandestine tips rather than regulated recycling centres.

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 music. Q2(c) was challenging for some candidates. Sometimes candidates failed to link *proyectar una identidad más mexicana* from the audio track with *representan la cultura mexicana* in the question. The embroidery of the costumes was mentioned but not how this was added. Option D was sometimes chosen incorrectly.

Q3. Summary completion

Question 3 was a listening summary task from the subtopic of volunteering. 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. Overall the vast majority of candidates found this task straightforward.

The most challenging part of this question was 3(a) where candidates chose *a favor* instead of *en contra*. Some candidates opted for the first word option that would fit grammatically and semantically without paying attention to the meaning of the audio. A similar error was noted for question 3(b) where some candidates opted for *rápidamente* instead of *lentamente*, correctly identifying the need for an adverb without understanding or reading carefully the wording in the text. 3 (d) was the easiest item on this question and was correctly selected by the majority of candidates. The vocabulary expression *ir de fiesta* is very familiar to the candidates.

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 health issues 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.

Some candidates lost marks because they failed to give enough information required for the marks.

Q4(a) Most candidates scored one out of two marks on this item. Some candidates sometimes wrote, for the second key idea, *Mexico tiene muchos casos de obesidad/diabetes* but failed to

identify that they had the highest number of cases or any comparison to other countries. Others failed to compare the number of deaths compared to organised crime.

4(b) Overall this question was answered well. Some candidates lost marks because they communicated the financial burden to the government but did not mention the cost of healthcare. This was essential for the mark on this item. Others lost marks because they included mention of the cost for families in their answer which was not a correct answer to the question. Many candidates simply wrote *una desventaja económica* with no mention of the cost of medical care and therefore did not answer to the question.

4 (c) Many candidates communicated the idea that a former president had made a deal with a large fizzy drinks company but failed to complete the sentence and make the link to the question, that this brought the prices down. The second key idea was often the most successful. However, this required some manipulation as the subject of the sentence was fizzy drinks. There needed to be a verb to introduce the term *bombardeados con imágenes* or any synonym used by the candidates in order to make the phrase unambiguous.

4(d) This item was answered well by many candidates who often scored both marks. The spelling of alcohol took on many forms. Some candidates wrote that the government encouraged people to drink these drinks but did not mention them as an alternative to alcohol. This would not have scored the mark.

4(e) A correct was made to centres before the examination that it was Soledad and not Marcos who spoke about taxes on these drinks. Many candidates were awarded this mark. Some lost marks because they incorrectly stated that the taxes should go up by 20%. The mark was awarded for stating that the tax was too low or that it should be increased. However, by adding incorrect information to the answer, this vitiates the response and no mark can be awarded.

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 urban and rural life. Overall, there was a good rate of success with all questions. 5(d) was the most challenging. Candidates sometimes confused Jose's sister wanting to visit her friends again with Jose himself stating that he would never return and therefore incorrectly chose option B.

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 friendships.

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.

6(a) This was answered generally very well. Some incorrect answers including the idea of making friends or communicating with strangers but did not mention the use of a device to do so.

6(b) This item was the most accessible on the question and was almost always answered correctly. A few candidates wrote *por avances tecnológicos* or similar wording and did not score the mark.

Q6(c) Candidates were not awarded 1 of the 2 available marks when they failed to identify which kind of friendship the information they gave referred to. Some candidates wrote *le cuesta hablar de temas íntimos* but did not identify that this was with his online friends. Again, some wrote *puede concentrarse en lo que dice* but did not state that this was for conversation in person.

Q6(d) Whilst this item was answered well by the majority of candidates, some lost the mark because either they failed to manipulate the language into the third person and wrote *hice amiga de un grupo...* which introduced ambiguity into the response. Others lost the mark because they confused the friendships they had during the pandemic stating for example: *haciéndose amigas nuevas que fueron mayor apoyo que las que tenía **durante** la pandemia*. In this case the second part of the response would vitiate the first part, which is all that is required for the mark, as it introduced incorrect information.

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 student life.

7(a) This item was answered well by most candidates. Candidates were often awarded both marks and correctly identified the two key ideas that she did not have the money to gain a good education in Guatemala and she missed her sister who lived in the US. Some candidates lost one mark as their two ideas referred to the same key idea for example: *falta de dinero, para una mayor educación*.

7 (b) was answered well by the majority of students. The idea of learning English was the most successful point made by candidates for this item. Some candidates struggled to communicate the second idea that she struggled to keep up with the academic level of her peers. One mark was occasionally lost as the candidate failed to manipulate *tuve* to *tuvo* which invalidated the response. When accents are missing from third person preterite verb forms this can introduce ambiguity especially without a subject/name in front of the verb. Therefore, a response such as *Concentro energía en estudiar inglés* would not have been awarded the mark on this item. Some candidates mentioned the need to learn English and in the second idea repeated this point by mentioning the need to work hard to speak better English. This kind of response would only be awarded one mark.

7(c) Some candidates lost one or two marks on this item through a lack of information. For example, some candidates wrote que *su hermana tenía razón* but failed to write about what. Again, for the second key idea, some wrote that *podría realizar su sueño* but failed to mention what this was. Whilst it is sensible not to write too much, candidates should be advised to give all the relevant information from the text. The first key idea about working hard and being able to get whatever you wanted was the most successful idea for this item.

7 (d) and 7 (e) were often answered correctly. Candidates generally lifted the response from the text for 7 (d): *fuera de su alcance económicamente*.

In Q7(e) Many candidates identified the two key ideas required for this item. The lack of accent on some responses did not introduce ambiguity because the subject of the question was Ana María.

Q8. Sentence Transformations

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

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

8 (a) Although a difficult transformation into the imperfect subjunctive, many candidates scored this mark. This was encouraging to see. Some incorrectly wrote *estudio, estudiaba or estudiará*.

Q8(b) This was transformed correctly for the majority of candidates. Some candidates did not provide the correct spelling of *deseaba*. Those who wrote *deseabá or deséaba* were not awarded a mark as the incorrect placement of the accent did impact on the required transformation.

Q8(d) Some candidates missed the accent on observe and this was rejected.

Q8(j) This was the most challenging item on the question requiring a present subjunctive and a spelling change in the ending. It was disappointing to see that many candidates incorrectly provided the present indicative of *significar* instead of the present subjunctive *signifique* or did not include the spelling change to the ending and wrote *significe*.

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 travel. 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 por qué los españoles viajan menos que antes*.

Candidates expressed plenty of ideas around this bullet point and developed their ideas well. Many mentioned the cost of living and tax increases and fear in the post-pandemic world. Other candidates mentioned the more affordable options available for Spanish nationals in their own country and the wish to spend time with family instead of travelling abroad. Others suggested that there was no need to travel nowadays because of online imagery.

Bullet point 2 – *los beneficios de viajar al extranjero.*

This was generally very successful. There were lots of ideas given about the benefits of travelling abroad. Many wrote about the lessons we can learn about new cultures and customs as well as opening our eyes to the way people live, trying new foods. Some mentioned how we can learn to appreciate our own lives more and how this can impact on our futures. A few candidates write about travelling more generally and did not mention going abroad, therefore only partially answering the bullet point requirements.

Bullet point 3 – *un lugar que visitaste y por qué te dejó una buena o mala impresión.*

Candidates regularly wrote at length about their ideas on this bullet point. It was possibly the most accessible point in the question as it is a common GCSE subtopic. However, candidates often showed progress from GCSE and included some interesting and occasionally elaborate ideas about the good or bad impression their holiday had given them. On occasions examiners noted some truly impactful and evocative accounts of holidays taken.

Bullet point 4 – *lo que deberíamos hacer para que viajar sea más sostenible en el future.*

On some occasions, this bullet point was answered very briefly, possibly due to a lack of time available at the end of the exam. Some candidates came up with some imaginative ways of making travel more environmentally friendly including the invention of electric planes and trains. Some candidates confused *sostenible* with *asequible*, writing about how travel could be made more affordable offering ideas about budgeting and finding better deals and, therefore, lost content marks as a consequence. Again, candidates are reminded to check carefully 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. 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*, and *hechaba de menos*. 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.
- Read the bullet points carefully to check clear understanding of the requirements
- 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.
- Ensure you include all the relevant information from the texts in response to the questions
- Ensure that the words, phrases used in a response directly answers the question. Often some manipulation will be required to make the response fit the question.
- Base all comprehension responses upon evidence from the text or the recording.

