



Examiners' Report Principal Examiner Feedback

January 2020

Pearson Edexcel International Advanced
Subsidiary In Spanish (WSP04/01)

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Publications Code WSP04_01_ER_2001

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WSP04 PE feedback report 2001

Section A - Listening

Question 1 *España cubierta de nieve*: The majority of candidates coped well with this question. The question which most frequently caused difficulty was (b). Some students answered that people complained about option D *la atención mediática* as radio and television were mentioned. The correct answer was B *La falta de ayuda*.

Question 2 *El videojuego del metro de Madrid*: The most challenging question was (d) as some students did not understand that the video game would be ready in October.

Question 3 *La industria de la rosa ecuatoriana*: Many students scored full marks on this question. A small number confused *mayoría* with the correct answer, *minoría* in (c).

Question 4 *Dos cantantes latinoamericanas*: most students scored highly on this question. For (a), vague answers such as *varios estilos* did not score. Questions (b), (c) and (d) posed little problem and the majority of students got these marks. In 4(e), the answer needed to explain either that being in the same category as *las maestras de la música latina* was sufficient to make the singer, Natti, feel she had already won. Answers that only said she was happy because she had been nominated without explaining why, did not score.

Section B - Reading and Grammar

Question 5, *El Rally Dakar*, was generally well done. The question most likely to be answered incorrectly was (b), as some students opted for the distractor (a) *un equipo de publicidad* rather than the correct option (c) *un espíritu audaz*.

Question 6 *Nuevos retos en el mercado del turismo español*: In (a), accepted answers described how the delegates themselves felt. Those which only mentioned the economic outlook did not score, neither did the direct lift *inquietantes*. (b) Only one mark was awarded either for the idea that overseas customers were more profitable, or that they spent more money than national customer. The information required for the second mark was that there are fewer Spanish customers. (c) Answers which simply said *un efecto negativo* were not specific and did not score. In (d), the answer needed to refer to Sr Castell's attitude. Answers which only mentioned economic factors did not get the mark.

Question 7 *El desafío de superar la educación secundaria*: (a) was mainly answered correctly. (b) The lift *retenerlos en la secundaria* without a subject was not accepted. (c) A common mistake was to cite the reasons for leaving school stated in the Unicef survey, rather than what the students themselves said. For (f), a challenging inference question, accepted answers said how the students themselves would be different in the future. Answers which referred to the education policy or how students would be evaluated in the future did not get the marks. In (h), the required answer said what Juana was able to do when she was a child as a result of receiving the bursary, therefore "licenciarse" was not accepted.

Question 8 produced a broad range of marks. It is important that students communicate the whole meaning of the prompts without adding or changing any of the sense of the phrase in the question. Some students offered grammatically correct sentences, but did not score as their answers changed the meaning of the given prompt. For this exercise, it is particularly helpful for students to practice past paper questions before sitting the exam.

(a) Answers which added *poder* to the sentence to be manipulated did not score. Correct answers substituted the phrase in the brackets (*Gracias a ...*) for *aprovechan* in the given sentence.

- (b) Many students successfully manipulated all the elements of this sentence, although some omitted the required *intente*.
- (c) Many students successfully manipulated this sentence, although some omitted *serán mínimos*.
- (d) Some students offered versions which, although grammatically correct, changed the meaning of the original.
- (e) Mainly correctly answered. *Se refuerze* was accepted.
- (f) Many students lost the mark in an otherwise correct answer because they changed *hechos* to a different verb, such as *conseguidos* or *realizados*.
- (g) Various answers which did not have the same meaning as *Casi todos* in the original sentence were not accepted e.g. *una mayor parte, una parte*.
- (h) Many answers did not include *haber* and so lost the mark.
- (i) Several alternatives were accepted as long as the meaning of the original phrase was preserved.
- (j) Answers which correctly included *acaba*, but retained *hace poco* were not accepted because this formulation duplicated the idea that Juana had recently obtained her degree, and so changed the original meaning.

Section C - Essay

There were a small number of outstanding essays and many good ones. Few students managed to reach the top mark bands both in Content and Communication and Critical Analysis. The highest scoring essays were clear, detailed and insightful.

Content and communication: The majority of students demonstrated good knowledge of their chosen work or topic. In the higher scoring essays, the students supported their points with evidence from the work or topic. In less successful essays, the information chosen as evidence of was sometimes not clearly linked to the question. Essays that were superficial, with little detail and supporting evidence did not score well. Some essays were not fully relevant to the question, and therefore scored lower marks.

Quality of language: The quality of language in the majority of essays was very good. Many students were able to write in a sophisticated register, using language appropriate to writing about film, literature, history and geography. Some used an informal register less appropriate to essay writing.

Spelling, accents and punctuation errors and corrections sometimes affected the clarity of the communication. Examiners will always give students the benefit of the doubt if work is difficult to read, however, illegible handwriting and corrections which make the argument unclear will affect the marks awarded. Students may write on alternate lines in order to make corrections easier.

Critical Analysis: The most successful essays showed that the student was able to respond critically to the work. High scoring essays were detailed and informative with a clear line of argument and original points of view about the chosen work or topic. A number of essays lacked an introduction or a conclusion. Many essays re-told the story of the work and contained little analysis.

In this smaller entry, January series, the majority of students chose to write about either *Las bicicletas son para el verano*, or *Ocho apellidos Vascos*. There were also a small number of

history and geography essays. Many of the other questions had no responses. Below follows some feedback on popular questions.

Question 9a

This question produced some interesting responses about local fiestas. Some were well evidenced with facts and statistics and these essays scored highly. The question required students to show the economic importance of the fiesta. Some students were able to provide good detail, including facts and figures.

Question 9b

There were some well-constructed essays on this topic. Students showed good knowledge about the types of tourism in various regions of Spain and Spanish-speaking countries, although some lacked facts and figures to support this knowledge. Essays which did not relate to the Spanish-speaking world were unable to score.

Question 10a

Popular choices of era for this question were *Los Reyes Católicos*, and *la dictadura franquista*. There were interesting essays on the problems of the republican government in Spain leading up to the Civil war and on the problems which Spain faced during the early 19th century.

Students should bear in mind that, when choosing a period of huge scope, such as the conquest of South America for example, it can be beneficial to focus on fewer points in greater detail rather than attempt to summarise the whole period, as this can lead to somewhat superficial essays.

For this question, it was important, not only to describe the problems of the era, but also to analyse their effects.

Question 10b

Popular choices of conflicts chosen were the conquest of Granada and the Spanish Civil War. There were a number of essays which showed good knowledge about the chosen conflict, but were less successful in clearly showing how the conflict affected the country.

Question 14a

This question produced some analytical responses in which students linked the way in which the interior spaces in the work reflect the thoughts and feelings of the characters. It was important to show how the spaces changed throughout the work and many students did this well. Evidence was often given to support points of view. Students were able to describe dramatic techniques such as sound and lighting.

Some students described the mood and atmosphere of the play with little reference to the interior spaces. Other essays contained a great deal about the exterior scenes. Whilst this aspect of the play is relevant to show a contrast with the interior scenes, it is not what the question asked.

Question 14b

This question required students to describe the relationship between Don Luis and Luisito and to analyse what they had in common, which many did successfully. There was some thoughtful

analysis of the evolution of the relationship. A number of essays simply described the two characters, rather than focusing on their relationship.

The majority of essays showed detailed knowledge of work. Points of view were evidenced well and students were often able to provide quotations to support their points. Some evidence was neither fully relevant nor successfully linked to the question. There were a number of descriptions of the *lentejas* scene, which were not clearly connected to the question. Students should avoid the temptation to write at length about their favourite parts unless they can be clearly linked to the question.

Question 17a

This question attracted the highest number of responses. Whilst there were some good essays which did focus on the relationship between Amaia and Rafa, many simply described the two characters. Others were waylaid talking about stereotypes, without connecting them to the question. A number of students told the story of the film with little analysis or critical response. Some said what happened when Rafa arrived in Argoitia, but lacked analysis of how it affected the other characters.

Question 17b

There were fewer responses on this question, but those who chose it analysed well the theme of lies and their importance in the film's plot.

Occasionally, students included quotations and observations about the *mise en scene*, camera shots and lighting to support their points of view. Such details were reflected positively in the marks awarded.

Essay advice for future series

- Analyse and make a critical response to the work. Do not simply re-tell the story.
- Geography and history essays must refer to Spanish speaking countries. Responses about other countries are unable to score.
- Include a wide range of relevant supporting evidence, for example facts, figures, dates, events (for history and geography) quotations, observations about the director's or writer's techniques (for film and literature).
- Write clearly and legibly in all questions.
- Plan the essay before writing it.
- Write an introduction and a conclusion.
- Ensure all the points of view expressed in the essay are relevant to the question.