Examiners' Report
Principal Examiner Feedback

Summer 2022

Pearson Edexcel GCSE

In Spanish (1SP0)

Paper 4F: Writing in Spanish

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General overview

GCSE Spanish Writing is assessed by an examination at the end of the course of study. Questions are set in everyday contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and sub-topics. The five themes are: Identity and culture, Local area, holiday and travel, School, Future aspirations – study and work, and International and global dimension.

The assessment tasks feature general content that is familiar and accessible to all candidates. Candidates are required to produce responses of varying lengths and types to express facts, ideas and opinions in Spanish. The length of each response required and complexity of language increases across the paper.

Recommended word counts are specified for each question. Candidates will not be penalised for writing more or fewer words than recommended in the word count nor for going beyond the mandatory bullet points. All questions are marked against the assessment criteria as published in the current specification. The instructions to candidates are all in Spanish. In 2022, the question titles were in English. The use of dictionaries is not permitted.

The examination for paper 4F is 1 hour and 10 minutes in length and it carries 60 marks. The examination paper consists of three open response questions and one translation from English into Spanish. Candidates are required to answer all questions, choosing between the options in Q02 and Q03.

Q01 assesses candidates on their ability to describe and to express opinions.

Q02 assesses candidates on their ability to note down key points and convey information. This question is set in a formal context. In 2022, the question had two options, from which candidates had to select one.

Q03 has two options, from which candidates must select one. This question assesses candidates on their ability to convey information, narrate, express opinions, interest, and convince the reader about certain points. The question is set in an informal context. Q03 is common to the Higher tier examination where it appears as Q01.

Q04 is the translation question. Candidates are required to translate five sentences from English to Spanish. The sentences are ordered by an increasing level of difficulty.

Question 1 - Camping

Candidates were required to write between 20 and 30 words in Spanish describing a photograph and giving an opinion about going camping. Many candidates were able to give information about both of the required elements. Common elements which were included in the description were related to how many people there were and what they were wearing. There was often good use of the present continuous tense with ideas expressed such as *están sonriendo, están comiendo*. It was encouraging to see so many candidates giving a justification for their opinion about camping. Unfortunately, where candidates confused the words *camping* and *campo*, they were unable to be rewarded for covering the second of the two elements.

1   Describe la foto **y** da tu opinión sobre ir de camping.

Escribe aproximadamente 20–30 palabras **en español**.

27

En la goto hay cuatro personas,
uno niño y tres niñas. Hay camping
y hace calor.
En mi opinion, me gusta ir de
camping porque es divertido.

CC: 6, LKA: 6

En la foto se puede ver cuatro personas. Estan
cocineran. Estan en la fuera. Paracen contento.
hace buen tiempo. En mi opinion un campo es
muy divertida.

CC: 4, LKA: 4

Question 2a - Volunteering

Candidates were required to write an email of between 40 and 50 words in Spanish about wanting to do voluntary work. The four bullet points asked about personal details, languages spoken, where they want to work and a job they want to do in the future.

Many candidates could successfully give some personal details. Sometimes there was ambiguity when candidates wrote about the languages they speak when they used the verb provided in the stimulus, *hablas*, and failed to manipulate this correctly to the first person singular. The third bullet point was quite often missed out of the responses, possibly due to not understanding the meaning of *dónde.* Candidates who successfully communicated the fourth bullet point using a future time frame often used *me gustaría* to express information about a job they are going to do in the future.

Escribe aproximadamente 40–50 palabras **en español.**

Estimados/as señores/as:

Hola, me llamo Wren. Vivo en Londres y soy creativo. Hablo español y ingles porque es interesante y util. Me gustaría trabajo _{voluntaria} en la ciudad ya que esta es divertido. Tambien quiero trabajo en el equipo porque soy trabajadora ! En el Futuro, me gustaría ser la balarina porque me encanta bailar es muy divertido.

CC: 8, LKA: 8

Question 2b – Studying in Spain

Candidates were required to write a letter of between 40 and 50 words in Spanish about wanting to study in Spain. The four bullet points asked about their school in England, their favourite subjects, when they want to start and an activity they want to do at the weekends.

Most candidates could successfully give some personal details about their school and favourite subjects. These responses were often very well developed with a number of ideas expressed. The third bullet point was quite often missed out of the responses, possibly due to not understanding the meaning of *cuándo.* Candidates who successfully communicated the fourth bullet point using a future time frame often used *me gustaría* to express information about an activity they are going to do at the weekends. Sometimes candidates failed to communicate the future time frame effectively and wrote about what they generally do at the weekend.

Estimada señora:

mi colegio en Inglaterra es ~~muchos~~ muchos difficúl y divertido. Prefieres estudiar en España porque es el sol.

En los fines de semana una actividad es en el piscina y gimnasia. ~~porque es~~ en el centro deportes ~~mi y mi a~~ Mi amigos y mi juego al fútbol en el ~~semana~~ semana

CC: 3, LKA: 3

Question 3a – Where you live

Candidates were required to write a letter to a friend of between 80 and 90 words in Spanish about where they live. The four bullet points asked about what their town is like, what they did last week, their opinion about public transport and where they will live in the future.

The most successful of the bullet points was the third, where most candidates were able to express a convincing opinion about public transport, quite often with some extension and development. Many candidates were able to give details relating to what their town is like. Being able to express a future idea in response to the fourth bullet point was more common than being able to write about events in the past. This is where ambiguity was seen the most often and where errors were more likely. In question 3, in order to be able to be awarded a mark in the top mark band for Communication and content, there has to be successful coverage of all four bullet points. For a mark in the top mark band for Linguistic knowledge and accuracy, the response must be generally accurate with successful references to present, past and future events.

Escribe aproximadamente 80–90 palabras **en español**.

(20)

Hola carmen y en
mi ciudad es divertido
porque tan visitar la
museo, playa, parque. y
los resurantar es muy
bueno porque es delicious
y fenomenal. y los
personas en Me ciudad
y es simpáticas, guay,
en la playa hay un
fenomenal view y con tu
vistar la playa son
famila, amigos y en
la parque es un Fútbol
pitch. la semana pasada
me visitar la museo y
es guay. En mi

opinión la público transporte es guay porque es rapido en la trian o en la auto car oso la traffico es malo en y en un auto bus es no rapido.

Question 3b – School trips

Candidates were required to write an email to a friend of between 80 and 90 words in Spanish about school trips. The four bullet points asked about the trips their school organises, a trip they did in the past, their opinion about visiting museums and where they will go in the future. This question was a less popular choice than question 3a.

As with Q03a, the most successful of the bullet points was the third, where most candidates were able to express a convincing opinion about visiting museums, quite often with some extension and development. Being able to express a future idea in response to the fourth bullet point was more common than being able to write about events in the past successfully. Writing in response to the second bullet point was where ambiguity was seen the most often and where errors were more likely.

Escribe aproximadamente 80–90 palabras **en español**.

(20)

¡Hola pablo! Me colegio en inglaterra es muy bueno. Mi colegio es organiza ir a la playa en pines de Semana porque es historieta crea que es historica pero es emociante porque vamos con amigos. El clima es muy fantastico. ¡Hace Sol! Sin embargo, ayer vamos ver ead la museos con colegio. Me guster museos porque es interesante un poco. Era bueno porque es museos es muy grande. En museos es no dinero y la cocina es muy delicoso. Normalmente, me gusta museos porque en mi opinion, estar abburndo. En la futuro, me gustaria visitar mexico porque estaria muy usil a mi studio a historica. ¡La cocina es muy muy fantastico y delicoso!

¿Como esta?

CC: 5, LKA: 4

Question 4 – My friends

Candidates were required to translate 5 sentences which increased in difficulty on the topic of friends. Errors may be made which do not hinder clarity and full marks can still be awarded.

There were a lot of successful answers given to sentence (a), with many candidates able to write *tengo muchos amigos*. In sentence (b), *siempre*, or a suitable synonym, was not always widely known, but *juego al fútbol con Roberto* generally was. Sometimes *juego* was not always spelled correctly. In sentence (c), *divertido* was widely known, but candidates sometimes struggled to convey the word "nice". "Very" was often communicated incorrectly as *mucho*. In (d) "we watch" caused problems at times with candidates often failing to communicate this idea well enough for full marks. In (e), many candidates could communicate *fuimos*, but were unable to fully communicate the sentence due to not knowing *cerca de*. A surprising number of candidates also communicated "last week" as *el fin de semana pasado.*

My friends

4 Traduce las frases siguientes **al español**:

(a) I have many friends. (2)

yo grandé amigos

(b) I always play football with Roberto. (2)

(c) He is funny and very nice. (2)

✓ estar es filiz y simpaticas

(d) On Saturdays we watch films at my house. (3)

la vosotras .

(e) Last week we went to the cinema near the sports centre. (3)

las semana pasado vosotros visitar la cine

3 (1/0/1/0/1)

My friends

4 Traduce las frases siguientes **al español:**

(a) I have many friends.

(2)

Tengo muchas amigas.

(b) I always play football with Roberto.

(2)

Siempre jugar al fútbol con Roberto

(c) He is funny and very nice.

(2)

Ellé es divertido y muy simpático

(d) On Saturdays we watch films at my house.

(3)

El sabadas viamos películas en mi casa

(e) Last week we went to the cinema near the sports centre.

(3)

La semana pasado fuimos al cine cerca
de polideportivo.

10 (2/1/2/2/3)

Summary

Based on their performance on this paper, candidates are offered the following advice:

• Read every question on the exam paper before you begin to write your answers.

• Look very carefully at the whole question, including the rubric, to make sure that you fully understand what you are being asked to do.

• Look for key words, such as the tense of the verbs and time indicators, in the bullet points. These will help you to answer each of the bullet points correctly.

• Use vocabulary and language structures that you have learned which are related to the topic you are writing about.

• Use language which you know and do not try to use language that you are not confident using.

• Answer each of the bullet points in order using a new paragraph for each one. This will help you to organise your thoughts and will ensure that you do not forget to address a bullet point.

• Avoid leaving gaps in a sentence or writing an English word. It is better to try to think of an alternative way of expressing your ideas in Spanish.

• Leave enough time to check your work carefully at the end of the exam.

• In the translation, check that you have communicated the exact meaning of the sentences and have not missed out any key words.