



Examiners' Report

Principle Examiner Feedback

Summer 2019

Pearson Edexcel International GCSE
in Spanish (4SP1) Paper 01

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Introduction

4SP1/01 is assessed by means of a 30 minute examination plus 5 minutes reading time. During this time, candidates are assessed on their understanding of spoken Spanish across a range of different types of texts.

The assessment consists of 7 questions and is out of 40 marks. Questions 3 and 7 seek responses in Spanish.

Recorded texts may be in the form of short statements, monologues, and dialogues. The topics of the listening texts are taken from a range of different situations from both everyday life and academic contexts with which students will be familiar. The examination begins with shorter statements, which build into short paragraphs and longer conversations.

This is a first examination under the new 2017 specification and although the general syllabus content is similar to the previous specification, there are some new content areas, notably the following: School trips, events and exchanges, Volunteering, Role models and Relationships with family and friends. Current affairs and social issues no longer feature. Religion has been removed leaving Customs as a stand-alone sub-topic.

As before the assessment is linear and now all rubrics are in Spanish, where formerly all the rubrics were in English and Spanish. Multiple-choice questions have four options rather than three. There are familiar test types but others which represented a change from the previous specification such as the ones in questions 2 and 4.

It is positive to be able to report that most candidates demonstrated a good understanding of the general format of the examination.

In general, it was evident that candidates had been well prepared and had practised in preparation for the examination. Most entrants achieved success on questions which required the recall of familiar vocabulary items from the list provided in the specification. However, many candidates were less successful on questions which contained some complicated lexis and structures and required processing or interpreting meaning.

Spelling

The spelling of some Spanish words proved problematic for some candidates. However, where spelling was phonically recognisable versions of required words were credited.

Question 2

This is a multiple matching question about housework. Candidates are provided with pictures and must identify what is being mentioned.

This question required candidates to recall and transcribe correctly from the recording. It was accessible to the vast majority of candidates who gained 4 or 5 marks out of the 6 available for this question. It is important to note that the candidates should only offer 6 responses in this question as one of the options will not be attributed to any speaker.

The most frequently correct answers were *lavar el coche* and *cocinar*. *Planchamos la ropa* and *pasar la aspiradora* were perhaps more demanding lexical items.

Question 3

This question requires candidates to listen to an extended passage about a school exchange and produce target language responses in bullet point form.

This question assesses communication and not the quality of language.

Q03(a): This question was answered well, with most candidates correctly writing *antigua* to describe the city. *Hay muchos monumentos* was also accepted as correct. Most of the incorrect responses involved vague answers such as *la ciudad no es lo que esperaba, la ciudad me encanta*.

Q03(b): This question was answered well, with most candidates correctly writing *un piso*. *Un apartamento* was also an acceptable correct answer.

Q03(c): Most candidates wrote correctly *me gusta* or adjectives such as *buena, rica, fantástica* to describe the food.

Q03(d): This question was answered well, with most candidates correctly writing *hace calor*.

Q03(e): This question caused some confusion as some candidates did not recognise the word *largas*. Successful candidates answered indicating that the classes were long or lasted many hours. Less successful candidates wrote unrecognisable versions of the word *larga* indicating that they had not understood this word. Others were not specific enough and wrote *diferentes* on its own. Some wrote incorrectly *muy cansada*.

Q03(f): Successful candidates identified *visitar lugares* as the correct answer. Less successful candidates did not recognise the word *lugares* and instead wrote random words like *pares* or *bares* or simply *visitar*.

3 Escucha lo que dice Marta sobre su intercambio escolar. Completa la tabla en español o usando números cuando sea necesario.

Ejemplo: El viaje: *sin problemas*

(a) La ciudad: *es antigua* (1)

(b) El alojamiento: *vivo en un piso* (1)

(c) La comida: *con las personas
vivo en el piso* (1)

(d) El clima: *hace mucho calor* (1)

(e) Las clases: *son mas largas* (1)

(f) Lo principal: *visitado muchas
lugares nuevos* (1)



This candidate has scored very well, and only in (c) 1 mark has been lost. The answers are very clear.

Q03(a): it is correct.

Q03(b): it is correct.

Q03(c): this candidate missed *me encanta lo que comemos* and lost a mark. The answer written suggests that he/she ate with the people in the flat rather than that the food was good.

Q03(d): it is correct.

Q03(e): it is correct.

Q03(f): it is correct.



Full sentences are not required and concision is preferable in some cases.

- (a) La ciudad: city *es antigua.* (1)
- (b) El alojamiento: stay *en un piso* (1)
- (c) La comida: food *su encanta.* (1)
- (d) El clima: weather *es fantastico* (1)
- (e) Las clases: class *mas largo
son muy diferente* (1)
- (f) Lo principal: principal *visitar muchas lugares nuevos.* (1)



This candidate gained the 6 marks available for this question.

Q03(c): in spite of the mistake in this answer, the word *encanta* is sufficient to award 1 mark.

Q03(d): *mas largo* clearly communicated that the candidate understood this part of the question.

- (a) La ciudad: antigua (1)
- (b) El alojamiento: simpático (1)
- (c) La comida: es fantástica (1)
- (d) El clima: mucho calor (1)
- (e) Las clases: ~~por~~ las mañanas (1)
- (f) Lo principal: muchos lugar nuevos (1)



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Examiner Comments

This candidate gained 4 marks.

Q03(a): it is correct.

Q03(b): the candidate did not recognise the word *piso*, heard the word *simpática* referring to the family and thought that it was the correct answer.

Q03(c): it is correct.

Q03(d): it is correct.

Q03(e): it is incorrect as the answer is incomprehensible.

Q03(f): although there are errors, they do not impede communication, and credit was given to this answer.

- (a) La ciudad: *es antigua* (1)
- (b) El alojamiento: *muchos monumentos* (1)
- (c) La comida: *se encanta* (1)
- (d) El clima: *es calor* (1)
- (e) Las clases: *es diferente* (1)
- (f) Lo principal: *visito muchos lugares nuevos* (1)



This candidate gained 4 marks for this question.

Q03(a): it is correct.

Q03(b): this answer does not make sense. The candidate did not recognise the word *piso* and instead focused on the previous sentence where *muchos monumentos* was mentioned.

Q03(c): this answer contains the grammatical error *se encanta* but this does not impede comprehension and 1 mark is awarded.

Q03(d): this answer contains the grammatical error *es calor* but this does not impede comprehension and 1 mark is awarded.

Q03(e): no mark was awarded for this question as the word *diferente* is used to describe the school in general, not specifically the lessons.

Q03(f): it is correct.



Candidates should focus their attention on checking carefully that what they have written is a coherent and logical answer to the question which has been asked.

Question 6

This question required candidates to process and interpret meaning in a gap-fill exercise about public transport. Candidates were provided with thirteen words in a box which they had to match to what the text said to complete six sentences.

In this type of question candidates had to understand the passage, the items in the pool of words, and the vocabulary and grammatical content of the sentences in the questions. This question was challenging for most but the highest-scoring candidates.

There was evidence that some of the items of vocabulary used in this question were sometimes not known. Errors were made at random which indicated that some candidates guessed an answer which seemed logical to them.

Q06(a): This question required the process of interpreting the meaning *Antes de hacer estos cambios estaba peor* to be able to link it with *mejorando*, the correct answer.

Q06(b): This question depended on knowledge of the words *congestión de tráfico* to link them with *atascos*.

Q06(c): This question required the processing skill of linking *calles exclusivamente para las personas* with *peatones*.

Q06(d): This question required the process of interpreting the meaning of *hemos duplicado el número de autobuses* to be able to link it with *incrementado*.

Q06(e): This question required the processing skill of linking *llegan a tiempo* with *puntualidad*.

Q06(f): Successful candidates identified the words *cuesta mucho más* and linked them with *precios altos*.

Question 7

This question required candidates to listen to an extended recording about studying overseas and to complete a table with the positive and negative aspects. In this question communication and not the quality of language is assessed.

The extended passage contained some complicated lexis and structures, as is appropriate for a question at this level. Most candidates found this question very challenging and many left parts of this question blank.

Q07(a) and Q07(b): The positive aspects that Luisa mentioned were: *aprender a valerse por si mismo, ser tolerante, (descubrir) nuevos intereses, conocer a personas de todo el mundo.*

Buena experiencia was not an acceptable answer because it is too vague.

This question was very challenging and only the very high end of the entry scored the 2 marks available for these questions.

The most frequent correct answer was *tolerante*. Surprisingly, *nuevos intereses* was often ignored.

Less successful candidates guessed the answer and wrote about learning new languages, about new cultures, travelling or visiting friends in different parts of the world. Others confused *aprender a valerse por si mismo* with *aprender a bailar*.

Q07(c): The negative aspects that Luisa mentioned were: *Horarios* or *reglas rígidas*.

This question was correctly answered by many candidates.

A frequent incorrect answer was *el internado era pequeño*.

Q07(d) and Q07(e): The positive aspects that Miguel mentioned were: *(capaz de) enfrentarse a retos, la buena calidad de la educación, trabajar en equipo.*

Successful candidates identified the quality of the education that Miguel received as a positive aspect. Wording was very varied but *aprender bien, buena educación, buenos profesores* were all accepted as long as the candidate's understanding of the issue was clear.

The other successful answer was to be able to work in a team. *Trabajar en equipo* was recognised by many students.

Enfrentarse a retos / a desafíos / situaciones difíciles were all accepted as correct but just the word *enfrentarse* was not sufficient as it did not demonstrate understanding of the meaning of this word.

Q07(f): The negative aspects that Miguel mentioned were: *no es fácil* and *echar de menos a los amigos*.

Several candidates gained a mark with *no es fácil*.

Other successful answers identified that Miguel was missing his friends as a negative aspect. Wording was very varied but anything that indicated that he was thinking of a friend at home was accepted as correct.

A frequent incorrect answer was *no tiene amigos* or *está solo*.

7 Escucha lo que dicen Luisa y Miguel sobre vivir y estudiar en un internado. Escribe en **español** los aspectos positivos y los aspectos negativos que mencionan. No necesitas escribir frases completas.

	pos ⁺	neg ⁻
	Aspectos positivos	Aspectos negativos
Ejemplo: Luisa	Aprender inglés	Vivir sin la familia
Luisa	(a) puede ballime (b) fue diferentes paises de mundo	(c) reglas tan rejas
Miguel	(d) la educacion es de gran caudad (e) trabajar en el quipo	(f) menos de la compañias

me
chaco
mucho

No
siempre
falta!

trabajar en el quipo

(Total for Question 7 = 6 marks)



This response gained 3 marks.

Q07(a): no mark was awarded for this question because it is not clear what the candidate has written.

Q07(b): this incomplete sentence does not convey enough information to gain a mark.

Q07(c): this response gained 1 mark although the word *horario* is misspelt. This candidate could have gained 1 mark with just *reglas* or with *horarios*.

Q07(d): this response was awarded 1 mark.

Q07(e): this response was awarded 1 mark although the word *equipo* is misspelt.

Q07(f): the response *menos de los compañeros* is far too ambiguous to be correct.



Misspellings are tolerated, even if they stray into another language. This is provided that they are comprehensible, generally within one letter of the correct spelling.

	Aspectos positivos	Aspectos negativos
Ejemplo: Luisa	Aprender inglés	Vivir sin la familia
Luisa	(a) Experiencia (b) Mas tolerante para otros países	(c) Reglas y horarios
Miguel	(d) Grant calidad (e) trabajar en equipo	(f) hablar con gente.



This candidate's response achieved 3 marks.

Q07(a): no mark was awarded. The word *Experiencia* on its own does not convey any meaning.

Q07(b): this response is worthy of 1 mark. *Más tolerante* is sufficient to be the correct answer therefore the second part of the question can be ignored.

Q07(c): *Reglas y horarios* is sufficient to gain a mark.

Q07(d): *Gran calidad* without the word *educación* does not convey sufficient meaning to be correct.

Q07(e): 1 mark is awarded for this response.

Q07(f): no mark is awarded for this answer.



In a 1-mark response, only the first part of the answer is taken into account; if further detail is given in the answer that contradicts the first part, then students will not get the mark even if the first part was correct.

	Aspectos positivos	Aspectos negativos
Ejemplo: Luisa	Aprender inglés	Vivir sin la familia
Luisa	(a) <u>valer me por</u> <u>mi misma</u> (b) <u>más tolerante</u> <u>a otras culturas</u>	(c) <u>reglas y horarios</u> <u>rígidos</u>
Miguel	(d) <u>trabaja en</u> <u>equipo</u> (e) <u>enfrentarme</u> <u>a cualquier reto</u>	(f) <u>enchava de menos</u> <u>sus amigos de cosa</u>



This candidate has scored full marks. All the answers are unambiguous.

Q07(a): 1 mark was awarded for this question.

Q07(b): this response gained 1 mark.

Q07(c): this response gained 1 mark although the word *horario* is misspelt. This candidate could have gained 1 mark with just *reglas* or with *horarios*.

Q07(d): 1 mark was awarded for this question.

Q07(e): 1 mark was awarded for this question. *Cualquier* and *reto* are misspelt but these two small errors do not impede communication and credit can be given.

Q07(f): this response deserves 1 mark.

	Aspectos positivos	Aspectos negativos
Ejemplo: Luisa	Aprender inglés	Vivir sin la familia
Luisa	(a) <u>vivir diferentes</u> <u>lugares</u> (b) <u>más tolerante</u> <u>de otras culturas</u>	(c) no tener familia <u>muchas reglas</u> <u>y estrictas</u>
Miguel	(d) <u>soy capaz más</u> <u>de antes</u> (e) <u>la educación</u> <u>es muy cualidad</u>	(f) <u>no es fácil y</u> <u>piensa sus amigos</u>



This candidate's response scored 4 marks.

Q07(a): no mark was awarded for this question. The candidate probably assumed that living in different places was a positive aspect, however the recording did not mention this idea.

Q07(b): this answer gained 1 mark.

Q07(c): this answer was awarded 1 mark.

Q07(d): no mark was awarded for this question. The candidate has written information that does not target the question well and although it is vaguely correct it is very ambiguous.

Q07(e): 1 mark was awarded for this response. The language used *La educación es muy cualidad* is not grammatically correct but it is sufficiently clear to convey information that would have been acceptable as a correct answer *La educación es de mucha calidad*.

Q07(f): 1 mark was awarded for this response.



Candidates should check their answers, some aspects were put in both columns, negative and positive. Other times the correct information was given but unfortunately in the incorrect part.

Paper Summary

Based on their performance in this paper, candidates are offered the following advice:

- A good knowledge of vocabulary items is required.
- Candidates should be aware of the need to target their answers and not indiscriminately transcribe parts of a passage.
- Candidates should focus their attention on checking carefully that what they have written is a coherent and logical answer to the question as it is asked.
- Candidates must remember that in the multiple-choice questions, most alternative incorrect options will contain an element of distraction, such as a word or phrase from what candidates have heard and learning to look for these can be a helpful skill.
- In question 7 candidates must check if the information is a positive or negative aspect and ensure this information is placed in the correct part of the table.
- In this specification, longer passages appear earlier in the paper, and practice of note-taking is very important to be able to answer the more demanding questions.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

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