Examiners' Report/

Principal Examiner Feedback

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Pearson Edexcel International GCSE
in Spanish (4SP0/02)
Pearson Edexcel Certificate
in Spanish (KSP0/02)

Paper 2: Reading and Writing

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International GCSE/Edexcel Certificate Spanish
Paper 2 Reading and Writing
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General comments
The reading and writing paper tests candidates' comprehension of written texts of varying length and complexity via a series of five different question styles: matching pictures with words or statements, choosing a correct missing word, selecting five true statements from a bank of ten, and writing answers in Spanish.

Question 1
Q1 was the simplest question on the paper and required candidates to identify a number of items from a school bag. Full marks were generally gained here.

Question 2
This question was about places to live. Candidates had to match a picture of, say, a market stall with a phrase, e.g. *El mercado está enfrente*. A score of 4 out of 5 was common here, with Q2iv proving the most difficult. Either *zona peatonal* was not known, or *tranquila* appeared to suggest a desert island more than a pedestrian area.

Question 3a
This question was about technology and candidates had to decide which statement went with which person. Parts 3ai, ii and iii caused the greatest difficulty, but a score of 5 was common.

Question 3b
Question 3b asked candidates to write about why technology is important to them. Candidates obviously felt comfortable with the topic and language and answered with plenty of original ideas, mostly making no reference to reading text 3a. They generally made good use of the prompts provided: *comunicar* and *útil* were among the most commonly included elements.
The majority of candidates offered views on the use of technology for communicating with friends and family and to help with school and homework, a few also came up with other uses for technology , for example in medicine or household chores.

Most candidates earned maximum marks of 5 for both Content & Communication and Knowledge and Application of Language. Lower marks were given when candidates had a few words together that did not make sense or had made up words which were not understandable. Some candidates were purposefully including the subjunctive and very complex language, where others gained the

same mark for including fairly straightforward examples and the present tense, which is all that is required in this question.

There was a big variation on the length of the paragraph candidates wrote- some wrote a few lines while others felt they needed to fill the whole page. The suggested 50 words are all that are required, although examiners will read all that a student writes.

Question 4

This text concerned the Fiesta de San Juan and candidates had to identify 5 correct statements out of a list of 10. Correct statements B and E were often not identified and a score of 3 or 4 out of 5 was most common.

Question 5

This was a comprehension question based on a text about illness. The average score was around 6 out of 10. The questions that proved most accessible were 5f and 5g. This was partly due to the fact that a direct lift could be used that would successfully answer the questions. Although copying straight from the text is acceptable, the fragment 'lifted' MUST directly respond to the question; untargeted lifts (i.e. where too much or too little of the text has been copied) cannot be credited as understanding has not been shown.

Such 'untargeted lifts' were seen regularly in the response to Q5a. The question asks, "What must you avoid if you do not feel well?". The correct answer is "school" or "going to school", but many candidates offered: *quedarse en casa en lugar de ir a la escuela*, in other words, "what must you avoid?", "staying at home". By lifting in this untargeted way, the opposite answer was given. Following the same logic (i.e. that the answer must correctly respond to the question), both shorter and longer lifts did earn a mark. *ir a la escuela* was fine and the first part of *es muy importante quedarse en casa en lugar de ir a la escuela* now becomes simply a preamble to the correct information.

Although the instructions say that you do not need to write in full sentences, there are occasions where a verb or other additional words are essential to creating a meaningful answer. Responses to 5b needed *la/su* before *rápida transmisión* and in 5d a common answer was simply *un dolor* or *una lesión,* but candidates needed a verb here to fully communicate the answer.

In 5c, candidates often incorrectly mentioned other groups of people such as pregnant women or young children instead of focussing on *gente mayor*. Some used lifts that suggested that older people could be prevented!

5e was answered well, on the whole, although untargeted lifting cost some candidates here as well; if the whole section *aunque existen enfermedades que no presentan síntomas* was offered, then it did not score.

Question 6
Candidates had to choose from three possible tasks in order to write an essay structured around four bullet points that provide scope to use a range of tenses and some opinions. Q6c (about family) was by far the most popular, with 6b (services in your town) the next favourite. 6a (about household chores) was answered by only a small number of candidates. The average score for all of the essay choices was around 17 out of 20.

6a
Although answered by few candidates, these tended to be the more able candidates and they included some creative and interesting responses which often incorporated a very wide range of complex structures. They wrote with real flair and creativity, displaying a good knowledge of household chore vocabulary. The last bullet about Juanito was the trickiest, where a few offered advice but did not say what would happen if he did not help out at home.

6b
There were some effective descriptions of what the candidates' home towns both offer and do not offer in the way of public transport and tourist services. A number of candidates misunderstood the use of the term "*servicios*" in the second and third bullet points and wrote exclusively about transport. There was no specific penalty for this, but it often resulted in an unimaginative and repetitive essay.

6c
Some candidates merely described their family members, rather than explaining how well or badly they get on with them. Where they did address this aspect, most candidates opted to use the *Me llevo bien* construction (often leaving out the "*me*"), also a smaller number of candidates chose to use *me cae bien* instead, with some success.

A number of candidates misunderstood key information in bullet points 3 and 4: many candidates wrote about the birthday of a family member (rather than their own birthday) and used the wrong tense for the future holiday. In many cases, it appeared as though candidates had memorised paragraphs and set phrases on how to describe a holiday in the past, so had either used this intentionally, or just out of habit, rather than including the future tense.
Language

It was pleasing to see that candidates seemed prepared to use a range of tenses and constructions. Examiners were particularly impressed with the number and variety of idioms used appropriately, such as: *como el perro y el gato*, *media naranja*, *primera línea de playa*, *aburrirse como una ostra*, *somos una piña*, *turismo descontrolado*, *llover a cántaros*, *granito de arena*.

One common language error was *es ruido* and a large number of candidates, even those whose essays contained a high number of complex structures, were not comfortable with the conjugation of the verb *gustar*. A number of problems were noted with regards to placement of prepositions when trying to say things

like "people to talk to, play with etc" (e.g. gente para jugar con). Some mistakes did bring a smile to the lips of the examiner, such as the person who ate a delicious *gato grande* for their birthday!

Overall, candidates had been well prepared for the exam.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx