



Pearson
Edexcel

Examiners' Report
Principal Examiner Feedback

November 2020

Pearson Edexcel International GCSE
In Spanish (4SP1 01)
Paper 1: Listening In Spanish

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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.

The assessment is linear, and all rubrics are in Spanish. Recorded texts maybe 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.

Question 1

This question requires candidates to listen to short sentences about food and to match them to the appropriate image.

The most challenging statement was (b) *Prefiero los huevos fritos por la mañana.*

Question 2

This a multiple matching question about my school. Candidates are provided with images and must identify what is being mentioned.

This question required candidates to recall and transcribe correctly from the recording.

The most successful answers given were (F) *los profesores son excelentes* (A) *tenemos muchos campos de deportes*

In (B) candidates sometimes failed to recognize *me gustan mucho las clases de dibujo*

Question 3

This question requires candidates to listen to an extended passage about my job and produce target language responses in bullet point form. This question assesses communication and not the quality of language.

The most successful answers given were (a) *País de nacimiento: Estados Unidos* and (c) *Desde el año: 2014*

The most frequently incorrect answer was (f) *Su plan futuro: comenzar mi propio negocio* or *ir al trabajar en las casas de mis clientes.*

Question 4

This is a non-verbal question about festival and traditions which requires some deduction to work out whether the statements of the six speakers are in the past, the present or the future.

The most frequently correct answers were (a) *Como símbolo de amistad, cada año regalamos un libro a los compañeros de trabajo,* and (e) *El próximo año habrá concursos de baile y una paella popular en el casco antiguo.*

The most frequently incorrect answer was (c) Las mujeres solían llevar ropa tradicional de la zona.

Question 5

This is a multiple-choice question about a role model.

The most frequently correct answers were (a) and also (b) where the candidates had to link *crucé el océano Atlántico en solitario* with *totalmente sola*.

In (e) candidates had to interpret and process what they heard to be able to select the correct answer by linking *No solo hice este viaje para cumplir el sueño de ser la primera mujer latinoamericana sino también para apoyar a algunas regiones pobres, donándoles dinero.* with *El viaje de Galia ayudó a una causa social.*

Question 6

This question required candidates to process and interpret meaning in a gap-fill exercise about advertising and children. 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.

The most frequently correct answers were (a) and (b)

In (c) candidates sometimes failed to link *niños que no saben leer pueden identificar fácilmente paquetes, folletos con logotipos y cajas de estos productos* with *los niños muy pequeños reconocen estos productos*

In (d) candidates sometimes failed to link *relacionan comer comida no saludable con pasar momentos agradables* with *Muchos anuncios asocian la comida malsana con la felicidad.*

Question7:

Advantages and disadvantages table fill question. This question required candidates to listen to an extended recording about living with your parents 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.

(a) and (b) The most frequent correct positive answer was *tengo más tiempo para buscar trabajo*

(c) The most frequent correct answer was *tener poco espacio* or *mi dormitorio es pequeño*

(d) and (e) Successful candidates identified as a positive aspect *tener la comida gratis*

7 f) The most frequent negative aspect mentioned was *estar estresado*. Some other successful candidates also identify as a negative aspect *me gustaría tener mis propios horarios y no tener que adaptarme a los de mis padres*. Wording was varied but all versions were accepted as long as the candidate's understanding of the issue was clear.

Advice and Guidance

The question title, e.g. 'En un restaurante' provides an important clue. Candidates need to check the number of marks available for each question. These are noted at the bottom of each question set. For example: (*Total for Question 2 = 6 marks*). Some candidates ticked too many boxes and lost marks in this question.

Longer passages appear early in this paper, and practice of note taking is very important to be able to answer the more demanding questions. 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. In question 7, candidates must check if the information is a positive or a negative aspect and ensure this information is placed in the correct part of the table. Several marks were lost throughout the test due to candidates being unfamiliar with Key Stage 3 vocabulary.

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