

Examiners' Report/ Principal Examiner Feedback

June 2011

International GCSE Spanish
(4SP0) Paper 1

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General comments

The 2011 paper proved to be accessible to all candidates and clearly tested their knowledge and understanding of spoken Spanish. In spite of being a new examination for the majority of candidates, previously this examination was predominantly taken by overseas candidates, most candidates demonstrated clearly that they had understood the rubrics and were familiar with the format of the examination. It was also evident that they had been well prepared and had practiced well in preparation for the examination.

All questions set were answered as predicted and in particular, in the final section, questions 11 - 16 which targeted grade A - A* only the highest performing candidates demonstrated a full and clear understanding of the more extended extracts of language heard.

One centre expressed their concerns that the incorporated pre pauses which were included for the first time in the recording were too short and that as a consequence, candidates did not have enough time to process the information heard and to write their answers down. This was considered by the team at grade awards in deciding the boundaries. No candidates have been penalised as a consequence to this change. Any possible amendments to current practice will be notified to centres well in advance of next summer.

Section A

Question 1 to 5

This question was generally well answered by all candidates.

Question 6

Candidates were generally more successful in answering sections Q6 (a) and Q6 (b).

In Q6 (c) the spelling of the words *francés* and *alemán* proved to be problematic. However all recognisable spellings of these words were credited with a mark except where candidates wrote their answers in French.

In Q6 (d) some candidates misheard the word *enero* and substituted this with *dinero* which was clearly wrong.

Question 7

Most candidates responded well to this question but there was some evidence of guesswork with some candidates simply 'filling in' the available letters at random. Most frequently wrong responses were 7(i) *dormir bien* and 7 (iv) *andar*.

Section B

Part 1

Question 8

This was well attempted by most candidates with the greater majority scoring the one point available for this question.

Question 9

Some candidates failing to recognise the word *fecha* were unsuccessful in scoring a mark for this question.

Question 10

A number of candidates missed the link between *quince días* and *dos semanas* and were therefore unsuccessful.

Part 2

Question 11

Better candidates were able to work out the correct answers with most achieving at least 1 out of the 2 points available.

This question discriminated well between lower and higher achieving candidates.

Question 12

Most candidates attempted this question well and scored on average at least 1 of the 2 points available.

Question 13

All but the best candidates found this question challenging. Higher achievers were able to work out the answers correctly. *Cenar* and *fuegos artificiales* were well recognised. However *desfiles* confused some. Whilst near wrong spellings were accepted, answers given for example, as *des filles* or *des fils* were considered to be too far from correct to be accepted. There was in answers given to this question some evidence where candidates simply applied their general knowledge of festivals in answers given rather than responding to the information they had heard.

Question 14

This question discriminated well between candidates. Most frequently marks were lost where candidates failing to interpret the correct answer: *reservar un hotel*, simply offered answers such as *quedarse en un hotel*, *alojarse en un hotel* or just the word *hotel*. More is expected from candidates at this level.

Question 15

This question proved to be a good discriminator which challenged candidates suitably. Only the very high end of the entry cohort as anticipated scored the full marks available. Typical borderline A/A* candidates scored around 3/ 4 of the 6 marks available for this question.

15 (a) Most candidates identified *libros* but failed to recognize *banda ancha* and thought that *accesible* alone would score a mark, but this answer was considered too vague.

15 (b) This section of the question proved problematic to many candidates. There was some evidence of guesswork and in particular where candidates imposed their own general knowledge about methods of communication rather than referring to what they had heard.

15 (c) This section of the question was more successfully answered. However candidates sometimes correctly noted *trabajar en casa* as an answer but failed to provide the required second piece of information *las oficinas estaban llenas* or *la gente trabajaba en las oficinas*.

Conclusion

Overall outcomes in the examination of this unit were very pleasing. Where there are any questions or concerns, centres are advised to refer the main GCSE Spanish webpage at www.edexcel.com. Additional details and support specific to Spanish are available in the international GCSE Spanish section, International GCSE from 2009. In particular, the teacher support section contains a wealth of useful information.

A small number of queries were received about the duration of the recording. Edexcel will be offering guidance for this on the front cover of the examination paper and on the recording to provide more clarity.

Grade Boundaries

The modern foreign languages specifications share a common design, but the assessments in different languages are not identical. Grade boundaries at unit level reflect these differences in assessments, ensuring that candidate outcomes across these specifications are comparable at specification level.

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>

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