



Examiners' Report

Principal Examiner Feedback

Summer 2025

Pearson Edexcel International A Level

In Spanish (WSP02)

Unit 2: 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 2025 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(d) was the most challenging. Candidates had to understand the expression “acaba de ser declarado” to arrive at the correct answer – C - finalmente ha sido reconocido”.

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 technology and communication. Q2(a) was challenging for some candidates. Sometimes candidates heard from the audio track “unos zapatos cómodos” and incorrectly selected option B – comfortable. However the key was to link “pensando en la protección por encima de todo” with “el objetivo principal” in the question to arrive at the correct answer – D - seguro. Candidates are reminded to read the questions carefully and listen to the whole passage before making their selection.

Q3. Summary completion

Question 3 was a listening summary task from the subtopic of tourism. 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(d) where candidates chose solucionando instead of creando. Some candidates opted for the first word option that would fit grammatically and semantically without paying attention to the meaning of the audio. It was important to understand that the last section of the text was in the present tense and it described current on-going issues with tourism in Cuba. A similar error was noted for question 3(b) where some candidates opted for rusos instead of canadienses correctly identifying the need for a nationality adjective without listening carefully to the wording in the text which stated that the Russians made up the majority of tourists after those from Canada. 3 (c) was the easiest item on this question and was correctly selected by the majority of 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 jobs 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 mark on this item. Some candidates sometimes wrote: hizo una corona de flores but failed to mention for whom he had made the flowers arrangement consequently losing the mark. Occasionally hizo was written as hico. The infinitive of the verb was accepted here.

4(b) Overall this question was answered well. Some candidates lost marks because they failed to communicate the correct subject for the verbs. It was important to clarify that Fernando/he has made the flowers and for whom. Others lost marks because they had not understood the term quinceañera. The mark scheme accepted various alternatives here including simply stating they were for a party or for the daughter of a colleague. Candidates are reminded that it is important to manipulate the information from the transcript to fit the question and the subject of the question which in this case was Fernando's work.

4 (c) Many candidates communicated the key idea that he used the basic concepts from his studies of architecture in his floristry designs. However, some candidates lost marks here by not including mention of his current profession which was required for the mark.

4(d) This item was answered well by many candidates who often scored both marks. However, some candidates failed to manipulate the language from the second person to the third person to fit the question. For this item, it was important to state what Fernando had done to become a better florist and not simply transcribe his recommendations. Answers in the second person singular did not score the marks.

4(e) Many candidates were awarded two marks for this item. There were some excellent examples where candidates had understood and expressed in their own words that the flowers did not have to travel far as they were produced locally. However, some lost marks because they incorrectly stated that the flowers were fresh without continuing to explain that they were produced locally. In addition, some stated that they were respectful of the environment for the second key idea without making any reference to the products they use. This is a re-working of the question being asked and did not, therefore, score the second mark.

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(a) was the most challenging. Candidates sometimes confused the mention of the need for additional calories because they are moving around twice as much as others with the need for twice as many calories 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 types of schooling.

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. Candidates are reminded that where they lift large chunks of text, even if it contains the correct response, they will not always be awarded the mark. Only targeted lifts can be credited where these are a direct response to a question.

6(a) This item was the most accessible on the question and was almost always answered correctly.

6(b) This was answered generally very well. A few candidates wrote *un alumno que tiene problemas con sus familiar* or similar wording, and failed to mention that they were unable to stay with them. Others correctly wrote that pupils had difficulty staying with their families but omitted to mention during the week which was required for the mark. These responses did not score the mark.

Q6(c) This item was answered very well and the majority of candidates scored the mark, correctly identifying either the staff's experience or their ability to make the pupils feel safe and supported. Some candidates lost marks because they stated what the staff had to do rather than what they did for example: *"porque tienen que garantizar la seguridad de los estudiantes"* or similar wording and this did not score a mark.

Q6(d) This item was the most challenging of the question. Most candidates were able to score one mark out of two marks for this item. Some lost one mark because they separated the key idea of the lack of resources into two separate concepts with no mention of the school's capacity to accommodate more students. Sometimes the response given was ambiguous as candidates talked about covering furniture rather than covering the cost of purchasing it. Others lost the mark because they write 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.

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 climate change and its impact.

7(a) This item was answered well by many candidates. Candidates were often awarded both marks and correctly identified the two key geographical characteristics of El Salvador. Some candidates lost one mark as they wrote the answer as it appeared in the text and referred to the rise in sea level, which is not a geographical characteristic of the country. The second mark was occasionally lost as some candidates wrote that the country was “expuesto a sistemas meteorológicos” without adding the detail of the two different oceans.

7 (b) This was answered well by the many candidates. However, some candidates focussed incorrectly on the catastrophic impact of the hurricane and not the economic and social crisis.

7(c) This item was perhaps the most accessible on the question and most candidates scored the one available mark. A minority of candidates lost the mark because they mentioned only “gente” and did not specify either everyone or detail “jóvenes, mayores y científicos”.

7 (d) This was the most challenging item for this question. There were three key ideas, two of which were needed for the two available marks. Marks were lost through a lack of detail. For example the first key idea required the mention of “salvadoreños” and the reports related to climate change. Without these pieces of information, the mark was withheld. The second key idea was the most successful – to see how the climate had changed. The third key idea in the text was linked to the second. However, if transcribed word for word, there would be ambiguity over who the object pronoun - “les” - referred back to. Some manipulation was required in order to ensure the response answered the question as there was no mention in the question of people. All three key ideas required a verb at the start to answer the question about the purpose of this campaign. Marks were lost as some responses did not begin with a verb.

In Q7(e) Many candidates identified the two key ideas required for this item. Some lost marks because they used the verb “crecer” rather than “florecer”.

7(f) This item was often answered correctly and most candidates identified that it was warmer than before. Some gave interesting responses that showed good understanding and an attempt to answer using their own words such as mentioning that coats were no longer needed 6 months of the year. Some candidates lost marks because they simply said that it was the opposite of the weather in the past but did not add the detail required to show what that was.

In Q7(g) Many candidates identified the key idea required for this item. The addition of “jóvenes” vitiated the response and the mark could not be awarded. In some case the use of “mayores de edad” introduced ambiguity and the response did not score the mark. It would be useful to revise the terms used for over 18s and the elderly.

Q8. Sentence Transformations

Candidates were required to write out the correct form of each targeted word. Question 8 was taken from the subtopic of Climate change and its impact.

Most candidates were awarded between 7 and 10 marks on this question.

8 (a) Although many candidates were able to make the stem change for this verb, many candidates used the third person plural form of the verb instead of the singular form. Students should be reminded to identify the subject of the verb – in this case, “La campana” when conjugating the verb. Students should be reminded that the transformation required is always one single word. Therefore, “han pedido” would not score a mark.

Q8(c) Some candidates missed the need for a subjunctive following “para que...” and incorrectly used the present indicative instead.

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.

Q8(h) 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 it is a grammatical error.

Q8(j) This was the most challenging item on the question requiring an irregular imperfect subjunctive and a spelling change in the stem. It was encouraging to see the number of candidates who correctly provided the correct form of the verb.

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 fashion. 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 34 and 40 marks for this question. Most candidates engaged well with the task and produced a coherent article on the topic of fashion. There were some superb examples commented on by examiners who said that the candidates had been able to write about fashion with flair, insight and talent. Most candidates demonstrated progression from GCSE and with a fairly competent control of language. On the whole there was good use of complex language - present and imperfect subjunctives and passives, irregular future and preterite tenses.

Comments relating to the four bullet points:

Bullet point 1 – si piensas que los jovenes usand la moda para expresar su personalidad .

Candidates expressed plenty of ideas from a range of perspectives around this bullet point and developed their ideas well. Most candidates agreed that fashion allows young people to express their personality, others highlighted peer pressure and social media influence as a dominant force behind clothing choices. This range of interpretations enriched the responses.

Bullet point 2 – una tendencia de moda que era popular en el pasado

This was generally very successful with a wide variety of past fashion trends mentioned – from the early 1900s to recent years – including styles like rock, emo, classical looks, low rise jeans, and references to clothing in relation to women's rights. Some examiners were amused by the fact that many candidates now view the year 2000 as a past era, which, of course, it is for these candidates. The use of past tenses was generally accurate and some candidates used conditional sentences creatively to reflect on past trends they would have liked to experience.

Bullet point 3 – la importancia de la moda en tu vida diaria.

Most candidates had a lot to say about the role fashion plays in their lives making reference to how much time and energy they do or do not dedicate to choosing what to wear on a daily basis or for special occasions. Some candidates misunderstood the task and wrote in general terms about the importance of fashion, rather than reflecting on its role in their own daily life. Nonetheless, the majority used present tenses correctly and conveyed clear opinions of its importance.

Bullet point 4 – cómo cambiará la moda en el futuro

This point was more inconsistently developed. While some responses lacked future tenses or clear predictions, others provided thoughtful insights about fashion trends repeating over time, environmental concerns, and technological advances in clothing. Overall, the question allowed for personal reflection and creativity, and most candidates handled the task successfully with appropriate register and vocabulary.

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 cambiara for cambiará.

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. This is easier to check if separate paragraphs are used.
- 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.

