



Pearson
Edexcel

Examiners' Report

Principal Examiner Feedback

Summer 2022

Pearson Edexcel International GCSE

in Spanish (4SP1/01R)

Unit 01R: Listening paper

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General comments

4SP1 01R is assessed by means of a 30- minutes 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 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.

The assessment is linear, and all rubrics are in Spanish. Multiple choice questions have four options.

It is positive to be able to report that most candidates demonstrated a good understanding of the format of the examination. In general, it was evident that candidates had been well prepared and had practiced 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 1

This question requires candidates to listen to short sentences about means of transport and to match them to the appropriate image. The sentences contained very familiar vocabulary items from the list provided in the Specification. Most candidates found this question very accessible and scored full marks.

The most challenging statement was (c) *Viajar en avión es mucho más rápido.*

Question 2

This question is a multiple matching question about my birthday. Candidates are provided with images and must identify what is being mentioned. This question requires candidates to recall and transcribe correctly from the recording.

Many candidates were successful and gained full marks in this question.

Question 3

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

(a) *Hora de levantarse: 7.15.* A few candidates did not recognise *las siete y cuarto* and gave incorrect answers.

(b) *Desayuno: cafeteria* Most candidates answered this question correctly.

(c) *Almuerzo: bocadillo de queso and una manzana.* Successful candidates identified both correct answers.

(d) *Actividades por la noche:* there were three correct options for this (2 marks) question. *Leer el periódico, cocinar and tomar el baño.*

Q. 3 (d) was the most challenging question.

Question 4

This is a non-verbal question about going back to school which requires some deduction to work out whether the statements of the six speakers are positive, negative, or positive and negative. This question is worth 6 marks.

Although the level of demand increased in this question, it was pleasing to see that most candidates had some success and there were many that achieved at least 3 marks.

The most frequently correct answers were:

4(b) *Odio el primer día de clases, pero desde el segundo día me siento feliz.*

4(e) *Cada año estoy nervioso y no puedo relajarme por muchas semanas.*

The most frequently wrong answer was

4 (c) *Cuando volvemos a clase me siento mal porque mis padres gastan mucho dinero en material escolar.*

Question 5

This is a multiple-choice question about a new project. Most candidates scored 2 marks out of the 6 available. Particularly challenging questions were:

Q.5 (b) Where candidates had to interpret and process what they heard to be able to select the correct answer by linking *Nos reunimos el primer y el último sábado de cada mes a las diez de la mañana* with. *El grupo se reúne solamente dos veces al mes.*

Q.5(d) Where candidates had to recognise *rellenar un formulario con su nombre y dirección* and link it with *dar los datos personales.*

Many candidates found this question very challenging.

Question 6

This question requires candidates to process and interpret meaning in a gap-fill exercise about intelligent hotels.

Most candidates found this question very challenging because they are provided with thirteen words in a box which they have to match to what the text said to complete six sentences. In this type of question candidates have 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 challenging statements were

(c) *Hoy en día los empresarios viajan frecuentemente.*

(d) *Hay sistemas que identifican a los clientes que vienen a menudo.*

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.

Question 7:

This question is an advantages and disadvantages table fill question. It requires candidates to listen to an extended recording about sports and to complete a table with the positive and negative aspects about doing sports in the past and now. 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.

The glossed words *sueño equipo* and *al cabo de* could have had an impact on the understanding of this text.

(a) and (b) The most frequent correct positive answers were: *estaban en forma* and *nunca tuve problemas de sueño.*

(c) This question was answered correctly by many candidates. *Los mayores / los abuelos no hacían deporte.*

(d) Some candidates identified as a positive aspect *con Internet es fácil hacer deporte.* Very few candidates recognised *los Juegos Olímpicos/ los atletas son buenos modelos a seguir.*

(e) and (f) The most successful negative aspect mentioned was *el equipo es caro.* The very common alternative *hacer deporte es caro* was also accepted as correct.

Few candidates recognised *no está bien preocuparse mucho por la apariencia física y hacer deporte solo por esto* or *comienzan un deporte con entusiasmo y lo dejan al cabo de unas semanas.* The wording of these two statements was varied but all versions were accepted as long as the candidate's understanding of the issue was clear.

Most candidates found this question very challenging.

Advice and Guidance

- Remember that the question title, e.g., 'Leisure activities' provides an important clue.
- A good knowledge of vocabulary items is required.
- 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 this specification, longer passages appear earlier in the paper, and practice of notetaking is very important to be able to answer the more demanding questions.
- 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.

Conclusion

Most centres had prepared their candidates well, so they had a good understanding of the requirements of this unit. The examiners marking this unit appreciated the efforts that the teachers had made to allow their candidates to reach their full potential.

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