



Pearson
Edexcel

Examiners' Report

Principal Examiner Feedback

January 2019

Pearson Edexcel International Advanced
Subsidiary

In Spanish (WSP02) Unit 1:
Understanding and written response

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

January 2019

Publications Code WSP0_02_1901_ER

All the material in this publication is copyright

© Pearson Education Ltd 2019

Principal Examiner's report WSP02 January 2019.

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 and 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 January 2019 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 topic Youth matters and the sub topic of family relationships and friendships. There was a good rate of success with this question. 1b was the most challenging part with 1a 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 topic of Environment and travel and the sub topic of Climate change and its impact.

Q2(a) proved to be the most challenging part of this question. Students had to work out that the answer was B *“está en declive”* from the information given in the first few sentences. D was sometimes a selected response with candidates incorrectly interpreting the information *“el lince ibérico es un felino de tamaño mayor a un gato doméstico”* as *“es un felino domesticado”*.

Q3. Summary completion

Question 3 was a listening summary task from the topic of Education and employment and the sub topic of Volunteering and internships. 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 were generally successful in connecting the ideas of the text they heard with the summary they read in question 3. Q3(d) was the most accessible part of the question and the most challenging part of this question was 3(c) where some students did not connect *“acogedora”* with *“hospitalarias”*.

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 topic of Lifestyle, health and fitness and the sub topic of Sport and exercise 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.

Most candidates scored between 6 and the maximum 8 marks.

Q4(c) proved challenging as some candidates failed to convey the idea that the talent required in elite sports was something innate/natural.

Q4(f) required candidates to listen for detail. Some candidates wrote about his having a positive view of the world. The question required candidates to spot that the answers were related to things that he does.

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 topic of Youth matters and the sub topic of peer pressure/family relationships.

Q5(d) proved to be very challenging. Students did not make the connection in the text from *muchos padres permiten que sus hijos lo hagan para no excluirlos del grupo de amigos* to the response *la familia no interviene para impedir el aislamiento de los niños*.

Q5(e) was the most accessible part of the question with many students easily able to select *disciplinar a los adolescentes* as the correct response.

Q6. Short Answer Questions

This required responses using a single word, a phrase or a short sentence. Each item was worth 1 mark. Question 6 was taken from the topic of Lifestyle, health and fitness and the sub topic of food and diet/health issues.

Students are asked to express their responses in their own words as much as possible. Most students offered concise responses and were mindful to ensure that they were actually addressing the question. Virtually all candidates scored between 3 and 5 marks. Candidates sometimes lost marks when they omitted details which would have given a full response to the question.

Q6(b) Candidates sometimes missed adding weekly or daily as appropriate to the relevant dietary change.

Q6(c) *mejoró la capacidad cerebral* 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 to upper part of the mark range for this question (6-9 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. Long answers often contained irrelevant material and often did not directly answer the question. Question 7 was taken from the topic of Youth matters and the sub topic of technology and communication.

In Q7(a) students sometimes failed to convey the idea of the risks being more serious in their responses. A frequently incorrect response was that the risks were very serious. This shows the need for candidates to be precise when transferring information from the text to their response.

In Q7(e) Although targeted lifts are allowed, candidates need to ensure that any lifts actually answer the question. Sometimes candidates lifted the verb *instalaban* which invariably led to communicating an incorrect idea.

Q8. Sentence Transformations

Students were required to write out the correct form of each targeted word. Question 8 was taken from the topic of Youth matters and the sub topic of technology and communication.

Q8(a) Most students correctly identified the 3rd person present tense of the verb preceding *usted*.

Q8(b) Most students correctly offered the plural form of *todo*.

Q8(c) Most students recognised the irregular past participle.

Q8(d) The majority of students were able to recognise that this word required a plural form. Some however left this as *él*.

Q8(e) Many students noticed the requirement of the subjunctive here.

Q8(f) Many students found this question challenging having missed the requirement for the subjunctive form. Sometimes candidates transformed it into a radical changing verb *siguen* and *siguan* were very common.

Q8(g) A good number of students were correctly able to identify the requirement for the use of the present tense here. Candidates were still awarded a mark if they omitted the accent from *se desvían*.

Q8(h) Most students correctly offered the plural form of *borrado*.

Q8(i) Many candidates offered the perfect tense *ha superado* instead of the preterite *superó*. Candidates are asked to manipulate the word in brackets. They should be reminded not to add any additional words.

Q8(j) Surprisingly, a good number of candidates missed the accent from the end of the future tense and again some candidates added additional words e.g. *podrá descargarse*.

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 and communication score was 16 marks. Question 9 was taken from the topic of Environment and travel and the sub topic of tourism, travel and transport.

Comments relating to the four bullet points:

Bullet point 1 – This was well addressed by most students with a clear reaction to the demonstration being expressed. Sometimes candidates wrote lengthy descriptions of the demonstration and did not write about a clear reaction to it. Only a small number of candidates did not understand the word *manifestación*. Some candidates overly relied on the stimulus text and lifted chunks of text and included this within their responses.

Bullet point 2 – Candidates often gave information which was not entirely relevant to the bullet point. Quite often candidates would discuss the advantages of cycling in towns (better for the environment etc) rather than the opportunities for cycling, so they would digress from the bullet point.

Bullet point 3 – This was generally well answered and justified. Most students had plenty of different ideas on the disadvantages and were able to develop these well.

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. This is a common occurrence in this question and candidates are advised to divide their time equally when addressing the bullet points. However, there were some good extended answers which included a wide range of vocabulary and demonstrated a good knowledge of future and conditional tenses.

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 items were pronouns, subjunctives, 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 which unfortunately sometimes created ambiguity.

There were errors with irregular verb conjugations and 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 an excellent 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.