Examiners' Report
Principal Examiner Feedback

January 2020

Pearson Edexcel International Advanced Subsidiary In Spanish (WSP02/01)

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IAL SPANISH - EXAMINER REPORT- January 2020
IAS UNIT 2 (WSP02) Understanding and Written Response

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 qualification.

The assessment for this unit has three sections that 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 printed 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 January 2020 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 urban and rural life. There was a good rate of success with questions 1a and 1b. 1c was the most challenging part of the question where the candidates sometimes did not connect *hay muchas ofertas* and *siempre buscan personal* with the idea that jobs are easy to find.

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 jobs and unemployment. Candidates were successful with all parts of this question.

Q3. Summary completion

Question 3 was a listening summary task from the subtopic of peer pressure and role models. 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.

The most challenging part of this question was 3(c) where some candidates did not pick up on the phrase, *es mejor elegir a alguien que haya ganado su puesto a través de su dedicacion y trabajo duro* so they selected *atrevida* as opposed to *diligente* as the best type of person to choose as a role model.

Q4. Short Answer Question

This 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 natural disasters and weather and is the most challenging of the listening tasks, in length and linguistic capability. 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 several instances in question 4 where candidates made grammatical errors whilst still securing the available marks. The responses are marked based on communication, rather than accuracy of language.

Most candidates scored between 5 and 8 marks.

Q4(b) in this 2 mark question, candidates sometimes failed to achieve the second mark as they missed the idea of *siguieron durante la noche* and in their response they wrote *hasta la noche* which conveys a different idea.

Q4(e) sometimes candidates wrote responses which did not give an appropriate answer to the question *e.g. muy buena y eficaz* or *fue un reto enorme* without explaining what these statements related to.

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 health issues.

Q5(c) proved to be challenging as candidates failed to connect the idea of *sobreviven fuera de estos muy poco tiempo y mueren rápidamente….* to *desaparecerán*.

Q5(d) some candidates failed to correctly infer that airborne diseases are the most common way to become ill when they missed the phrase *pero corremos mayor riesgo de infección por los estornudos y la tos.*

Other parts of question 5 were mostly well managed with 5(b) being the most accessible question.

Q6. Short Answer Question

This required responses using a single word, a phrase or a short sentence. Each item was worth 1 or 2 marks. Most candidates scored between 3 and 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. Whereas 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.

Q6(b) sometimes candidates missed the second mark in this 2 mark question. Often the idea of *inscribirse en clubes deportivos* or *practicar actividades* was given for the first mark and the second idea was given as *dormir bien* or *tener la mente despejada* which are clearly not solutions to improving sleep, according to the text.

Q6(c) Candidates are expected to manipulate the language of the texts to produce their responses. Some candidates did not transform the answer to the 3rd person singular and lifted the language from the text *muchos de nosotros que jamás hemos suspendido un examen, ahora lo hacemos*. This was not an appropriate response as the question specifically asks about the best students finding exams difficult.

Q6(a) and Q6(d) were both successfully handled by the vast majority of candidates.

Q7. Short Answer Question

This was the most challenging of the comprehension questions, in length and complexity. Most candidates scored between 6 to 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 music and fashion.

In Q7(b) candidates sometimes did not differentiate between the work of the analysts and the benefits of that work to another company. *Analizan los gustos de los consumidores* and *analizan los cambios económicos en el mundo* were regularly seen.

In Q7(f) in this 2 mark question candidates failed to achieve the second mark when they wrote *disfruta del día* as an answer to the question. This does not indicate how a bride wearing a wedding dress with aromatherapy incorporated would feel.

Q8. Sentence Transformations

Candidates were required to write out the correct form of each targeted (bracketed) word. Question 8 was taken from the subtopic of music and fashion. Most candidates scored between 6 and 9 marks on this question.

Q8(a) Different forms of the verb *ir* were seen but many candidates correctly selected *van*.

Q8(b) Sometimes candidates failed to give the correct feminine plural version when they did not relate *lo* back to *algunas prendas*.

Q8(c) Many candidates correctly offered the 3rd person plural of the future tense here but some gave the 3rd person singular.

Q8(d) Quite often *capazes* was given.

Q8(e) Examiners reported that se han puesto was given in place of se pusieron. Candidates are reminded that they must manipulate only the bracketed word. If the required answer was to have been se han puesto then the word in brackets would have been haber e.g. ***se [haber] puesto***.

Q8(f) Many candidates correctly identified the past participle but sometimes did not write it in the plural form.

Q8(g) Candidates were often able to supply the present subjunctive form of *querer* but sometimes did not produce the 2nd person singular of the verb.

Q8(h) Many candidates left the verb in the infinitive form as required.

Q8(i) Most candidates were able to correctly produce *innovadores.*

Q8(j) *Protegen* was commonly given as a response instead of *protegiendo* with candidates missing the preceding comma in the 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 was essential that candidates firmly fixed their response on these bullet points. If one point was missed out, the maximum Content and Communication score was 16 marks and if 2 were missed, the maximum was 12 marks. Question 9 was taken from the subtopic of tourism, travel and transport.

Comments relating to the four bullet points:

Bullet point 1 – las posibles razones del aumento de turistas en España

Some candidates wrote at length about the attractions which might bring visitors to Spain. Candidates had plenty of ideas around this bullet point. What some candidates failed to do however was to relate their ideas to an increase in tourists

which was mentioned in the bullet point. Candidates are reminded that they must answer the bullet point and that their response must be clear to a reader as if they had not previously seen the bullet points. Some candidates overly relied on the language of the stimulus to express their ideas.

Bullet point 2 – tu experiencia con el turismo hasta ahora.

This was generally successful. Some candidates chose to write about their own experiences of travel and holidays whilst others wrote about tourism and its effects in their own area or town. Both approaches to this bullet point were valid.

Bullet point 3 – cómo se podrían evitar los efectos negativos del turismo.

Candidates regularly wrote at length about the negative effects of tourism without offering solutions to the problems. This highlights the need to double check that the bullet has been properly addressed.

Bullet point 4 – cómo cambiará el turismo en el futuro.

On some occasions, this bullet point was answered very briefly, possibly due to a lack of time at the end of the exam. Sometimes candidates did not offer their opinions of how tourism would change from the current situation to a future scenario. However, overall there were many good ideas expressed about this bullet point.

Language and accuracy

Most candidates were able to express a range of opinions and views eloquently and using a wide range of language. The most commonly used complex language was the personal a, pronouns, subjunctive, some *si* clauses, a wide range of connectives and topic-specific or 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 eg *ze* for *ce* and *a* fo*r ha.*
Some candidates missed opportunities to use subjunctives. There were also errors with the verbs ser and estar as well as the correct used of the preterite tense. 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.

Common errors:

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 bullet points.

- Many essays offered a wide range of complex structures and lexis.
- Exemplified the bullet points.
- 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 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.