



Pearson
Edexcel

Examiners' Report
Principal Examiner Feedback

Summer 2019

Pearson Edexcel GCSE
In Spanish (1SP0) Paper 1H: 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 2 questions, section A were set in Spanish. The other 8 questions in Section B were set in English.

Students had 40 minutes in which to complete their answers; and five minutes of general reading time at the start of the test.

Section A

Question 1

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. At Higher level this question was much more accessible to students. Many students scored 4 or 5 marks in this question.

Question 2

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 Higher level, students found the question less challenging than Foundation students and the majority scored from 3 to 5 marks in this question.

Section B

Question 3

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). Followed by (ii) in the main square (D) and (iii) food and drink (B). Higher students performed well in this question.

Question 4

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

The majority of the students scored 3 marks in this question.

Question 5

Students were asked to complete 3 sentences with an answer from a given list of four about Berta's big family.

Students, overall, performed well in this question. The most correct answer was (iii) as a large number of students recognised the word spoilt. Student performed equally well in (i) and (ii).

Question 6

Students were asked to respond to four questions in English about the Paella dish.

Students performed best in (a) and (b). In (a) most students recognised poor people. In 6b, many as well linked the popularity of the dish to tourists. Responses in (c) were more variable, although many recognised the words "carne" and "marisco", many got it wrong as they mixed it was meat with seafood together. Success in (d) was also variable, many managed to score 1 mark out of the two marks available.

Question 7

Students were asked to respond to four questions in English about Jose's life in a village.

This question was challenging as only a minority of students managed to score 4 or 5 marks. The most correct answer was (b) as many recognise the people of the village being hospitable. In (a), a good number of students recognised air pollution as one of the aspects Jose enjoys the most but some just mentioned traffic or pollution and lost out on marks due to not giving the full answer.

Some students in (c) many referred to shops or businesses as one of the things the village needs not many students understood the word cash points. Performance in (d) was the least successful and students missed parades or religious celebrations in the streets as the right answers and came up with random answers related to how they celebrate Easter.

Question 8

Students were asked to complete 6 sentences divided in two part with an answer from a given list of four about a family adventure travelling around the world.

In part a, the most correct answer was (ii) but many students struggle with (iii) and completely missed the book sold well.

In part b, the most correct answer was (ii) as the majority recognise the adjective enjoyable as the correct answer. Students did not perform well in (iii) as they did not make the link between "encontrarse bien" and "health issues".

Question 9

Students were asked to respond to seven questions in English divided in two parts about Green schools.

In part (a), the most correct answer was probably (iii) as a good number of students recognised that older students teach the younger ones the principles of the school. In (ii) many students achieved at least one mark but others struggle to move from (i) to (ii) when they heard “por ejemplo” in the audio and did not manage to score a mark for a valid answer in (ii) that they provided in (i). (iv) proved to be challenging and although many recognised the word patio, they did not manage to understand the whole idea of rebuilding it to make it greener. Some others played it by ear.

In part (b), students performed quite well in (i) and (ii) but (iii) proved to be quite challenging and many missed the online side of it.

Question 10

Students were asked to identify the 2 right statements from a given list of 5 in two parts on the topic of volunteering.

Students performed slightly better in part (a) than in (b). The majority of students scored 1 out of the 2 marks available in both parts.

Summary and advice to centres

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

Section A

Qs 1 and 2. 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 Q1 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 Q2, 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.

Section B

Qs, 3, 4, 5, 8, 10 These questions tested students' understanding of key vocabulary items listed in the specification for Higher level. Students should be aware that these are the items that will be tested.

Tips

- The question title, e.g. 'A big family' 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. The statements will give students an idea of what they are going to be listening to.
- 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 4 = 3 marks)*

Qs 6, 7, 9. 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 Q7 (c) What does Jose say the village needs? A noun is required for this question.
- Advise students to also check the number of marks available for each question.
- Short answers only are required. Too much information given can sometimes negate the given response.