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Examiners' Report  
Principal Examiner Feedback

Summer 2019

Pearson Edexcel International Advanced  
Subsidiary 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 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 June 2019 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 this question. 1a was the most challenging part where candidates had to listen carefully for an appropriate time reference. 1b was accessible to most candidates.

## **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 technology and communication.

Q2(c) Candidates had to recognise that Bolivia's specific problem, a lack of coastline, was implied in the phrase, *que no tiene acceso marítimo*. This proved to be the most challenging part of this question.

## **Q3. Summary completion**

Question 3 was a listening summary task from the subtopic of energy, pollution and recycling. 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.

Candidates had equally good rates of success with parts 3(a) 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. The most challenging part of this question was 3(b) where some candidates did not pick up on the phrase *en lugar del campo* to write that urban areas as opposed to rural areas are the key to finding environmental solutions.

## **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 education systems and types of schooling 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 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 7 marks.

Q4(c) proved challenging as some candidates failed to spot the reference to *el mayor beneficio* in the question, and instead of picking out *una ventaja muy poderosa ...*, they chose to write about getting a better job in the future which was one of the other (but not the greatest) benefits of attending a bilingual school.

Q4(e) required candidates to listen for detail. Many candidates lifted directly from the text here with *no todos los profesores lo dominan igual* and didn't specify the language, in this case *el inglés*, or *la lengua extranjera*.

Q4(f) many candidates understood this idea from the text and conveyed the information appropriately.

## 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 tourism, travel and transport.

Q5(a) proved to be challenging as candidates failed to connect the idea that *Xochimilco* was an area that contained *huertos* and that the *trajineras se transportaban los comestibles a las mesas de la ciudad*.

Q5(d) was the most accessible part of the question with many candidates able to connect *una iniciativa verde* and *...usando los desechos de plástico tirados al agua* with *ser más ecológico*.

### 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 music and fashion.

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(a) was a challenge to some candidates as they missed certain details such as the reference to *plataformas de transmisión de música en línea*. Some candidates responded in a very generalised way with responses such as *porque las cifras y los expertos lo confirman*.

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 *liberamos la energía que tiene nuestro cuerpo*. This was not an appropriate response as the question specifically asks about the effect dancing has on Inga.

## Q7. Short Answer Question

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

In Q7(c) candidates sometimes failed to add *comparado con los que practican un deporte individual* when they mentioned *los jóvenes que practican un deporte en equipo tienen un nivel de confianza más bajo*.

In Q7(f), responses were often lacking enough detail to achieve the 2 available marks. Some candidates achieved 1 mark and common incorrect responses for a second mark were *hay datos muy interesantes sobre las emociones* or *mejora de la autoestima*.

## Q8. Sentence Transformations

Candidates were required to write out the correct form of each targeted word. Question 8 was taken from the subtopic of sport and exercise.

Q8(a) Some candidates found this quite challenging as they had to recognise that the object pronoun, *lo*, related back to *muchas ventajas*.

Q8(b) Most candidates offered the correct adjectival agreement here.

Q8(c) Many candidates correctly offered the 3<sup>rd</sup> person singular of the present tense here.

Q8(d) It was pleasing to see that many candidates correctly offered the correct subjunctive form of this radical changing verb.

Q8(e) Examiners reported that *debes* was often given instead of *deberías*, missing the prompt of *si tuvieras ...* at the beginning of the sentence.

Q8(f) Many candidates correctly identified the past participle.

Q8(g) Many candidates were able to identify the use of the correct definite article.

Q8(h) The majority of candidates left the verb in the infinitive form as required.

Q8(i) Examiners reported that candidates often gave *significantes* as the answer here. Candidates are expected to supply the correct form of the word supplied in brackets, which in this case is *significativo*.

Q8(j) Most candidates were able to supply the apocopated version of *grande*.

### 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. Question 9 was taken from the subtopic of jobs and unemployment.

#### Comments relating to the four bullet points:

Bullet point 1 - tus preocupaciones y aspiraciones relacionadas con tu futuro trabajo.

Some candidates wrote at length about the general difficulties and worries of young people in Spain looking for jobs rather than relating the paragraph to themselves and their own experience. Some of them failed to mention exactly what worries them but the majority did write about their future aspirations. It was interesting to see the wide variety of jobs that candidates want to do in the future, and this enabled candidates to show off some good specialised vocabulary.

Bullet point 2 – hasta qué punto es importante el dinero en un empleo.

This was generally successful, but some candidates only wrote about the importance of money in general rather than a salary, related to work. This highlights the importance of reading the bullet points carefully before starting to write the response.

Bullet point 3 – tu experiencia laboral hasta ahora.

This often created some of the most interesting personal responses and was generally answered in detail.

Bullet point 4 – tus sugerencias para ayudar a los jóvenes a encontrar trabajo.

On some occasions, this bullet point was answered very briefly, possibly due to a lack of time at the end of the exam. However, many candidates addressed this bullet point fully and offered a wide variety of ideas. Some digression from the bullet point was noted when candidates did not mention young people specifically and wrote about the failings of the government in providing enough jobs.

### **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* for *ha*.

Some candidates missed opportunities to use subjunctives. There were also errors with the verbs *ser* and *estar* as well as the correct use 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.
- 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.