Examiners' Report
June 2022

International GCSE Spanish 4SP1 02R

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Introduction

There are two sections to this paper. Section A is reading comprehension and Section B is writing and a grammar exercise. The two opening questions of this paper are based on medium length texts, each with a complete-the-sentence format. Q03 is based on three short texts and a who-said-what grid to complete. Q04 is a note-taking exercise. Q05 is a long reading passage with questions and answers in Spanish. Q06 is a short writing task where candidates have to include four stimulus words. Centres are strongly advised to ensure that candidates are trained to use all of the words and to include them verbatim. Q07 is a long writing question with three choices of essay, each requiring a different style of writing (eg a blog, an email, an article) and being based around four bullet points. The bullet points will encourage the use of a variety of tenses and an opinion. The grammar exercise is Q08. Candidates are given a text with ten gaps and a word (eg an infinitive or an adjective) that must be manipulated to fit correctly into each gap. 1 point is awarded for a word correctly modified. Subject-verb agreement, two verb combinations, tenses and adjective agreement are all tested. The rubric reminds candidates that there may be words that do not need to be changed at all (eg where an infinitive is grammatically correct, or a masculine singular adjective form is required). There are grammatical items of different levels of complexity, so that the exercise is accessible to candidates of all abilities, but there is scope here for the most able to be stretched.

In this series, Q01 was a series of statements based on public opinion about a local police station in Spain. Candidates had to select the correct ending for each sentence from a choice of four possibilities. Most candidates scored well on this question.

Question 2

Q02 was about the shopping habits of young people. Candidates had to complete sentences summarising the text, by selecting from a bank of words. Candidates needed to consider not just meaning, but also grammar in order to make their selection. For example, when completing the sentence *Hombres y mujeres compran ropa de moda en ... tiendas,* the only answers that would fit grammatically are feminine plural adjectives, thus only *diferentes* and *las mismas* are possible. Although the exercise looks like a choice of 1 out of 12, by using logic, the choice can be as narrow as 1 out of 2.

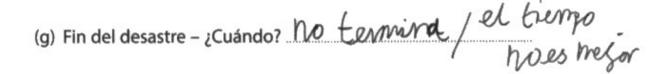Most candidates scored more than half marks.

Question 3

Q03 was based on statements by three people about their role-models. Candidates had to indicate which of the three had made each of the seven statements. The instructions advise candidates that some statements may refer to more than one person or to none of them. Candidates have to place eight crosses in the appropriate boxes. Most candidates followed this instruction, but it was disappointing and puzzling that many candidates only placed six or seven crosses. This was a real wasted chance to score . A small number of candidates wrote more than eight crosses. 1 mark is deducted from the total score for each additonal cross.

This question was answered well by most candidates.

Question 4

Q04 was about floods in Paraguay and Uruguay. Ten items of information from the text were required in note form. These were a range of numbers, individual words and short phrases.

The majority of candidates did well on this exercise. Q04(b-f) were largely answered without problems. Q04(a) was sometimes answered with just *electricidad*, which did not explain that there was a lack of electricity. Q04(g) caused difficulty for some candidates as they needed to understand the significance of *hasta que* in the final line of the text: *la situación no se estabilizará hasta que mejore el tiempo*. Some just focussed on the start of the line and thought that the situation was never going to improve.

Sometimes the information to be extracted is within a complex sentence.

(g) Fin del desastre – ¿Cuándo? .....no termina / el tiempo no es mejor......

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Examiner Comments

This candidate has focussed on only the first section of the final line of the text and therefore given an incorrect answer in both attempts.

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Examiner Tip

Always read to the end of each sentence when you think you have located the answer. Check whether there is a negative or a conditional that might have an impact on the meaning.

Only short responses are needed in this exercise. These could be short phrases, single words or numbers.

Completa la tabla con palabras **en español** o con números.

Ejemplo: Día del desastre: .... sábado ....

(a) Resultado de lluvia en Paraguay: ...Sin electricidad... y ...arboles que cayeron... *cuatro personas heridas por los*

(2)

(b) Causa del desastre en Uruguay: ...Las intensas tormentas...

(1)

(c) Número de evacuados: ......10 500......

(1)

(d) Tiempo sin inundaciones severas: ......cincuenta años......

(1)

(e) Lugares inundados en Concordia: ...el centro... y ...los barrios historicos...

(2)

(f) Dónde se quedan los evacuados: ...los polideportivos... y ...iglesias...

(2)

(g) Fin del desastre – ¿Cuándo? ......mejore el tiempo......

(1)

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Examiner Comments

This candidate has given short, accurate answers, apart from the second answer in Q04(a). In this question, either part of the answer would have been enough to score a mark, either *árboles que cayeron* or *cuatro personas heridas*. This candidate scored full marks.

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Examiner Tip

You only need to write notes in this exercise. The lines given should be long enough for your answers.

Question 5

Q05 was a literary text taken from *El otro árbol de Guernica* by Luis de Castresana. A knowledge of the text was not necessary. Some candidates scored well on this challenging question, but many found it very difficult and some even scored 0. The major barrier to scoring was injudicious lifting of whole chunks of text, which did not directly relate to the question and which did not display a good understanding of the text.

Q05(b) required inference to work out what the weather and the family had in common, and was rarely answered well, with a majority of candidates simply copying the long lift: *había llovido mucho durante la noche, pero la mañana estaba soleada. En este momento de paz era difícil imaginar que para la familia todo estaba a punto de cambiar*. Successful candidates realised that the weather and the family were both changing. Some candidates made an incorrect inference that the weather and the family were sad.

Q05(d) unexpectedly caused problems, with many candidates clearly not understanding the meaning of *ida y vuelta*. The number 5 was frequently given as an answer, as was 2. Sometimes, the whole lift was given with no attempt to work out how many people the tickets suggested: *Dos de ida y dos de ida y vuelta*. In Q05(e), candidates were often unable to manipulate *no nos dejes solos* and did not try to put the idea into their own words. They were also often unable to explain in Q05(f) that Santi was offended because his mother had said he was 11 years old.

Q05(g) and Q05(h) were handled more successfully, although once again inappropriate lifting of chunks from the text stopped some candidates from scoring here. The first person lifts *Tendré doce años en mayo* and *Yo te cuidaré, Begoña* could not be credited.

Grammatical accuracy is not tested in the comprehension questions, so mistakes can be made as long as the overall meaning is clear and unambiguous.

(e) ¿Por qué lloró Santi?

(1)

Porque Santi no le gustaría dejar solo con su hermana.

ResultsPlus Examiner Comments

In this example, the candidate has not tried to use the words from the text (*No nos dejes solos*), sensibly trying instead to put the idea in his/her own words. There are mistakes in the grammar, but the candidate has managed to communicate the correct idea sufficiently clearly to be awarded a mark.

ResultsPlus Examiner Tip

Try to write your answers in simple language. Sometimes it is better to use your own words, rather than try to manipulate what was in the text.

Question 6

The short writing task in Q06 was about 'My bedroom'. Many candidates performed well, writing very good descriptions of their bedroom in accurate Spanish. Weaker candidates used simple sentences, but there were many candidates who went far beyond the level of language expected in this question, including idiomatic phrases, a variety of tenses and examples of complex expressions such as the subjunctive. The majority of candidates scored full marks for Linguistic Knowledge and Accuracy.

Unfortunately, some candidates lost Communication and Content marks as they failed to refer to all four stimulus words. Some candidates also ignored the title and wrote about their hobbies, rather than their bedroom. Candidates are unlikely to score full marks for Content and Communication if they do not write on the topic of the exercise, even if they do include all of the prompt words. Teachers should reinforce the importance of reading the instructions and the title carefully.

Most candidates included all of the stimulus words, although *cama* was not always known.

It is important to stick to the topic indicated by the title and to include all of the stimulus words.

En mi dormitorio, tengo muchas cosas como una cama, un baño y ventanas con vistas hermosas. El domingo pasado ~~fui~~ fui de compras con mi madre y compramos libros nuevos para mi dormitorio y me gusto mucho. Me chifla mi dormitorio porque ~~es~~ ~~más grande que la dormitorio de mi~~ mi baño es más grande que el baño de mi hermano menor. En la mayoria de los días, mis amigos y yo vemos peliculas juntos en mi dormitorio y comemos helado también.

Question 7 (a)

The longer writing tasks in Q07 produced many interesting essays. Q07(c) (about everyday life) was the most popular of the three options and Q07(a) (about the use of computers), the least popular. Q07(b) was about visiting a city.

For the first bullet point of Q07(a), candidates came up with many convincing uses of computers at school. The third bullet point about what they had done yesterday with a computer was also handled well. Where examiners saw less successful responses was in the opinions on desktops and/or laptops for bullet point 2. These were often very general reflections on the use and dangers of the internet, rather than mentioning specific advantages or disadvantages of each type of computer.

Examiners are looking for an appropriate response to each bullet point, where the main idea is developed.

> Ayer, usé mi ordenador en clase para buscar información para un proyecto de historia. Despues, aprendí vocabulario español con un sitio web que se llama " spanish PICT".

ResultsPlus Examiner Comments

Although this paragraph is brief, the candidate has given a number of ideas: the computer was used in class, it was used to look for information, this was for a history project, Spanish vocabulary practice was done on a website. This bullet point is well developed.

ResultsPlus Examiner Tip

Always develop your main idea by giving additional details. This can be achieved even in one or two sentences.

Question 7 (b)

Many candidates were obviously pleased to find an essay on the topic of holidays, however, a lot of them treated Q07(b) as a prompt to rewrite a holiday essay they may have practised at school, resulting in a less successful essay.

The first bullet point was generally addressed effectively, but the second point, which should have been an opinion on city visits in general, was too often treated as a continuation of the description of a particular visit, with details of what the candidate liked about one specific destination. More successful responses explained the range of activities available in cities but how the quiet of the countryside was preferable, for example. Bullet point 3 was handled well by a lot of candidates, who explained effectively how they prefer to look for information on the internet and from local people.

In order to access the highest marks for Linguistic Range and Accuracy, candidates should aim to use a range of tenses and a variety of vocabulary. What they produce does not have to be completely error free and mistakes are balanced against the linguistic ambition of the piece.

El verano pasado fuimos a Barcelona con mis amigas para tres semanas y fue ~~extranjer muy divertida~~ la leche. Durante mi visita ~~pasé~~ pase muchas actividades divertidas y ~~nunca aburrirme~~ *toda fue buena*. Fuimos a la playa y nadimos para dos horas cada fin de semana porque nadar en el mar en Barcelona en verano es ~~exce~~ muy excellente porque hace sol. Cuando era joven, odiaba cuando fuimos a la playa porque cuando nadaba fue bastante estresante. Mi familia ~~decían~~ *dicen* que estoy mas loca que una cabra porque siempre estoy viajando. ~~A mi~~ También mi padre dice que cuesta un ojo de la cara y ~~son~~ *es* una perdida de ~~a~~ mi dinero. Pero ~~creo que~~ me gusta mucho ~~visitar~~ *visitar* las ciudades y los paises extranjeras porque quiero conoco ~~gente nuevo~~ *nueva gente* y estoy aprendiendo muchas cosas. Por ejemplo, cuando fui a Barcelona ~~con~~ aprendí información sobre la historia y sobre los monumentos en los museos. Cuando viajaré a un país nuevo voy a leer mucho sobre los lugares turrsticos. Prefiero obtener información *sobre un lugar turístico* de los periodicos tradiconales, libros y a veces en línea. Pero a veces ~~la~~ *el* información en línea es falso y gasto mi dinero ~~pero~~ y es una perdida. *¡Estoy hasta las narices!* Asi que, por mi visita que viene, voy a ~~leer~~ obtener información *solo* de libros. Un nuevo lugar que ~~quiere~~ visitaremos con mi familia en el futuro es Italia. Vamos a salir a restaurantes ~~que tiene~~ cada noche porque la comida en Italia es extremadamente deliciosa. Solo de pensarlo me hace la boca agua. Cuando sea mayor voy a viajar ~~no menos de tres todo el tiempo~~ cuando tenere tiempo libre. Si tuviera mas tiempo y dinero viajaría todo el tiempo.

This candidate scored maximum marks for language because although there are some obvious errors, there are good examples of the preterite and imperfect tenses and a wealth of interesting vocabulary including many idiomatic expressions. In later sections of the response there are also examples of the near future and the simple future as well as a successful use of the present subjunctive.

The most important thing, in terms of language, is to be accurate with the basics, like regular verb endings. Once you can do this, then be imaginative and add a few idioms like *cuesta un ojo de la cara* or *me hace la boca agua.*

Question 7 (c)

Q07(c) resulted in many excellent responses, but a significant number of essays missed some essential items. The second bullet point should have been about a favourite day of the week and examiners read many great explanations about Mondays being good because of enjoyable school subjects, Tuesdays being fun due to football training or Fridays being relaxing because it is the end of the week etc. Some responses described, instead, a specific day in the past that the candidate enjoyed. These responses were credited as a partial success.

For bullet point 3, there was some heart-warming appreciation of eating at home because of mum, dad or grandma's fabulous food, and some convincing praise for the occasional McDonalds or meal in a local restaurant. Some candidates wrote predominantly about their favourite food, which was not successful when not accompanied by the location where this food could be eaten.

The final bullet point about a change to be made to daily routine in the future was the point handled least well. While many candidates wrote about wanting to go to bed later or get up earlier, about wishing to do exercise more regularly or assigning more time to study, others simply wrote about their ambitions for the future, missing the point.

All bullet points should be developed.

Hola amiga! que tal?

El fin de la semana pasado fue muy emocionante. El sabado, tuvé un partido de futból y mi equipo y yo ganamos! Después de haber jugado, ~~vi mi hermano que~~ mi hermano visitó mi familia y yo ya que vive en londres con ~~mis~~ con mis ~~hermanas~~ abuelos y el extrañó mucho! Por la noche cenamos en un restaurante muy caro para celebrar. Me encantó la comida ~~aun~~ aunque ~~gasto~~ westo mucho. El domingo fue un poco más tranquilo. Al terminar mis deberes leí un libro para unas horas y fui a correr después de cenar. ojala hubiera más tiempo en los fines de semana. no puedo esperar para el fin de semana próximo!

Diría que el día que me gusta ~~mevos~~ menos es lunes. Tengo que levantarme demasiado temprano y salgo mi casa a las siete entonces ~~siempre estoy cansado~~ el día es muy cansado. Me flipa el colegio sin embargo los lunes tengo las asignaturas que odio por ~~ejemplor~~ ejemplo las matematicas y las el arte y nunca saco ~~be~~ buenas notas. suelo acostarme muy ~~temprano~~ tarde que no es bu. sana. Pero en el otro lado, el día que ~~me chill~~ más me chifla es ~~friendes~~ los sabados. ~~me china~~ Me mola ya que no hay ~~colegi~~ colegio y puedo levantarme muy tarde. Además no tengo deberes entonces

puede estoy muy feliz todo el día. ✗

Po me encanta comer en casa. Debido a covid-19 no
he podido visitar muchas t restaurantes entonces en lugar,
aprendí cocinar. Mi padre y yo cocinamos juntos a
menudo y es una manera muy emocionante para pasar tiempo
con su familia. Es hoy en día es muy estresante para
comer en un restaurante y es más caro que antes. no
es pan comido.

En el futuro, cuando vaya a la universidad. Pasaré más
tiempo haciendo el tra me me levant dormiré más
entonces no será a porque puesto que ahora me acuesto demasiado
tarde y es muy malsana. Quisiera hacer más deporte
durante las semanas mañanas en lugar de jugar los
videojuegos video juegos todo el el tiempo y me apetecería
mantenerme en forma. Espero espero que durante las
semanas saliré con mis amigas más que ahora.

¿y tu? que cambiarás tu quiero cambiar tu tu
rutina el el futuro?

Evie

▷ ✗ si pudiera elegir, estaría sábado todo los días!.

Question 8

The grammar test in Q08, where candidates had to modify ten given words, was based on a text about mobile phones in school.

This task was designed to give the strongest candidates the chance to stand out. The adjective agreements in Q08(c) *sus* and Q08(g) *malas* were the most accessible, along with the infinitive *utilizar* in Q08(f). Q08(d) was often made plural but with the incorrect addition of *es* instead of *os*, ie *algunes*. Where the accent was left on but the correct ending was added, *algúnos*, this was accepted.

In Q08(i) the future tense *estarán* was only rarely conjugated correctly. A number of candidates used the near future: *van a estar*, instead of the simple future. Although this is a grammatical possibility, it does not correspond to the instructions for this task. It is the highlighted word that must be modified, extra words should not be added. Where the near future is tested in this type of exercise, the verb *ir* will be highlighted.

Once again, there were candidates who did not offer any answers to Q08, perhaps because they did not realise it was there. Teachers need to ensure that candidates are aware that the final question is Q08.

Accurate spelling and the use of accents are important in this question, however, where an accent can be considered non-essential, ie its presence or absence will not change the meaning of the word, a mistake can be tolerated.

8 Corrige las palabras **(a)–(j)**. Deben estar de acuerdo con la frase. ¡Ojo! No es siempre necesario cambiar las palabras.

Los móviles y la escuela

podía *usaban*

En el pasado, cuando estaban en clase, los alumnos no **(a) [usar]** móviles y un profesor **(b) [poder]** enseñar sin oír llamadas. Ahora, cada escuela tiene **(c) [su]** propias reglas para controlar el uso del móvil.

(d) [Algún] colegios permiten usar los teléfonos en **(e) [lugar]** como el patio o la cafetería.

Debes **(f) [utilizar]** tu teléfono para hacer cosas buenas, no **(g) [malo]**. Tu decisión de no seguir las reglas **(h) [ir]** a afectar a tus compañeros. Ellos **(i) [estar]** enfadados contigo si los profesores deciden confiscar sus móviles.

estarán

Un móvil es algo que no **(j) [tener]** todos los jóvenes, así que debes cuidarlo bien.

(a) .... usában ....

(1)

(b) .... podía ....

(1)

(c) .... sus ....

(1)

(d) .... algúnos ....

(1)

(e) .... lugares ....

(1)

(f) .... utilizar ....

(1)

(g) .... malas ....

(1)

(h) .... vas ....

(1)

(i) .... ~~tiene~~ estarán ....

(1)

(j) .... tienen ....

(1)

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In this example, the answers for Q08(a) and Q08(d) both have a redundant accent, as these do not create ambiguity, so the words can be credited.

This candidate scored an impressive 9 out of 10. Only the answer to Q08(h) is wrong.

When you learn a new tense, learn where the accents should go. The accent is sometimes the key to changing one word into another, eg *esta/está* or *hablo/ habló*.

Paper Summary

Throughout the paper, a considerable number of candidates showed linguistic flair at a level beyond what is expected at this level, handling a variety of tenses and manipulating complex items such as the subjunctive. Examiners were impressed when candidates included idioms like *pan comido* and *loco como una cabra* in appropriate places. Candidates who demonstrated this sort of linguistic ambition did however, sometimes make basic errors with tenses, gender and spelling. Accents were frequently missing from preterite tense verbs.

Given their performance in this exam, candidates are offered the following advice:

- use grammar rules to narrow down your choices in Q03;
- in Q04 and Q05, make sure that any phrases copied from the text make complete sense and respond directly to the question;
- use all four stimulus words exactly as they are printed in Q06 and remember to write about the topic given in the title;
- include examples of three time frames and an opinion in Q07 and aim to avoid basic grammar errors, while injecting some colour with the use of idiomatic expressions;
- complete all questions, including Q08.

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