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Examiners' Report  
Principal Examiner Feedback

Summer 2019

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

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## **General comments**

4SP1 01 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.

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 practiced in preparation for the examination. All 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 school subjects and to match them to the appropriate image. The type of question and the lexis used was familiar to most candidates and the great majority achieved the 4 marks available for this question.

The most challenging statement was (b) *Yo prefiero las ciencias*.

### Question 2

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

This question required candidates to recall and transcribe correctly from the recording. This is a new style of question and some candidates were confused and thought that they had to tick one box in each line. This question is worth 6 marks therefore only six responses should be offered.

Despite this, Question 2 was accessible to the vast majority of candidates who gained 5 marks out of the 6 available for this question.

The most frequently correct answers were *vamos a la playa* and *saco fotos*.

*Caminamos mucho y nuestras mochilas ...* and *vamos al campo y llevamos nuestros sacos de dormir ...* 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.

Most candidates gained 4 or 5 marks out of the 6 available.

Q.3 (a) This question was answered well, with most candidates correctly writing *instituto, colegios and escuelas* were also accepted as correct.

Q.3 (a) This question was answered well, with most candidates correctly writing *clases de violín*. Other responses such as *música, violín* were also accepted as correct.

Q.3 (c) This question caused some confusion as some candidates did not recognised *cinco menos cuarto*. Revision of numbers and telling the time is always useful.

Q.3 (d) This question was worth 2 marks and it caused some confusion as some candidates did not recognise the words *venir en coche* and *llevar a mi amiga su casa*.

Successful candidates answered the first part of the question correctly but in the second part there were many incomplete answers such as *su casa* that did not convey enough information to gain a mark.

Another frequent incorrect answer was *dinero para bocadillos*.

Q.3 (e) This question was answered well, with most candidates correctly writing *aparcamiento* or *entrada*. The spelling of the word *aparcamiento* varied but recognisable versions were credited.

#### **Question 4**

This is a non-verbal question about the media 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 4 marks.

The most frequently correct answers were 4(a) *veo documentales* and 4(c) *veo en la tele a mi equipo favorito*.

The most frequently wrong answer was 4 (d) *Como otros jóvenes, aunque cuestan mucho, compro revistas porque disfruto viendo fotos de los famosos*. This question was challenging for most of the students.

#### **Question 5**

This is a multiple-choice question about a train journey. Most candidates scored 3 or 4 marks out of the 6 available. Particularly challenging questions were:

Q.5 (a) Where the candidates had to decide on the most popular method of transport in South America. Four different forms of transport were mentioned in the recording. The candidates had to interpret and process what they heard to be able to select the correct answer by linking *la carretera es la forma mas común de transporte* with *autobús*. Only the highest scoring candidates gained a mark for this question.

Q.5(d) Where candidates had to decide what did the train transport. This question required candidates to link *correo* with *cartas*.

## Question 6

This question required candidates to process and interpret meaning in a gapfill exercise about housework. 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.

Q.6 (a) and 6(f) were well answered with most of the candidates gaining 1 mark.

Q. 6 (c), (d) and (e) were the most challenging parts.

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.

## Question7:

Advantages and disadvantages table fill question about extreme sports.

This question required candidates to listen to an extended recording about extreme sports 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.

There was confusion with the negative and positive aspects. Some aspects were put in both columns, other times the correct information was given but unfortunately in an incorrect part.

Q7 a) and b) The positive aspects that Oscar mentioned were: *nos da energía, lograr cosas incalzables, tener un cuerpo fuerte.*

The most frequent correct answer by far was *energía*. Many candidates gained one mark with this correct answer.

Very few candidates recognised *lograr cosas incalzables*. Surprisingly *tener un cuerpo fuerte* was often ignored.

7 c) The negative aspects that Luisa mentioned were: *peligrosos and en un día gastar todo el sueldo de una semana*.

*Peligroso* was recognised by many candidates.

Successful candidates identify as a negative aspect that practising extreme sports you could spend a week's salary in one day. Wording was varied but *muy caros, caros, gastar todo el sueldo, cuestan mucho* were all accepted as long as the candidate's understanding of the issue was clear.

Q7 d) and e) The positive aspects that Paula mentioned were: *salir de la rutina, conseguir metas más altas en el trabajo, vencer el miedo*.

Successful candidates identified *Salir de la rutina diaria*. Very few candidates identified the other two correct answers.

The words *altas* and *trabajo* were sometimes identified and there were answers such as *más altas en el trabajo*, responses like this one were not sufficient to demonstrate understanding.

7 f) The negative aspects that Miguel mentioned were: *presumir/sentirse superiores, or mostrar que son ricos and tener un ataque de pánico*.

Most candidates found this question very challenging.

### **Advice and Guidance**

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 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.
- 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.