Examiners' Report
Principal Examiner Feedback

January 2022

Pearson Edexcel International Advanced Level

In Spanish (WSP02)

Paper 01: 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 retrieve and convey information given in the recording by responding to a range of Spanish-language questions. The questions will elicit non-verbal responses and short answers in Spanish. Candidates will need to show an understanding of both the general sense and specific details conveyed.

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 with the correct word within a sentence that 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 and the quality of the language produced.

Comments relating to individual questions from the January 2022 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 natural disasters and weather. There was a good rate of success with questions 1a and 1d. 1c was the most challenging part of the question. The candidates sometimes did not connect *las islas del este* with *las islas más orientales.*

Q2. Multiple Choice

Question 2 was taken from the subtopic of peer pressure and role models. Candidates were provided with four options A, B, C, or D for each item within the question comprising the correct response and three distractors. There was a good rate of success with questions 2b and 2d. 2a was the most challenging part of the question where candidates sometimes selected *su comportamiento general* as the correct answer. Candidates did not always consider all of the information given and missed the following

reference, *comienzan a vestirse de forma diferente, que normalmente es lo que se nota antes de todo.*

Q3. Summary completion

Question 3 was a listening summary task from the subtopic of jobs and unemployment. There was a mixture of word types in a pool of 8. The correct response had to be inserted into sentences, summarising the recorded text.

The most challenging part of this question was 3(a) where some candidates did not always consider all of the information given, and missed the following reference, concluding that Guatemala and Switzerland are the same; *sorprendentemente, a diferencia de Suiza, en Guatemala hay muy poco trabajo formal con contrato. Por eso, la gente sin empleo deja de buscar trabajo y no figura en las estadísticas.*

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 health issues 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 recording 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.

A majority of candidates were awarded between 5 and 7 marks.

Q4(b) In this question, candidates were often not awarded both available marks because they were not able to make reference to the fact that Doctor Gea's patients were older/ around the age of 60. The first idea that when young, people don't show symptoms of the effects of tobacco was generally successfully conveyed. Sometimes candidates took the following from the text for their second idea, *no han pasado por varios años de exposición a este veneno.* This was considered to be connected to the first idea outlined above rather than a separate idea.

In Q4(d) sometimes candidates were awarded only one of the two available marks for this question. Candidates wrote *la gente se enganchó* as an answer. The question asked about what shows that Doctor Gea has changed his opinion about electronic cigarettes. The two ideas that clearly relate to Doctor Gea's change of opinion come from the following information, *los médicos pensábamos que era una opción más saludable comparada con los cigarrillos normales* and *actualmente sabemos que sustancias nocivas se depositan de la misma manera y los pulmones son incapaces de hacerlas desaparecer.*

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 energy, pollution, and recycling.

Q5(e) proved to be a challenge for some as candidates were not able to connect the idea, *es fácil descomponerlo* with *recuperar sus elementos originales es un proceso sencillo*. Other parts of question 5 were managed well by a majority of candidates, with 5(a) being the most accessible part of the question.

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. A majority of candidates were awarded either 4 or 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 a majority of candidates offered concise responses, there were cases where responses comprised large sections of language lifted from the text. A majority of candidates, however, were mindful to ensure that they were addressing the question.

Q6(a) sometimes, candidates were not awarded a mark for this question because they gave answers which were not stated in the text, and they misinterpreted the information given, e.g., *porque empezó a trabajar a los 14 años.* The remaining questions were handled successfully by a majority of candidates.

Q7. Short Answer Question

This question was the most challenging of the comprehension questions, both in length and complexity. A majority of candidates were awarded between 6 and 9 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 responses 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(d), candidates were not able to achieve marks when they did not mention how the manufacturers of young people's clothing have been affected by changes in trends, *se han visto duramente golpeadas por la competencia* was a common response and a direct lift from the text. To explain the idea of *duramente golpeadas,* candidates had to return to the previously stated ideas that profits had been affected and some businesses had been made bankrupt.

In Q7(g), marks were awarded when candidates were able to clearly express Marcos and his friends' feelings towards their mobile phones.

Q8. Sentence Transformations

Question 8 was taken from the subtopic of music and fashion. Candidates were required to write out the correct form of each targeted word. A majority of candidates were awarded between 7 and 10 marks on this question.

Q8(a) Some candidates did not keep this verb in the reflexive form.

Q8(b) A majority of candidates added an accent to *cuales (cuáles).* However, this was acceptable because the additional accent did not change the meaning of the word. Some candidates failed to connect *el* to the feminine *las prendas* and produced the masculine pronoun *los*.

Q8(c) A majority of candidates gave the correct agreement of the adjective as *opulentos* here.

Q8(d) A majority of candidates incorrectly gave the imperfect tense *se consideraban* as the answer here.

Q8(e) Some candidates did not correctly identify the feminine plural of *las personas* as the correct adjectival agreement for *identificado*.

Q8(f) Some candidates did not keep this verb in the reflexive form, andhesome did not recognise that it is a radical changing verb.

Q8(g) This was generally very well done with candidates correctly expressing this verb using the present subjunctive.

Q8(h) Many candidates correctly produced the present participle here.

Q8(i) A majority of candidates were able to produce *estas correctly.* Some candidates added an accent *estás* which changed the meaning of the word and so were unable to be awarded a mark.

Q8(j) The majority of candidates recognised that this verb remained in the infinitive form*.*

Section C Writing Question 9

This section requires candidates to write an essay responding 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 fixed their responses firmly on these bullet points. If one point was missed out, the maximum Content and Communication mark was 16. If two were missed, the maximum was 12 marks, and if three were missed, the maximum mark was 8. Question 9 was taken from the subtopic of sport and exercise. The candidates who planned their answers before writing their responses tended to do very well in terms of Content and Communication marks. A majority of candidates were awarded between 32 and 40 marks for question 9.

Comments relating to the four bullet points:

Bullet point 1 – las posibles razones de la inactividad física entre los jóvenes.

Candidates had plenty of ideas around this bullet point. Common points mentioned related mainly to the use of technology and its effects. Reference was made to the effects of restrictions imposed due to the global pandemic.

Bullet point 2 – la importancia que ha tenido el deporte en tu vida hasta ahora.

This was generally successful. However, some candidates wrote about the importance of sport in general and did not relate it to themselves. Marks for Content and Communication would have been affected as the given bullet point was not addressed. Candidates are reminded to check the requirements of each bullet point closely before they begin to write a response.

Bullet point 3 – las consecuencias de llevar una vida sedentaria.

Candidates regularly wrote at length about their ideas on this point. They often demonstrated knowledge of a wide variety of lexis related to disease and illnesses connected to a sedentary lifestyle.

Bullet point 4 – cómo se debería fomentar la actividad física 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 ideas related to the future as expected by this bullet point and used the present tense only. However, overall, there were many good ideas expressed around this bullet point.

Quality of Language

A majority of candidates were able to express a range of opinions and views eloquently and use a wide range of language. They successfully used complex language and more advanced vocabulary. Some candidates had very good ideas, but they tended to write very long sentences, which resulted in a loss of focus or digression from the points that they were making. In these cases, it would have been better to write shorter sentences with connectives to improve the structure of their ideas.
Common errors in terms of grammar were missing pronouns, especially with reflexives, lots of errors with missing accents, and common spelling mistakes, e.g., *ze* for *ce* and *a* for *ha.*
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. Some candidates missed opportunities to use the subjunctive. There were occasional lapses in vocabulary and grammar due to interference from the candidate's mother tongue.

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.
- A majority of 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 the 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 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 legible.
- Address all elements of each question, especially in question 9, where your communication and content marks 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 the question requires two pieces of information, 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.