



Pearson

# **Examiners' Report**

## Principal Examiner Feedback

Summer 2017

Pearson Edexcel GCE  
In Spanish (6SP02) Paper 01

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

## **Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2017

Publications Code 6SP02\_01\_1706\_ER

All the material in this publication is copyright

© Pearson Education Ltd 2017

The Understanding and Written Response paper tests students' ability to extract and communicate information from both recorded and written sources. There are a variety of task-types, some requiring non-verbal answers and some requiring written answers, one of which is in English. In 2017, there were a range of topics such as: traffic, 3D printers, women in the armed forces, relationships, tourism and running on behalf of a charity. There is also an essay question, which this year was an email to a friend about going to a new school. Students were to be commended for some imaginative emails, effectively structured and full of competent Spanish that were a pleasure to read.

### **Q1**

Q1 was a listening text about the origins of chocolate. The average score for this question was 3 out of 4 marks, with Q1(b) being the hardest.

### **Q2**

Q2 was a listening task based on an on-line programme about traffic problems. Students had to pick 4 correct statements from the 8 statements given. The average score here was 3 out of 4 marks.

### **Q3**

Q3 was another listening task, this time based on a passage about 3D printers. Students had to find the correct word to complete four statements summarising the passage. The average score here was closer to 4 out of 4 marks.

### **Q4**

Q4 is the last and longest of the listening tasks. It took the form of an interview with Juana, a woman in the Spanish Navy. This question was more demanding than the others, not just because it was longer, but because the answers had to be written in Spanish. The average score was 6 out of 8 marks. Q4(a) posed no problem for students, while in Q4(b), some students just mentioned *vio a su padre* without mentioning his naval career. Others poorly transcribed what they heard as *corea nabal* or similar, which could not be credited. In Q4(c), many students missed the point because they answered *medico* without adding *ser*, or because they suggested that she studied *una beca*.

In Q4(d), many students answered correctly by saying either that Juana had had no problems or that joining the Navy is a challenge for anyone. Some, however, felt that being a challenge was incompatible with having no problems and so incorrectly responded saying that she had found it difficult to adapt to life in the Navy. Most students managed to score 1 point in Q4(e), though it proved harder to earn both marks available. The word *apoyo* was often given as *apollo*, which could not be accepted, nor could references to women not being *un estorbo*. Some answers made it unclear who was giving and receiving the support. In Q4(f), most students gained a mark for saying that Juana is now more patriotic, or that she appreciates

the small things. Some concentrated on her learning more about Hawaii, which was incorrect and many poorly expressed the fact that she feels more respected, so that often it appeared that she was the one offering more respect.

## Q5

Q5 is the first of the reading tasks and was based on four short texts about relationships. Statements had to be matched to these passages. Students did well overall on this question, with the majority of students scoring full marks.

## Q6

The average mark for Q6 was 3 or 4 out of 5 marks. This passage was about the Spanish tourist industry and was followed by 5 questions in English, requiring answers in English. Those who were not English native speakers at times struggled to offer answers clear enough to score. Q6(d) was the hardest element on which to score, mainly because so many people used the term *economic* instead of *economical*. Another common error was to be too specific about what would be cheaper about the holidays (e.g. suggesting cheaper transport or staying closer to home).

Q6(a) and Q6(c) were generally answered correctly, while Q6(b) was sometimes answered without mentioning the year that records were broken, or even with a suggestion that tourist numbers had gone down. Many students found it difficult to express the answer to Q6(e). Some just gave the sales figures, but missed the explanation of what these meant. Some wrote rather long answers that did eventually get to the point and earn a mark.

## Q7

The longest reading text is in Q7, which this year was about charity races. Q7(a) was mostly answered correctly, although some referred to the more generic idea of *deportistas*, rather than runners. Q7(b) proved harder than expected, with many answers lacking a subject for the verb, which made it appear that it was the charities that were paying the entry fee. Others failed to score because they focussed on sponsor money rather than the entry fee. In Q7(c), some students found it difficult to express how the date could fit into their calendar, and also a lot used the pronoun *nos*, which rendered the answer incorrect. Most gained a mark for mentioning the health benefits.

Many were able to score on Q7(d), but those who did not had generally not stated that the race fee was payable per team, rather than per person. Q7(e) was the item that students found the hardest. There were many wrong answers along the lines of *debes prepararte solo*. It is likely that they had misunderstood the term *solidaridad*. In Q7(f), the use of the past tense prevented many students from scoring. The question asked about motivation for taking part in a marathon, so answers in the past could not be right as the motivation came before the marathon was run. Some

answers focussed on the motivation being to run the marathon, which was not correct.

Q7(g) was mostly answered correctly, while those who did not gain a mark for Q7(h) had generally referred to friends being asked or taking part. These could not be accepted because the question essentially asked what happened after they had been asked and had refused. The average score for the question as a whole was 5 or 6 out of 10.

## **Q8**

Q8 required students to write an email to a friend about their parents' decision to send them to a new school. The task was supported by a stimulus about single-sex schools. Most students had clearly been well-prepared for the task and recognised the need to respond to all four bullet-points. In most cases the bullet-points were dealt with in one paragraph at a time, but some students had 'scattered' references to the first bullet-point, in particular, throughout the passage. Examiners will always hunt for responses to each bullet, wherever they appear, although a logical structure is a key feature of a successful piece of writing. Some answers rather mechanically dealt with the bullets, while some students had cleverly woven the points together to create a convincing email. Poor handwriting was sometimes an issue, as were additions and corrections, which were often in minuscule script.

Bullet point 1 was generally handled well, with most students using exclamative sentences and adjectives to express their emotions. Some students presented a stoical approach, trying to see the good that could come out of moving school. The incident in bullet 2 was mostly a fight or poor exam results, although too much distraction from boy/girlfriends and advice given to parents by friends and family also featured. A number of students wrote about a sexual scenario, sometimes in an overly flippant way, which rendered the passage less convincing.

The main argument for single-sex schools given in bullet 3 was the removal of distraction from the opposite sex, although many negatives were also given. The bullet was sufficiently open-ended that students from single-sex schools could write about being sent to a mixed school. It is interesting to note that the overwhelming majority of students from both sorts of school presented mixed education more favourably than single-sex.

The final bullet-point was the least successfully handled. It asked for what the parents should do, but was largely answered with what the young person was going to do (e.g. speak to the parents), in many cases this led to examiners only finding three bullet-points that could be credited.

In terms of language, there were a lot of examples of excellent Spanish that was both ambitious and accurate. Examiners noticed particularly the high frequency of past subjunctive 'if' clauses handled well. Many students had included more than one. Often they were something akin to: *si confiarán más en mí, me dejarían quedarme en este colegio*. A common mistake was to mix up *sexo* with *sexto*, which led to some rather confusing sentences!

The average score for this question was 23 out of 30 (made up of 15 marks for content and 15 marks for language).

### **Paper summary**

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

- Practise transcribing listening texts, particularly focussing on where one word stops and another starts.
- Read each question again after it has been answered to double-check that what you have written gives the information that is needed.
- Write about all four bullet-points in Question 8.
- Do not write over 220 words in the essay question.
- Present Q8 neatly, perhaps by writing on alternate lines or by re-writing.

