Examiners' Report
Principal Examiner Feedback

Summer 2019

Pearson Edexcel GCSE
In Spanish (1SP0) Paper 1F: Listening and
Understanding in Spanish

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Introduction

This unit was worth 50 marks and was divided into two sections, A and B. The first 12 questions, section A were set in English. The final two questions, Section B were set in the target language.

Students had 30 minutes in which to complete their answers; and five minutes of general reading time at the start of the test.

Section A

Question 1

Students were asked to identify the names of three school subjects from a given list of seven.

The most frequent correct answers given were Geography (A) Science (G).

Less successful students did not recognise Art (C)

Question 2

Students were asked to select an answer from a given list of four for each of the three questions in the context of a train station.

The most successful answers given were (i) the type of train, (B) direct and (iii) the train platform, (C) five.

In (ii) students sometimes failed to understand the train departure time, (D) 9.45.

Question 3

Students were asked to identify the preferred food of three students. They were asked to select one answer for each student from a given list of seven ideas.

Most students performed well in this question and achieved all three marks.

Some less successful students confused fruit (A) – the correct answer- with (F) vegetables and they did not recognise the opinion verb "odio".

A few students ticked too many boxes thereby failing to score any marks for this question.

Question 4

Students were asked to identify the most liked holidays activities of Susana's friends. They were asked to select one answer for each of her friends from a given list of seven ideas.

The most frequent correct answers given were swimming (A) for Maria and visiting museums (D) for Antonio.

Less successful students confused walking (E) – the correct answer- with (F) climbing.

Some students ticked too many boxes thereby failing to score any marks for this question.

Question 5

Students were asked to respond to three questions in English about Marcus' school trip to Lima.

The most successful of the three questions was 5c (2 marks). Many students understood the idea of travelling/going with friends. The second section of the question was more variable. Many understood horse riding -the correct answer- but some confused it with riding bicycles or climbing a mountain.

Many students confused one month in the summer- the correct answer- with just summer in 2a.

Most students found 5b difficult and provided answers related to their family and accommodation for their family, missing the actual gist, which was accommodation with a local family.

Question 6

Students were asked to complete the sentences with a word from the given box in the context of a podcast about information on the Galapagos Islands.

The majority of the students were successful and scored at least 2 marks in this question.

The least successful students confused boats – the correct answer- with hotels in the first gap of part b.

Question 7

Students were asked to identify the 3 right statements from a given list of seven about the work experience of a young person.

The majority of the students were successful and scored at least 2 marks in this question.

Few students ticked too many boxes thereby failing to score any marks for this question.

Question 8

Students were asked to respond to three questions in English about smart watches.

Most students were able to identify the answer for the best time to buy a smart watch (A) and a feature of the watch (B).

Less successful students missed the online element to get the discount (C) and ventured a guess in the answer.

Question 9

Students were asked to complete 4 sentences with an answer from a given list of four about a cinema festival.

The most frequent correct answers were (i) July (A) and (iv) classical films (C).

The most incorrect answer was (iii) as many students did not recognise food and drink (B) as the correct answer but (D) festival T-shirts which was also mentioned in the recording.

Question 10

Students were asked to answer four questions in English about Nieves' grandmother's childhood.

This question proved difficult for all students. The most correct answers were (a) and (b). Some students recognised the word distinct in (a) but many confused it with distinctive. In (b) many students confused number 12 with 2 and stated Nieves' had 2 brothers instead of 12.

Part (c) and (d) were the most incorrect answers. Not many students recognised the verb playing in (c) and there were many random answers in part (d).

Question 11

Students were asked to identify the 3 right statements from a given list of seven about a local language club.

Most students scored three or two marks in this question.

A few students ticked too many boxes thereby failing to score any marks for this question.

Question 12

Students were asked to respond to four questions in English about environmental problems in Bolivia.

Question 12 was mainly correct in section (b) and (d) and often missed in sections (a) and (c). There were trends of students understanding that the question was related to environment and this produced several answers related to water, electricity and recycling.

Section B

Question 13

It is the first question set in Spanish. Students were asked to fill in the gaps with a word from the box in the context of the well-known festival of Benicasim. Students found the question difficult and most managed to score from 0 to 2 marks.

Question 14

It is the second question set in Spanish. Students had to listen to four young people talking about their study plans for Higher Education. Students had to select which of the four people was best fitted for each comment. At Foundation level, students found the question challenging and very few managed to score 4 or 5 marks.

Summary and advice to centres

Marks lost in this examination are most typified by answers provided in the following questions

Section A

 Qs 1, 2, 3, 4, 9. These questions tested students understanding of key vocabulary items listed in the specification for Foundation level. Students should be aware these are the items that will be tested.

Tips

- The question title, e.g. 'At the railway station' provides an important clue.
- Advise students to use the reading time available to think about the question title and the keywords they are likely to hear.
- Students sometimes ticked too many boxes in the grids.
- Advise students to check the number of marks available for each question. These are noted at the bottom of each question set. For example: *(Total for Question 1 = 3 marks)*

Qs 5,8,10,12. These questions asked students to briefly respond to questions asked in English

Tips

- Advise students to use the reading time available to think carefully about the questions asked. For example, in Q 5(a) How long will Marcus stay in Lima?´ An appropriate time phase is required as an answer. For example, in the summer is not an appropriate time phrase for this question.
- Advise students to check the number of marks available for each question.
- Short answers only are required. Too much information given can sometimes negate the given response.

Section B

Qs 13 and 14. The rubric and the sentences/statements in these two questions are all in Spanish.

Tips

- Advise students to try to work out the meaning of the sentences by looking at familiar words and cognates they can recognise to deduce the meaning.
- Although Q12 is not grammar question, students can look at the words before the gaps to try to work out what type of word they are likely to hear before they listen to the recording.
- In Q14, students need to make links between what they hear and the sentences they have to read in Spanish.
- Advise students to use the reading time available to think about other words to express the same ideas. For example, tiene un empleo= they are likely to hear the verb trabajar in the audio.