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# Examiner's Report Principal Examiner Feedback

Summer 2018

Pearson Edexcel GCSE  
In Spanish (1SP0) Paper 1H  
Listening & Understanding in Spanish

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**GCSE Spanish**  
**Unit 1H: Listening**  
**Examiners Report**

**General Comments**

Taken into account that it was the first exam of the new specification series; students overall performance was good. There were some mixed results in the two questions in Spanish as not only the students have to understand what they hear but also work out what the question is asking them to do. Different skills are required to do so but I am confident that they will become more familiar in the years to come. Students found the open-ended questions in English challenging in general but mostly all attempted to answer them. Only very few answered them in Spanish and therefore missed 10 marks.

**Question 1**

This was the first question of section A which was in Spanish. Question 1 was a fill in the gap type of question and it targeted grade 4. Students had to listen to Jaime talking about his British school in Madrid and fill in the gaps with a word from the box. By looking at the results, this proved to be a challenging question even for higher students as a good percentage of students did not manage to identify the right answers for each of the parts. Part b proved to be the most difficult one and only 23% identified "poco" as the correct answer.

**Question 2**

Question 2 was the second question in Spanish and targeted grade 5. Students had to listen to an advert from a travel agency add about Spanish city breaks and select which of 4 cities was best fitted for each opinion. The question was difficult for students as shown by the low percentage scored in some of the sections. The most successful part was (e) with a 77% of students recognising Palencia as the ideal destination for travelling with children.

**Question 3**

In this question, which was targeted at grade 4, students had to listen to a news report about the famous race San Silvestre. Students had to choose the correct answers from a number of options. There was a good percentage of students scoring each of individual parts of the question; part (d) being the highest followed by (c), (a) and (b).

**Question 4**

This question was targeted at grade 5 and it was a multiple-choice type question. Students had to listen to a young singer talking about his daily routine and choose the 3 right statements out of 7. Most students both in Foundation

and Higher scored 2 marks although the percentage of students scoring 3 marks was higher in the higher tier. Student had to interpret different verbs and opinions to identify the right answers.

### **Question 5**

Question 5 targeted grade 6 and students had to listen to a sale advert from the well-know store El Corte Inglés. Students had to choose the correct answers from a number of options. A high number of students performed well in part (b) and (c) but only the 28% of students recognise the word "sudadera" and failed to score the mark.

### **Question 6**

Question 6 targeted grade 6 and it was the first open response in English question. Students had to listen to Yolanda talking about Christmas and its impact to the environment. Students had to respond to (a) the negatives aspect of Christmas, (b) what she mentioned about Internet shopping, (c) what Yolanda and her family decided to do this year and (d) what Yolanda and her brother do for charity. The question proved difficult as only 24% of the students got 4 or 5 marks out of 5 in this question. Part (a) and (b) were generally well answered but in part (c) many missed that "they were not giving material presents" and focused on just the "visit to the theatre/restaurant" which was a reject answer. In part d, many did not recognise the word "juguetes".

### **Question 7**

This question targeted grade 7 and it was another open response in English question. Students had to listen to four university students talking about their exchange experiences and answer (a) the aspects of the exchange which helped Matilde to make a decision about her future, (b) what Marcos gained from the experience, (c) what Isabel 's feeling about working part-time were and (d) what was usual about Enrique 's exchange. This proved to be a very challenging question for the vast majority of students as there was a very limited number of students scoring full marks. More than half of the students did not score any marks and the rest spread between the 2 and 4 marks.

In part (a) many students focused on her being clear about her future without mentioning what had influenced her decision. Also, many mentioned "other countries" rather than the singular which was the correct answer. In part (b) many mentioned "the new culture" which they heard first and missed the "improvement in his German speaking". In part (c) many focused on the idea of "covering her costs" which they heard before it being "worthwhile". In part (d), many missed that he was teaching the classes not attending them.

## **Question 8**

Question 8 was aimed at grade 7 and 8. Students had to listen about Teresa's experience about immigrating to the USA. Students had to choose the correct answers from a number of options for the different parts. There was a real mix in the percentages of students scoring each part. While 8a (i) and 8b (i) had a very high percentage of students scoring the right answers, it was the opposite with 8a (iii) and 8b (iii) where the percentage was around 25-30%.

## **Question 9**

Question 9 was the last of the open responses in the Higher Paper. Students had to listen to a weather forecast about a cold spell. In part A students had to provide answers about the consequences of the cold spell and weather conditions and part B focused on the advice given to cope with the cold spell. As per the results, this question proved to be very challenging for students. The highest percentages of students got 1-3 marks. High and full marks were only achieved by a minority of the students.

Part 9a (i) - "se ha cobrado mas de una vida" was not understood by many as people died.

Part 9a (ii) - "nevadas" was overall well understood as "snow" but some students and some students also recognised "árboles caídos".

Part 9a (iii) - "heladas" was not well understood by many students. Some students lost marks by writing "drastic temperatures" or "hail". Some came up with "ice-cream" but did not make the connection with the weather condition.

Part 9a (iv) - many heard "precipitaciones" but it was not always well translated as "rain". Few student recognise that "it wasn't going to clear/change"

Part 9b (i) - very few students understood the type of footwear and many guessed with some kind of warm clothing.

Part 9b (ii) most understood that "you shouldn't drive alone" but very identified the information about having chains on the wheels

Part 9b (iii) - "cargado" was understood by surprisingly few students.

## **Question 10**

Question 10 was targeted at grade 9 and students had to listen to Vicente talking about the experience of living with grandparents. Students had to select the 2 out of 5 right answers in part (i) and (ii). Most students got 1 or 2 answers in each of the parts.

