Examiners' Report/
Principal Examiner Feedback

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Pearson Edexcel International GCSE
in Spanish(4SP0/02)
Pearson Edexcel Certificate
in Spanish(KSP0/02)

Paper 2: Reading and Writing

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International GCSE Spanish
Paper 2 Reading and Writing
Examiner Report

The reading and writing paper tests candidates' comprehension of written texts via a series of different question styles: matching pictures with words or statements, selecting five true statements from a list of ten statements, Spanish questions requiring answers in Spanish. The texts vary in length and complexity and this year covered topics such as household chores, hobbies, weather and the home of the future.

There are also two writing exercises, one short and one long. The short writing task (Q3b) asked candidates to write about their free time. The longer writing task (Q6) gave a choice of three topics: lifestyle, childhood and a friend's apartment. For each topic, candidates had to respond to four bullet points that gave them the opportunity to write in a range of tenses and to express an opinion. Once again, it was the first task that proved overwhelmingly popular; this may be because the subject matter (diet and exercise) was reassuringly more familiar than other topics.

Question 1 was about lost property. Students had to match pictures of objects with a list of words. Although this was supposed to be a very simple test, a surprisingly large number of students could not distinguish between 'monedero', 'maleta' and 'bolso'. Consequently a common score was only 2 out of 5.

Question 2 was about household chores. A series of statements (e.g. "Preparo la comida") had to be matched to pictures. This question was completed successfully by almost all students, with maximum marks being awarded in almost every case.
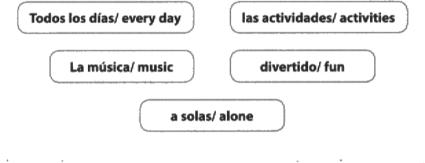
In Question 3a, students read a paragraph from three people talking about their hobbies. They then had to decide to whom a series of statements referred. Once again this was handled very successfully by the majority of students, with a score of 4 or 5 marks the most common outcome.

Question 3b is a writing task based on the topic of the text in Q3a. Students were asked to respond to the question "¿Qué haces en tu tiempo libre?". This was a familiar topic and was handled well. It is aimed at grade D and many students far exceeded the standard necessary to score full marks. Fifty words all in the present are all that was needed, but a great many students wrote far more than this and used past and future tenses as well. A common answer suggested that homework and exams were preventing students from doing anything interesting in their free time.

(b) ¿Qué haces en tu tiempo libre? Escribe unas 50 palabras **en español**.
What do you do in your free time? Write about 50 words **in Spanish**.

(10)

Aquí tienes algunas ideas.
Here are some ideas.

Todos los días/ every day	**las actividades/ activities**
La música/ music	**divertido/ fun**
a solas/ alone	

En mi tiempo libre normalmente salgo con mis amigos. ~~Muy~~ Me
gusta voy al cine con mi hermana y mi prima. ¡Es muy divertido!
Odio escucha música a solas. ~~&~~ porque es aburridísimo
Los jueves fui a la parque con mi amiga se llama Shannon y
mi perro. ¡Mi perro es muy adorable! A veces ~~salgo es~~ fui a la
playa con mi madre, mi padre, mi hermana, mi hermano y mi perro
cuando hace sol. ¡Me encanta a la playa!

The key in this question is clear communication.
There is no requirement to use more than one
time-frame and mistakes can be tolerated where
the message is still understandable.

In this example, there are obvious mistakes such
as "me gusta voy" and later "fui" has been used
where "voy" is intended. These errors do not in
any way obstruct the meaning, though. If we ask
ourselves: do I now know what this person does
in his/her free time? The answer is certainly
'yes'.

Examiner Comment

Five words and phrases are given as
suggestions. These are designed to stimulate
and support, but some students felt that they
had to use them, even when they were not really
sure how to incorporate them naturally. This
meant that a few students wrote rather
disjointed and meaningless sentences.

Examiner Tip

Question 4 was a blog about the weather, which started by describing
yesterday's weather before going on to a forecast for the next few days.
Students needed to understand both the weather phrases (including
inferring rain from "día de paraguas" and sun from "será posible
broncearse") and geographical references (although they were not tested on
their knowledge of Spain's geography). The ability to match words from the
same word family is a valuable skill and should be practised regularly (e.g.
"la nieve" / "nevó" and "mejorar" / "mejor tiempo"). A mark of 4 out of 5
was the most common score.

Question 5 is a long reading passage with ten marks available for target
language answers. The passage was about "La casa del futuro" and referred
to some environmental topics like solar energy.

Some questions could be answered correctly by lifting material directly from
the text, but many students were injudicious in their lifts, sometimes
selecting a section that was way too long or else only a fragment of what
was necessary. In both cases marks could not be given where this lead to a
meaningless response. On the whole questions 5a and 5b were answered
successfully either with students' own words or appropriate lifts. Questions
5c and 5d, however, were often answered with flawed material from the
text, e.g. "construir en sólo cinco días" needed a verb at the start to make
any sense as an answer to how we know they are not difficult to build and
"como puede ser un hotel" did not score as an answer to what Rosa's plans
for the future were, although simply "un hotel" did.

Question 5e was generally handled well, but 5f proved to be the most
challenging question, with many students copying "lo que puede ahorrar
mucho dinero", which did not explain the financial advantage of the eco-
house. In question 5g, students should have clarified that it was individual
pieces that were designed by computer and cut by laser. Many simply used
"cortadas con láser", which implied that it was the house itself that was cut
by laser. This could not be accepted. Similarly, "La misma precisión con la
que se hacen los coches" was meaningless unless a verb such as "usan" was
added to the beginning.

(c) ¿Cómo sabemos que no es difícil construir una de estas casas?

(1)

porque son puede construir en solo cinco dias en cualquier terrano.

(d) ¿Qué planes para el futuro tiene la empresa de Rosa Vilarasau?

(1)

va a comenzar uso público y ser un hotel.

Understanding of the text can be shown even via flawed language. As this is a reading rather than a writing task, examiners are tolerant of spelling and grammatical errors as long as the correct meaning is still clear.

Examiner Comment

In this example, both answers contain mistakes. The answer to 5c is clearly correct in spite of these mistakes, whereas the answer to 5d makes no sense. 5c was awarded a mark, but 5d was not.

Examiner Tip

Keep your answers simple. The more you write, the more chance there is of making a mistake.

The final question is an essay marked out of 10 for Communication and Content, out of 5 for Knowledge and application of language and 5 for Accuracy. The Communication and Content mark is based on the student's ability to cover all the bullet points in a way that can be understood. The Knowledge and application of language mark is given for the range of vocabulary, tenses and structures attempted, with the accuracy of this being marked according to the third grid. There is a choice of three essays, each with four bullet points.

Question 6a was by far the most popular choice and students were asked to write about what they eat at school, their opinion on junk food, the exercise they did last week and what they will do in future to stay fit. The content was generally covered successfully, although some students did not get beyond the word "instituto" in the first bullet point, writing an entire essay about school, instead of the points required. Many students, though, cleverly linked the points and created a convincing reply to the blog.

Common language errors involved adjectival agreement, for example "la comida basura es muy malo", although this did not compromise the message. A pleasing range of vocabulary was used.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:
http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx