



# **Examiners' Report**

## **Principal Examiner Feedback**

**Summer 2018**

**Pearson Edexcel International GCSE  
In Spanish (4SP0) Paper 02**

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## Question 1

Question 1 was the simplest question on the paper and required students to identify a range of jobs by matching a statement, e.g. *Mi tío es profesor* to a picture. Full marks were generally gained here, although *camarera* and *cartero* proved difficult for some candidates.

## Question 2

This question was about food to take on a picnic. Students had to pick out one picture from a selection of three to match a statement, e.g. cherries, pears or bananas and *Es fácil llevar plátanos en una mochila*. A score of 4 out of 5 was common here, with Q2(v) proving the most difficult; it would appear that '*mantequilla*' was not widely recognised.

## Question 3

### Q3(a)

This question was about going shopping and students had to decide which statement went with which of 3 possible people. Part 3(a) (iv) caused the greatest difficulty, probably because of the word '*consejos*'. There was an average score of 4.

### Q3(b)

Question 3(b) asked students to write about what they spend their money on. Students were comfortable with the topic and language and answered with plenty of original ideas, mostly making no reference to reading text 3(a). Good use was made of the prompts provided: '*grandes almacenes*' and '*los sábados*' were the most commonly used.

'*Ropa*', '*videojuegos*', '*comida*' and '*cine*' were what candidates mostly said they spent their money on. Some mentioned that they did not have any money or were saving money to buy a car, for example, which was also an acceptable answer. Some students, explained where they spend their money but, failed to say what they spent it on, so could only achieve a maximum of 3 marks for Communication and Content as the response was "lacking clarity".

Many students used '*me gusta*' plus an infinitive successfully, but this is still definitely an area for development for less able candidates. Structures beyond the requirements of this question were often found, e.g. the use of the subjunctive: '*si tuviera*', '*si fuera*' followed by the conditional. A few candidates included idiomatic expressions like *un ojo de la cara* and *una ganga*. Common errors included *costan*, *me encanto gasto*, *me gastar*, *me paso dinero*, *nunca gastar*. A number of students mixed up *gastar/ganar*, *salvar/ahorrar*, *pasar/gastar*, *gastar/vender*.

Most students, however, earned maximum marks of 5 for both Content and Communication and Knowledge and Application of Language. Some students went well beyond the 50 words recommended.

#### Question 4

This text concerned the 'silos' of Villacañas, underground homes dug out as affordable housing by Spanish couples in the past. Students had to identify 5 correct statements out of a list of 10. Correct statement C was often not identified and a score of 4 out of 5 was most common.

#### Question 5

This was a comprehension question based on a text about an accident suffered at a birthday party. It proved to be slightly more challenging than similar questions on previous papers, although the average score was still 5 out of 10. Many students obviously realised that answers are sequential through the text but did not always manage to link the questions with the text, so that it was common to see correct information in the incorrect place.

As has been highlighted in previous reports, information given in the answer must logically follow the question. A 'lift' (words copied directly from the text) is not prohibited and can sometimes make a perfectly good answer, but too often a section of text is offered that is not clearly focussed on the correct information. Most students who failed to score more than 1 mark had relied too heavily on copying chunks from the text without manipulating them to fit the demands of the question. It was clear from this that the text had not been understood.

##### Q5(a)

In this question, '*heridas graves*' was a common mistake. This expression was often given as part of the longer lift *heridas graves, aunque se hizo daño levemente al tropezar*. It is possible to successfully use a lift here, but it needed to be just *se hizo daño levemente*. An answer based on information from later in the text was also accepted here, for example: *se golpeó la rodilla*.

##### Q5(b)

Question 5(b) was often the only correct answer, where candidates had used the lift *ya se habian quejado del mantenimiento del edificio*. If the lift started at *un bloque donde ya...* it was not credited. There were candidates who responded from a theoretical perspective more than from what was stated in the text. For example, some said that in order to avoid the accident it would have been better to stay at the party and avoid the fireworks; these answers did not score.

Although, the rubric states 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; this has been noted in previous reports to centres. Many answers were given with simply a noun making the response ambiguous or not specific enough to communicate the required information. This was certainly the case with Q5(c) where many candidates did not use a verb or *para/por/porque*. The question "Why were there fireworks?" cannot simply be answered with "party".

#### Q5(d)

Question 5(d) was another question where heavy-handed lifting resulted in only 1 mark for this 2 mark question. *Tenían prisa* was accepted for 1 mark, but *José Luis se cayó* was not. Students who used this phrase at the start of the second reason, using a very long lift did not score the second mark.

Another untargeted lift was common in Q5(e), where many put *A pesar que era hora punta*. This did not follow logically from the question "Why is it surprising that the doctor arrived in 8 minutes?" The response was awarded a mark where the information was correctly given with the shorter lift: *era hora punta*. Other incorrect answers to this question focussed on the treatment: *sugirió que descansara* or *pasó media hora examinando al joven*.

#### Q5(f)

Question 5(f) required students to couple the day of the party given at the start (*viernes*) with the fact that the party finished on the following day. This did increase the level of demand of the question. Although the majority of students correctly made this link, quite a few wrote *al día siguiente* or *viernes* and even *jueves* or *domingo*.

#### Q5(g)

In question 5(g) the question word used is *Qué*, not *Quién*, so examiners wanted to see some type of action; answers that just stopped at *un amigo* did not go quite far enough.

#### Q5(h)

In this question the phrase  *echar la culpa* did not seem to prove a barrier to understanding, possibly because '*A quiénes*' was clear enough. Here again, though, the tendency to write out long passages from the text prevented some students from scoring. Many answers started with the correct information: *el dueño del edificio* and *El ayuntamiento*, but they were part of very long untargeted lifts: *el dueño se tome más en serio sus responsabilidades* and *El Ayuntamiento no debería haberle permitido seguir alquilando un piso en tal mal estado*. Written in this way they did not adequately respond to the question "Who does the mother blame?" Candidates who made an addition to these statements with '*porque*' or even punctuation such as a colon (e.g. *El Ayuntamiento - no debería haberle permitido seguir alquilando un piso en tal mal estado ...*), were credited as they had clearly understood both the text and the question.

### Question 6

Students had to choose from three possible tasks in order to write an essay structured around four bullet points that provided scope to use a range of tenses and some opinions. Q6 (a) (about holidays) was by far the most popular, with 6(c) (about mobile phones) the next favourite. 6(b) (a special event) was answered by only a small number of students. The average score for all of the essay choices was 15-17 out of 20. Many candidates who were not necessarily native speakers performed well and wrote very good essays in accurate Spanish. Some candidates displayed a command of the language beyond their years.

### 6(a)

This was the most popular choice of question and there were excellent examples of well written essays. The best pieces were interesting to read and covered all four bullet points required. Full marks for Communication and Content were not awarded to those who did not refer to *el primer día* or those who did not mention a recommendation but simply described the place where they stayed. A few candidates said where they would go on holiday next year, but nothing about the holidays they would like when they are an adult.

There were nice examples of accurate and complex application of language. Most candidates handled at least two time-frames successfully. The main issues seemed to be around lack of proper conjugation of verbs. Verbs were often lifted directly from the question, e.g. *quedaste, te gustaría, recomendarías* and *hiciste*. This sometimes lead to ambiguity, particularly relating to the fourth bullet point as candidates repeated *cuando seas adulto irías a*.

Grammatical errors also included: *hice calor, gastar tiempo, ir a vacaciones, mi familia son, me gustaría voy, la future, omission of the personal a, recomendo/recommendario*.

### 6(b)

This essay was only attempted by a very small number of students, but it was mainly done well. Weaker answers did not clearly describe the event and the last 2 bullets were sometimes ignored or misinterpreted. Spelling errors included: *una evento, la mes pasado, la fin de semana, el primero día*. Some candidates wrote the verbs in the infinitive form without conjugating them.

### 6(c)

This question was much less popular than Q6(a) although those who did choose it often answered it well. Bullet point 4 was frequently misunderstood with most candidates choosing to describe the phones of the future, rather than saying what they would do. This resulted in a maximum mark of 8 for Communication and Content. In bullet point 1, some candidates did not refer to what they had used their mobiles for in the past, but if they referred to their habitual use in the present (e.g. *siempre contacto a mis amigos*), this was accepted. Some good arguments were offered in terms of why phones should or should not be allowed in school.

As in 6(b) some candidates did not conjugate the verbs but simply wrote the infinitive form. Spelling errors included: *la teléfono* and *una movil*.

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

- stick to 50 words for Q3(b) as longer essays do not result in higher marks,
- avoid copying long passages from the text in Q5,
- make sure answers fit the question, it is worth rereading the question once an answer has been written,
- Practise changing verbs from second person to first person.

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