Examiners' Report/
Principal Examiner Feedback

Summer 2016

Pearson Edexcel GCSE
in Spanish (5SP03/3H)
Paper 3H: Reading and Understanding
in Spanish

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 or 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.

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

GCSE Spanish
Unit 3H: Reading and Understanding in Spanish
Examiner Report

Candidates' performance

Most candidates demonstrated a clear understanding of the rubrics and the general format of the examination. It was evident that they had been well prepared and had practiced in preparation for the examination.
Both papers, Foundation and Higher, proved to be accessible to all candidates. Entry selections made by centres were appropriate. Very few candidates left significant gaps in their answers or failed to complete the paper at either level. Very good candidates scored highly throughout each paper set. They demonstrated a clear and precise understanding of the subtleties expected at the higher level questions, in terms of content vocabulary, grammar and level of inference.

Crossover questions generally discriminated well and were completed more accurately by candidates who entered at the Higher level.

Spelling

The spelling of some English words proved problematic for some candidates. However, examiners were sympathetic in their responses and where spelling was phonically recognisable, versions of required words were credited positively.

Question 1

Most candidates scored 3 of the 4 marks available for this question.
The most frequently incorrect response was in part (i) where around 56% of the candidates scored the one mark available for this question.

Question 2

Most candidates scored the 4 marks available for this question.

Question 3

Most candidates scored 3 out of the 4 possible marks. The main causes for the loss of marks in this question were:

Q3(ii) missing the link between 'toco en una orquesta y quisiera hacer esto en el futuro de manera profesional' with 'She loves music'.

Q3(iii) missing the link between 'me gustaría que nos enseñaran técnicas de estudio' and 'She doesn't have good study skills' .

Question 4

Typical grade A candidates generally scored well on this question, however only the very high end of the entry scored the full marks available. This passage

contains some complicated lexis and structures, as is appropriate for a question at this level.

4(a) This question proved challenging and a good discriminator. Only a small number of candidates scored the one mark available for this question. Many candidates failed to interpret the correct answer for '*According to the text what is the main advantage of all-inclusive holidays?*' because they did not focus on the question and incorrectly gave answer such 'as all the food and drinks are included/ you can use all the facilities in the hotel'.

4(b)(i) This question proved challenging and a good discriminator. Only the very best of the candidates scored the one mark available for this question. There was some evidence of guesswork, in particular where candidates imposed their own speculations about '*Why are tourists likely to be surprised at the end of the holiday?*', simply offering answers such as 'not everything was inclusive/ they had to pay a lot more/ they had no money left etc' rather than referring to the text.

4(b)(ii) Around 40 % of the candidates scored the one mark available for this question.

4(c) Most candidates managed to score at least 1 of the 2 marks available for this question.

4(d) Around 75% of the candidates managed to score the 2 marks available for this question.

Question 5

Overall, candidate performance was better on this paper than on paper 3F because most candidates scored 4 out of the 4 marks available.
Some candidates still found question 5(ii) challenging:
'I got an unexpected bill' and 'Descargué música pensando que era gratis y me sorprendí cuando tuve que pagar'.

Question 6

Most candidates scored 3 or 4 out of the 4 possible marks.

Question 7

This question proved to be a good discriminator. Only the very high end of the entry scored the 4 marks available for this question. Most candidates scored 2 or 3 marks. Wrong choices were made at random.

Question 8

The final question in this paper is targeted to Grade A*. This passage contains some complicated lexis and structures, as is appropriate for a question at this level. The most able candidates scored an average of six marks whereas weaker ones scored 2 or 3 marks.

The following key points are worthy of note.

Q8 (i) this question was more frequently correct than incorrect.

Q8 (ii) around 38% of the candidates answered this question correctly.

Q8(iii) around 50% of the candidates answered this question correctly.

Q8(iv) this question was problematic to all but a very few.

Q8(v) this question was more frequently correct than incorrect.

Q8(vi) just under 50% of the candidates answered this question correctly.

Q8(vii) was largely successful, 74% answered this question correctly.

Q8(viii) 50% of the candidates answered this question correctly.

Conclusion

The outcome of this unit was pleasing. The majority of centres had prepared their candidates thoroughly so they had a good understanding of the requirements of this unit and responded well to its demands.

Advice and guidance

- Candidates need to read all questions carefully.
- Candidates should ensure they read the texts carefully and base their answers on the actual content of the text rather than impose their own speculations.
- Candidates' responses should be written clearly.
- A good knowledge of vocabulary items is required.
- Candidates aiming for a higher grade require a good knowledge of more complicated lexis and structures.

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