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## **Examiners' Report**

Principal Examiner Feedback

Summer 2018

Pearson Edexcel International Advanced  
Level In Spanish (WSP02) Paper 1

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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 qualification.

Assessment across Unit WSP02 01 relates to following General Topic Areas:

### **General Topic Area**

### **Sub topics**

Youth matters

Family relationships and friendships.

Peer pressure and role models.

Music and fashion.

Technology and communication.

Lifestyle, health and fitness

Food and diet.

Sport and exercise.

Health issues.

Urban and rural life.

Environment and travel

Tourism, travel and transport.

Natural disasters and weather.

Climate change and its impact.

Energy, pollution and recycling.

Education and employment

Education systems and types of schooling.

Pupil/student life.

Volunteering and internships.

Jobs and unemployment.

The assessment for this unit has three sections that total 90 marks.

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

Students 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. Students 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)**

Students 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. Students 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)**

Students 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 students for communicating relevant information effectively as well as for the quality of the language produced.

### **Comments relating to individual questions from the June 2018 series**

#### **Section A: Listening**

##### **Q1. Multiple Choice**

Students 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 sub topic of sport and exercise. There was a good rate of success with this question. 1a was the most challenging part with 1d being accessible to most students.

##### **Q2. Multiple Choice**

Students 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 sub topic of pupil/student life.

Q2(d) Students had to recognise the inference that the role of a leader is unnecessary from "*sin que haga falta un líder*". This proved to be the most challenging part of this question.

### **Q3. Summary completion**

Question 3 was a listening summary task from the sub topic of urban and rural life. 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.

Students had equally good rates of success with parts 3(a), 3(b) and 3(d). This showed that they were successful in connecting the ideas of the text they heard with the summary they read in question 3. In general, it was evident that some students used a skilful process of identifying the possible correct responses, and then focused their listening upon those possible responses, from which one was then eliminated. The most challenging part of this question was 3(c) where some students focused too readily on the fact that the funicular has become a tourist attraction today but failed to pick out the reference to the original use.

### **Q4. Short Answer Questions**

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 sub topic of jobs and unemployment and is the most challenging of the listening tasks, in length and linguistic capability. Although full sentence answers are not required, sometimes it was necessary to add a word to something drawn from the recording to make the information in the response fit the requirements of the question.

There were several instances in question 4 where students made grammatical errors whilst still securing the available marks. The responses are marked based on communication, rather than accuracy of language.

The majority of candidates scored between 6 and the maximum 8 marks.

Q4(e) proved challenging as some candidates failed to manipulate the language from the 1<sup>st</sup> person to the 3<sup>rd</sup> person when transferring the required information from the recorded material.

Q4(f) required candidates to listen for detail. Some failed to recognise the idea of the biggest achievement i.e. *lo más significativo* and wrote about the importance of communication.

## **Section B: Reading and Grammar**

### **Q5. Multiple Choice**

Students 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 sub topic of food and diet.

Q5(b) proved to be very challenging as students failed to connect the idea that the fat contained in milk does not affect health. This is likely due to the complexity of the language presented within the text *...pero estudios clínicos no han demostrado que tenga incidencias negativas sobre los riesgos cardiovasculares.*

Q5(e) was the most accessible part of the question with many students able to connect *esenciales* and *indispensables*.

### **Q6. Short Answer Questions**

This required responses using a single word, a phrase or a short sentence. Each item was worth 1 or 2 marks. Question 6 was taken from the sub topic of music and fashion.

Students are asked to express responses in their own words, as much as possible. Whereas most students offered concise responses, there were cases where responses comprised large sections of language lifted from the text. Most students however, were mindful to ensure that they were actually addressing the question.

Q6(a) was a challenge to some students as they failed to pinpoint that the musical diversity comes from a mixture/fusion of cultures and/or sounds/styles.

Q6(d) *el ritmo bailable* or an appropriate alternative expression was correctly recognised by most students.

### **Q7. Short Answer Questions**

This was the most challenging of the comprehension questions, in length and complexity. The majority of students scored around the middle of the mark range for this question (5-7 marks). This question required responses using a single word, a phrase or a short sentence. Each item was worth 1 or 2 marks. Students 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 often did not directly answer the question. Question 7 was taken from the sub topic of energy, pollution and recycling.

In Q7(a) students sometimes failed to recognise the main goal, *el de velar por el buen estado del litoral*. Frequently incorrect answers included references to *limpiar las playas* and *preservar el ecosistema*.

In Q7(e), responses were often lacking enough detail to achieve the 2 available marks. An answer of *cambio climático* alone was not enough without a verb or the idea of a negative effect. Many students incorrectly gave the answer *acaban asentándose en los fondos marinos*.

Q7(f) was the most challenging question on the entire paper with very few students awarded this mark. Most failed to target the correct part of the text to connect the idea of *la constante lucha* with *la solución no se conseguirá a corto plazo*. Most candidates offered ideas about education or young people being the most important thing.

## Q8. Sentence Transformations

Students were required to write out the correct form of each targeted word. Question 8 was taken from the sub topic of energy, pollution and recycling.

Q8(a) Most students correctly identified the subject of the verb as being *los científicos* and conjugated the verb correctly using one of several appropriate tenses. A small number of students lost marks by adding unnecessary accents

Q8(b) Most students correctly offered the plural form of the present tense here.

Q8(c) Some students found this challenging as they failed to connect the verb back to *los aceites de cocina* and offered verbs in the singular form.

Q8(d) The majority of students were able to recognise that this word required a plural form.

Q8(e) Many students found this question challenging having missed the requirement for the subjunctive form. They had not picked up on the clue given in the previous verb in the sentence which was also a subjunctive.

Q8(f) A pleasing proportion of students correctly identified that no change was required here and that the verb should remain in the infinitive form.

Q8(g) A good number of students were correctly able to identify the requirement for the use of the present participle here.

Q8(h) and 8(i) The requirement for the use of the subjunctive was sometimes missed altogether here and the present indicative was used. At other times, the subjunctive was used in the plural form instead of the required singular. Some students also failed to spell *utilice* correctly and retained the letter Z instead of changing to a letter C.

Q8(j) Most students answered this question correctly but, surprisingly, a good number of candidates wrote *dañinos* possibly because they were focusing on the word *menos* rather than *alternativas*.

## Section C Writing Question 9

This section requires students to write an essay in response to a short stimulus. The recommended length is 240–280 words, although this is only a guide and students should not be concerned by the exact length of their response. The bullet points allow students to offer opinions and to use a range of tenses. It was essential that students firmly fixed their response on these bullet points. If one point was missed out, the maximum content score was 16 marks. Question 9 was taken from the sub topic of education systems and types of schooling.

Comments relating to the four bullet points:

Bullet point 1 – This was well addressed by most students with both advantages and disadvantages of boarding schools being addressed. A small number of candidates wrote only about one of the two required elements and some confused *internados* with internships. Some candidates spent too much time on this bullet point and didn't have time to adequately cover the remaining bullet points.

Bullet point 2 – This often created some of the most interesting personal responses, with a range of unusual examples and some excellent use of *ser* and *estar* and a demonstration of the understanding of using the preterite and the imperfect. Some students did not respond in the correct tense or wrote about their own school experience in general rather than when they started school. Sometimes they didn't write how they felt about the experience or they wrote about other students' experiences of first days at school but not their own.

Bullet point 3 – This was generally well answered and justified. Sometimes there was no reference to who should be the one deciding where the student should go to school or it was not clear.

Bullet point 4 – On some occasions, this bullet point was answered very briefly possibly due to a lack of time at the end of the exam. There were some good extended answers here including a range of vocabulary and lots of subjunctives using for example, *es importante/ esencial que*. A small proportion of candidates did not understand the meaning of *bienestar* and some only discussed one factor in detail rather than a range.

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 great 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 were *empezé*, *va\_ha tener*, *hechar*.

There were errors with irregular verb conjugations, particularly in the preterite tense. Some students missed opportunities to use subjunctives. There were occasionally lapses with vocabulary and grammar due to interference from the student's mother tongue. Overall, the standard was very high and there were lots of impressive, detailed and eloquent responses which used a wonderful range of vocabulary and grammar.

### **Q9 What students 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 students 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 students 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, students are offered the following advice:

- Ensure that handwriting is clearly legible.
- Address all elements of each question, especially in question 9.
- Read the question or the bullet point again after you have answered it to check that your response 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.

