



# Examiner's Report Principal Examiner Feedback

January 2024

Pearson Edexcel International Advanced Level  
In Spanish (WSP04)  
Paper 01: Research, Understanding and  
Written Response

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This paper is worth 90 marks. It is a mixed-skill unit which consists of three sections.

### **Section A - Listening (20 marks)**

Candidates listen to four recorded extracts in Spanish. They retrieve and convey information given in the recordings by responding to questions of different types.

#### **Question 1 - La riqueza del idioma castellano**

A multiple choice question worth 4 marks. The question was accessible to most candidates. The mark most frequently missed was 1(c), as some candidates did not manage to link *Utilizar el vocabulario con precisión* with *(la) elección de las palabras adecuadas*.

#### **Question 2 - La comarca de Cinca Medio (Huesca): un ejemplo a seguir**

A multiple choice question worth 4 marks. This question also proved accessible to the majority of candidates. The mark most frequently missed was 2(a). Close listening was required to identify that Cinca Medio itself is expanding although unemployment and depopulation is generally increasing the autonomous community.

#### **Question 3 - Adriana Boho, influencer y escritora**

A cloze text question worth 4 marks. Candidates had to choose the correct answers from a pool of 8 possible words. Although most candidates scored full marks, a few did not manage to spot that although Adriana is encouraging tolerance in general, she is urging people to be honest with themselves about their values and therefore, *criticos* rather than *tolerantes* was the correct answer to 3(d).

#### **Question 4 - Rigoberta Menchú Tum – una mujer maya premio Nobel de la Paz**

This question is worth 8 marks. Candidates heard a discussion between three speakers and gave short answers in Spanish. The majority demonstrated a solid understanding of the question and gave accurate answers.

- (a) Most candidates did well with this question. A few said *padre* instead of *padres*. Some candidates made reference to Rigoberta's gratefulness, but made no mention of her parents.
- (b) Nearly all candidates gave both correct answers. A few mentioned the *bosque nuboso* or the *paraíso* rather than finding the correct answers 3 lines further down the passage.
- (c) Again, this was accessible to practically all candidates, although a few offered *viviendo en la orilla de un bosque nuboso*.
- (d) Some candidates simply said *cargaba* without specifying what it was they were loading or gave vague answers such as *trabajaba mucho*.

- (e) This was the most challenging question. Some candidates focused on the victims of crimes against humanity. Others offered *alzar la voz y romper el silencio*, which was an example of how Rigoberta fought for the human rights of indigenous Latin American people, therefore did not offer a separate idea for the second mark.

### **Section B - Reading and Grammar (30 marks)**

In this section, candidates read texts written in Spanish. They retrieve and convey information in the texts by responding to questions in Spanish. Candidates also manipulate grammatical structures by re-formulating a selection of phrases taken from the reading texts.

#### **Question 5 - Kike Labián: el impacto social del arte en España**

A multiple choice question worth 5 marks. The majority of candidates scored well on this question. 5(e) was the mark most frequently missed as some candidates did not manage to link *la curiosidad de los jóvenes* with option D, *mente inquisitiva*.

#### **Question 6 - El duelo migratorio**

A reading comprehension text worth five marks with short answer questions in Spanish.

- (a) Nearly everyone gained the mark and mentioned *desorientados*.
- (b) Most candidates identified that both *la emigración* and *el duelo* represent a loss to which people have to adjust.
- (c) Most candidates managed to find *xenofobia* and problems with language. Those who lost the mark simply said *la lengua* or *el idioma* without explanation.
- (d) Several candidates gave the same answer twice in different words. Some mentioned the loss of social status. A few candidates listed two examples of lack of social life as separate answers but made no mention of cultural isolation. However, most candidates did well with this question.

#### **Question 7 - Preguntas y respuestas con Mateo Salvatto, un joven empresario argentino**

A longer reading comprehension text with short answer questions in Spanish worth 10 marks. In general, candidates performed well in answering this question.

- (a) Most candidates scored both marks, although some expressed the same thing twice and only scored one mark, for example, *es optimista* and *piensa que hay futuro*. Some candidates listed being an entrepreneur and setting up his own tech business as two separate items.
- (b) A number of candidates missed the point and only mentioned that Argentina is the country with best technological resources in Latin America without further development.
- (c) Nearly all candidates scored, mentioning having to leave the country.

- (d) This question was the most challenging of this exercise for many candidates. Some said we should avoid being consumers, thus omitting the important nuance of *unicamente*. Also, many candidates didn't notice the word *evitar* on the phrasing of the question, and said what people should do, rather than what they should avoid.
- (e) Most candidates scored the first mark but several failed to mention how they could progress faster without the classical progress through academic learning and work. Mostly answered correctly although some candidates gave as one of the answers: *los jóvenes están acostumbrados a la tecnología*, which was not said in the text.
- (f) Most candidates scored both points. Some offered the lack of an elite as opposed to the wealthy.

### Question 8 - Manipulation of grammatical structures

Candidates reformulated phrases from the reading comprehension texts in Questions 5, 6 and 7 including the given structures in each question. Candidates are reminded that all elements of meaning of the original sentence must be included in the transformation.

It is very important to refer to the bold phrases in the text and check that the transformation fits and keeps the same meaning as the original. A successful response will demonstrate contextual understanding by ensuring that the same message is conveyed after the applied manipulation.

- (a) Most candidates got this mark. A few missed the correct agreement and wrote *dirigido* rather than *dirigida*.
- (b) This question was also correct in most cases. Some candidates missed an „a“ either before or after *ayuda*.
- (c) Several formulations were accepted. Answers which had some ambiguity about who was being forced to leave their land lost the mark, e.g. *No se debería forzar a la gente de su tierra*.
- (d) A frequent mistake was to include *se ven* in the transformed sentence, for example, *personas a quienes se les ven obligadas*.
- (e) Answers which left out *algo* did not score.
- (f) In some cases, the reformulated sentences did not mean the same as the original and therefore did not score. For example, *debido a que algo puede pasar por nuestra condición de migrante*.
- (g) This question was frequently correct, although some students offered the indicative or future tenses rather than the subjunctive *entienda*.
- (h) Mainly correct, although some answers left out *lo*.
- (i) The majority of students got this mark. Some did not manipulate correctly to *diciéndolos* or left out the article *los*.

- (j) Several formulations were accepted. *Pueda* was accepted at the beginning or in the middle of the sentence as long as the transformation kept the meaning of the original and was grammatically correct.

### **Section C - Writing (40 marks)**

Candidates who chose novels or plays tended to produce a more comprehensive analysis, making references to the historic and socioeconomic circumstance of the time in which the work was set. Those who chose a film tended to make references to the plot, but stayed in the descriptive and were therefore not able to reach the top mark bands because of a lack of critical analysis.

Candidates may include a bibliography as evidence of their research, but it is not essential and no extra marks are gained for the essay by doing so.

Candidates are encouraged to spend time drawing up a structured plan for their essay that fully addresses both parts of the question.

The following comments summarise the examiners' observations on the most popular essay choices:

#### **Question 9 Geography**

There were a small number of essays on this topic. The essays tended to lack factual evidence. They appeared to rely on general impressions and to have been written without any evidence of research.

#### **Question 10 History**

There were only a handful of essays on this topic. One example of a successful essay was on Adolfo Suarez and how he masterminded the transition to democracy. The essay was well organised, full of relevant factual information and therefore scored highly.

#### **Question 11 Literature - Esquivel: Como agua para chocolate**

There were a small number of responses. Essays on 11a tracked Tita's illness through the book and reached a conclusion as to how far her health improved by the end of the story. Some essays on 11b about the importance of food in the novel were superficial responses which showed that the candidates knew the story, but missed the key demands of the question.

#### **Question 12 Literature - Delibes: El príncipe destronado**

A small number of candidates chose option 12a on Quico's family.

### **Question 13 Literature - Allende: Inés del alma mía**

There were no essays on this novel.

### **Question 14 Literature - Fernán Gómez: Las bicicletas son para el verano**

This was the second most popular work. One example of a successful essay dealt with the light and dark in the flats, showing the status of the occupants; the significance and symbolism of food and the way in which the bicycle changes from being a symbol of innocence and freedom to a necessity for work. Other essays tended to concentrate on the symbolism of the bicycle almost exclusively. In 14b) essays tended to tell the story and describe different stereotypes rather than answering the demands of the question and analysed the extent to which the conflicts were resolved.

### **Question 15 Literature – García Lorca: Yerma**

15a) There were some good essays which got to grips with the role of women and how Yerma is affected by the society in which she lives. There was some accurate information about the machista society in Spain in the 1930s, the submissive role of women and the importance of *honra* in the society of the time. Most essays on 15(b) focused on the plot with some analysis of the reasons for Yerma's distress. There was little explanation of the techniques used to present the theme of fertility in the play.

### **Question 16 Film – Guillermo del Toro: El laberinto del Fauno**

16(a) A small number of essays described the mill, the woods and the labyrinth. Few managed successfully to analyse the parallels between the real and fantasy worlds. 16(b) Essays on the topic of bravery focused on Ofelia, Mercedes and Carmen. Surprisingly, the doctor and the resistance fighters were hardly mentioned.

### **Question 17 Film – Martínez-Lázaro: Ocho apellidos vascos**

17(a) This question on the two main characters of the film was by far the most popular choice on the paper. Candidates did not always fully answer the question, especially the analysis part. A number of candidates failed completely to address it, focusing almost entirely on describing the characters. Often conclusive remarks were missing. Not all candidates used evidence to support their observations. In general, candidates had a sound knowledge of the film, although at times that knowledge was not demonstrated in sufficient depth.

17(b) There were some good essays which examined different types of conflicts in the film. A lot of essays did not have real depth to them and some did not even answer the question. Some candidates provided only a very brief conclusion or none at all.

**Question 18 Film – Wood: Machuca**

18(a) one example of a good essay described different sectors of Chilean society, explained the political context of the film and concluded that the director's message was one of pessimism and the difficulty of overcoming class division.

**Question 19 Film – Marston: María, llena eres de gracia**

A small number of candidates wrote about this film. All chose option 19(a) on María's dilemma. They concluded that María bore some responsibility for her situation, but that her choices were limited by poverty and the lack of opportunities within her community.

**Question 20 Film – Bollaín: También la lluvia**

There were no essays on this film.

### **Advice to candidates**

Based on performance in this examination, candidates are offered the following advice:

#### **Sections A and B**

- Take care to answer the questions precisely. Write clear and concise answers. Use your own words as far as possible.
- In two mark questions, think carefully about whether your two answers give two clearly different pieces of information.
- In Question 8, find the emboldened question phrase in the articles in Section B. Refer to the bold phrases in the text and check that the transformation fits with the text.
- Also in Question 8, consider the context of the original text. To score the mark, the answer needs to be grammatically correct and convey the same meaning as the original text.

#### **Section C**

- Read essay questions carefully. Make sure that all your points are clearly relevant to the question.
- Write an essay plan. As you plan, make sure you address the explanation or description part and the analysis. In the planning phase, check that each paragraph has a clear idea which relates clearly to the question.
- Avoid long-winded description and retelling of the plot that is not relevant to the question.
- When giving examples and other evidence to support your points of view, explain clearly. Imagine that your reader has not read the book or watched the film.
- Always include a conclusion which summarises the arguments in the essay and gives a personal response to the question.
- Always include an introduction which relates precisely the precise question you are answering. Avoid general introductions to the work which have little to do with the question.
- For Question 9 geography essays, you must demonstrate that you have researched the topic. General knowledge is not enough to score highly.
- Include a wide range of different types of relevant factual evidence to support points of view, for example:
  - History and Geography: specific examples, figures, dates, events for history and geography essays.
  - Film and literature: specific examples, quotations, director's or author's technique.
- Always write clearly and legibly. Make corrections clearly.

