Examiners' Report/
Principal Examiner Feedback

Summer 2016

Pearson Edexcel GCSE
in Spanish (5SP01/1F)
Paper 1F: Listening and Understanding
in Spanish

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GCSE Spanish
Unit 1F: Listening and Understanding in Spanish
Examiner Report

General Comments

Candidate performance across the paper in general this year was excellent and showed a marked improvement compared to 2015. Many candidates were fully able to answer all the questions. Candidates were able to deal with the different task types, although the open ended question which required candidates to answer in English proved to be challenging for weaker students who, in some cases, did not attempt to answer.

Question 1

This question which targeted Grade G required the recognition of single lexical items with regards to favourite food. Practically all students identified the correct answers apart from a very small minority who failed to recognise *el pollo* in (ii) and perhaps surprisingly *los huevos* in (iv).

Question 2

Question 2 was a multiple choice task and targeted Grade F. Students were required to listen to Javier talking about his part time job. It was accessible to the majority of candidates although in (i) 18% did not know *siempe trabajo los jueves* and in (ii) just under half failed to understand *empiezo a las siete menos cuarto*. It was pleasing to see that 96% of the candidates scored correctly in (iv). Candidates must be familiar with the core vocabulary in order to achieve maximum marks on this question as indeed with all the questions on the Foundation paper apart from the crossover questions.

Question 3/Higher Question 2 (crossover question)

This question targeted Grade D and candidates had to listen to short statements about leisure and choose the correct answers from a list of options. The question was intended to discriminate and did so as Higher Level candidates performed better than weaker candidates who found it more challenging. At Foundation Level the problems arose in (i) *toco la flauta en la orquesta* and in (iv) *de vez en cuando voy al extranjero con mis primos*.

Question 4/Higher Question 1 (crossover question)

This question targeted Grade C and required candidates to listen to three friends talking about a healthy lifestyle. At Higher Level candidates in general achieved the maximum 4 marks whereas at Foundation Level a high proportion of candidates scored 2 marks. Problems arose due to the misunderstanding of *suelo comer sanamente, haría ejercicio, evito la comida que contiene demasiada sal*.

Question 5

Candidates were required to listen to some friends talking about their town and the question targeted Grade E. On the whole the question was answered quite well although *me gusta mucho ir de compras al centro comercial* in (ii) and *lo mejor es que hay restaurants animados* in (iv) proved to be difficult for the weaker candidates.

Question 6

Question 6 targeted Grade F and candidates had to listen to some teenagers talking about items bought in the market. In (i) weaker candidates failed to understand *necesito medio kilo de judías verdes* and in (iii) about a third failed to understand *voy a comprar un bolso para mi madre.*In (iv) about a third failed to score due to lack of understanding *quiero cuatro manzanas grandes*.

Question 7/Higher Question 6 (crossover question)

This question targeted Grade C and the task type required candidates to listen to Pastora talking about her holiday. The question was a good discriminator as the performance of Higher Level candidates far surpassed that of the weaker candidates. Almost all Higher Level candidates scored 3 to 4 marks whereas at Foundation Level candidates tended to score 2 marks. Miscomprehension of *creo que los edificos antiguos son una maravilla*, *no necesitamos llevar sudadera*, mi cuarto daba a la *carretera* and *siempre había demasiada gente* meant that many Foundation candidates were not able to score the marks.

Question 8/ Higher Question 5 (crossover question)

Question 8 was aimed at Grade D. Candidates were required to listen to Ramiro talking about the hotel he stayed in and choose the correct answer from the options available. The question was accessible to all candidates in general but whereas most Higher Level *candidates* scored the maximum 4 marks roughly half of Foundation Level candidates achieved 2 marks for the question. Problems arose due to failure to understand *estaba al lado del mar, me ayudaban a elegir los platos más ricos and podía controlar el calor sin problema.*

Question 9

Question was a multiple choice task type which targeted Grade G. Candidates were required to listen to some young people talking about places at school. While many candidates scored the maximum 4 marks weaker candidates failed to understand somewhat surprisingly *estudio biología* and link it to the laboratory. Equally in (iii) *toco la guitarra* and in (iv) *necesito un bocadillo*, proved difficult for some.

Question 10

Question 10 targeting Grade E required candidates to listen to Sofía talking about her sister and then answer the questions in English. Yet again this year it was pleasing to note that candidates heeded the rubric as few answers in Spanish appeared. In (a) misunderstanding led to incorrect answers such as: the ninth of June, July, the first of February, the eleventh of January. In (b) whilst almost three quarters wrote the correct answer failure to understand produced incorrect answers such as: 21, 16, 14, 28 and 8. In (c) candidates who did not understand produced answers such as: shopping, a party, going to the cinema, going out. Although 79% of candidates achieved the mark in (d), incorrect answers included a coach, a watch, a toy, jewellery and a mobile.

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