

Examiners' Report

Principle Examiner Feedback

Summer 2019

Pearson Edexcel International GCSE
in Spanish (4SP1) Paper 02

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Introduction

This summer was the first series of the reformed iGCSE examination. Although there are many similarities between the new paper and the old, the new paper differs from the previous specification in a number of significant ways.

The equivalent paper on the old specification opened with questions based on pictures. The two opening questions now provide a higher level of challenge and are based on medium length texts with a complete-the-sentence format. Q03 is similar in format to its predecessor, being a who-said-what format, but Q04 is a new question style: a note-taking exercise. Q05 will look familiar, as it is a long reading passage with questions and answers in Spanish, of the same style as the long reading question of the previous specification. One difference here, though, is that one of the texts will be from a literary work. Prior knowledge of the text is not needed and the questions will test comprehension in the way they would with any other style of text.

The two writing questions now appear together in Section B of the paper (they were not consecutive in the old specification). Q06 is a short writing task where candidates have to include 4 stimulus words. This is an important difference to Q03(b) from the previous specification, where the 4 words were simply suggestions. Although during the marking of this first series it was rare to find a candidate who had not included the words, some did not use all 4 or changed them from their printed form. Centres are strongly advised to ensure that candidates are trained to use **all** of the words and to include them **verbatim**. The challenge of the task lies in the candidate's ability to use the word "profesores", for example, rather than "profesor". Candidates who do not use the words verbatim are unlikely to achieve full marks for Communication and Content. Attention should also be paid to the title of the Q06 task, rather than just to the stimulus words, as examiners want to read about the topic prescribed. This year, that was the pressures of school, rather than just a description of school. Candidates who do not, at least partially, address the topic, will not score top marks for Communication and Content.

Q07 is the same format as the long writing question of the old specification. There are three choices of essay, each requiring a different style of writing (eg a blog, an email, an article) with four bullet points. The bullet points will encourage the use of a variety of tenses and an opinion. Candidates often strive to simulate the format of an article or a blog in the way it is laid out on the page. While examiners enjoy these essays, there is no penalty for simply writing a text that displays no such formatting.

A new feature of the remodelled iGCSE paper 2 is the grammar exercise in Q08. Candidates are given a text with ten gaps and a word (eg an infinitive or an adjective) that must be manipulated to fit correctly into each gap. One point is awarded for a word correctly modified. Subject-verb agreement, two verb combinations, tenses and adjective agreement are all tested. The rubric reminds candidates that there may be words that do not need to be changed at all (eg where an infinitive is grammatically correct, or a masculine singular adjective form is required). There are grammatical items of different levels of complexity, so that the exercise is accessible to candidates of all abilities, but there is scope here for the most able to be stretched.

Question 1

In this series, Q01 was a text about pocket money, where candidates had to select the correct sentence ending from a choice of 4.

Question 2

Q02 was about e-books and candidates had to complete sentences summarising the text, by selecting from a bank of words. Candidates needed to consider not just meaning, but also grammar in order to make their selection. For example, when completing the sentence: "Bajar un libro es...", a candidate might consider that "cheap" or "expensive" might be logical possibilities, but the words "baratos" and "caros" from the word bank could be ruled out as grammatically incompatible.

Question 3

Q03 was based on testimonies by three teachers from eco-friendly schools. Candidates had to indicate which of the three had made each of the 7 statements. The instructions inform the candidates that some statements may refer to more than one person or to none of them. Candidates have to place 8 crosses in the appropriate boxes. Most candidates followed this instruction, although there were some who gave more than or fewer than 8. Where more than 8 are offered, only the first 8 are considered.

Question 4

Q04 was from the Every-day life, Traditions and Communities sub-topic and concerned a mother and her small daughter's unexpectedly positive encounter with a teenage skateboarder. Ten items of information from the text are required in note form. These may be numbers, individual words or short phrases. Q04(a) and Q04(g) proved to be the easiest, with most candidates scoring here. The word "Edad" appeared to cause problems for Q04(b), as many responses did not include a number. There were 2 marks on offer in Q04(c), but many candidates gave two versions of the same material and therefore only scored 1 mark. "Cogió de la mano" and "ayudó a levantarse" were the same idea. For a second mark, candidates needed to mention that the teenage boy taught the girl to skateboard.

Some answers could be given successfully using words from the text, but often these 'lifts' were not properly targeted or were ambiguous. Whilst for the mother's feelings as she arrived, in Q04(d), "se enfadé" was accepted (as this is not specifically a grammar exercise and the addition of the 'se' makes the 3rd person intention clear), "enfadé" or "me enfadé" could not be credited. Similarly, in Q04(e), "ignorando las risas" was not rewardable, but "las risas" was. In Q04(g), examiners saw several examples of "graciosa" being incorrectly used to convey the sense of being thankful. There were many successful modifications of "mi hija" to "su hija"; candidates who left "mi hija" in the answer did not score.

Where there are 2 marks on offer, candidates need to give two clear ideas. Many candidates gave essentially two versions of the same piece of information in Q04(c) and so could only gain 1 mark.

(c) Ayuda ofrecida: ...enseñándole patinar..... y

ayudar a levantar la niña cuando cae.

(2)



This candidate has mentioned the 2 distinct ideas of teaching and helping up.

(c) Ayuda ofrecida: la cogió de la mano y

la ayudó a levantarse cuando se cayó.

(2)



This candidate gave the same idea in two ways (took her by the hand/ helped her to get up). Only 1 mark was scored for (c).



Always check that you have given 2 distinct ideas where there are 2 marks to be gained.

Question 5

Q05 was a literary text taken from Laura Esquivel's novel *Como agua para chocolate*. Previous knowledge of the text was not necessary. A common error seen in Q05(a) was the lift "la recuperación de la madre" without anything along the lines of "esperaron la recuperación...". The answers for Q05(b) and Q05(c) were sometimes mixed up. Many candidates managed to extract the idea that such banquets are old fashioned and that they are a lot of work in Q05(b) and that the wedding was significant for Tita, in Q05(c). There were a number of possible answers to Q05(d) and where a candidate had gained few marks on this question as a whole, this was generally where those marks were earned. One common error was to use the fragment "manos muerto de cansancio".

In Q05(e), the idea of the clothes being "impecables" was sometimes missed and insufficient language skills sometimes left the answer appearing to say that John was on the chair with the clothes. A second mark was given for "será parte de la familia de Tita", but the first person lift "seré" could only be credited where it was preceded by something like "pensó". In Q05(f), many candidates missed the essential idea that the ink and paper were high quality and that each invitation had taken one whole afternoon to make. "obra de arte" was a common, incorrect answer.

Some candidates copy long chunks of text, leaving the examiner to pick out the answer from among large amounts of untargeted material. This is unlikely to be a successful strategy.

(a) ¿Por qué se había retrasado la fecha de la boda?

(1)

ya habían invitado a la boda 80 parientes y amigos, pero, esperando la recuperación de la madre de la novia.

(b) ¿Por qué es sorprendente que se sirvan 20 platos en la boda? Da dos ideas.

(2)

Tita quería dar un banquete del tipo que estaba pasado de moda, con 20 platos. Esta boda, bien valía el sacrificio, pues tenía un significado muy especial para ella. También para John.

(c) ¿Por qué valía la pena preparar un banquete tan complicado?

(1)

él estaba tan feliz que había sido uno de sus

más entusiastas colaboradores en la preparación de

banquete. Justamente, él fue uno de los últimos en retirarse a descansar.

(d) ¿Cómo se sabe que John trabajó mucho en la preparación de la comida? Da dos ideas.

(2)

John se limpiaba las manos muerto de cansancio.

le dolían los dedos de tanto pelar verduras.

Miró el traje reposaba sobre una silla con

los zapatos, la corbata y la camisa impecables sintiéndose satisfecho, se dio a pensar.

(e) ¿Qué le dio a John tanta satisfacción? Da dos ideas.

(2)

~~John~~ A mediodía de día siguiente, se

reconía las imitaciones de personas que

llegaban. Se trataba de imitaciones

bellísimas.

• John se limpiaba las manos muerto de cansancio

• le dolían los dedos de tanto pelar verduras



This candidate has written overly long answers to every question. The responses are mainly direct lifts from the text. This can be successful, but only where the information given is directly relevant to the question. The first section of the answer for (b) is correct for 1 mark. The answer to (d) is acceptable for 2 marks, but the other answers are completely untargeted and so do not score. In (a), the correct information about awaiting the mother's recovery is given, but only after other irrelevant material, so it does not score.

(a) ¿Por qué se había retrasado la fecha de la boda?

(1)

Porque la madre de la novia estaba enferma - necesitaba recuperarse.

(b) ¿Por qué es sorprendente que se sirvan 20 platos en la boda? Da **dos** ideas.

(2)

- Estaba pasado de moda

(→ tenía un significado especial para Tita y para John)

- Representaba un trabajo inmenso.

(c) ¿Por qué valía la pena preparar un banquete tan complicado?

(1)

Porque tenía un significado especial para Tita y para John.

(d) ¿Cómo se sabe que John trabajó mucho en la preparación de la comida?

Da **dos** ideas.

(2)

- Estaba muerto de cansancio

- Le dolían los dedos de tanto pelar verduras

(e) ¿Qué le dio a John tanta satisfacción? Da **dos** ideas.

(2)

- Por fin sería parte de la familia de Tita

- Su traje lucía impecable



This candidate has written very brief answers, but the information is focussed and clear, leading to a high score.

Response for (a) gained 1 mark and (e) 2 marks.



Do not copy long sections of the original text as it is unlikely that you will score many marks.

Question 6

The short writing task in Q06 was about the pressures of school. The 4 stimulus words were generally included, although "obligatorio" was sometimes missed out or used inappropriately, for example as a noun. Some candidates decided to change "año próximo" into "el año que viene". Candidates are unlikely to score full marks for Content and Communication if they do not use the 4 words or phrases verbatim. Some candidates overlooked the title and wrote a description of their school. Although it was not necessary for every word to focus on pressures, there needed to be some mention of pressure (eg that there is too much homework), for maximum marks for Communication and Content to be awarded.

In terms of language, there were many candidates who far surpassed the level of complexity and accuracy expected here. The most common language errors were with verb and adjectival agreements, for example: *los profesores es, me gustaría voy, el año próximo fui*.

This task is targeted at level 4, so a majority were able to score full marks. Many candidates wrote much more than was necessary; it is possible to earn full marks by writing the suggested 60–75 words.

6

deberes

profesores

obligatorio

año próximo

Escribe entre 60 y 75 palabras **en español** sobre "Las presiones del colegio".
Debes utilizar todas las palabras mencionadas arriba.

(10)

En mi colegio no hay muchas presiones. Es verdad que tenemos bastante deberes y a veces los profesores son antipáticos pero en general es muy relajado. Es obligatorio a llevar el uniforme pero ~~no~~ es muy cómodo y el mayor parte de los alumnos creen que es un buen idea. En el año próximo voy a tener menos clases y van a ser muy interesantes.



This candidate has not written a flawless essay and it is short (64 words), yet even so, this candidate scored full marks.



The more you write, the more errors creep in, so it is a good idea just to write what is required.

Pre-prepared essays will rarely generate a high mark in this question, as they are unlikely to fulfil the brief given in the title.

6

deberes

profesores

obligatorio

año próximo

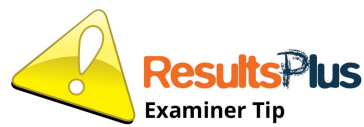
Escribe entre 60 y 75 palabras **en español** sobre "Las presiones del colegio".
Debes utilizar todas las palabras mencionadas arriba.

(10)

mi colegio es muy grande, un bastante grande piscina, un comedor, un biblioteca, y ~~muchas cosas~~ un laboratorio. Mi profesores ~~son~~ enseñan muy buenos y simpáticos y trabajador. Mi deberes es las matemáticas, ~~la~~ ~~el~~ el dibujo, la música, y mucho idiomas, como por ejemplo, el ~~es~~ español, el inglés y el grec. Llevamos un ~~uniforme~~ ^{un} pantalones azules, un camiseta blanca, un chaqueta negra, un corbata azul y unos zapatos negros. Mi ~~instituto~~ instituto no permité llevar piercings y jugar el móvil en la clase. Mi colegio es muy bueno pero a veces aburrido.



In this essay, the candidate has largely ignored the idea of writing about the pressures of school. The material given sounds mostly pre-learned and the only reference to pressures is the sentence about homework. A mid-range mark was given for Communication and Content; this response scored 6 marks.



You do not need to write more than the suggested word count (60-75) in order to score full marks.

Question 7 (a)

The longer writing tasks in Q07 produced an array of excellent and interesting essays. Q07(a), the most popular of the three options, was an email about home. The bullet points instructed candidates to describe their bedroom, to say what they did at home yesterday with their family, to say what they did not like about their home and to describe where they will live in the future. This task was completed well, although some candidates wrote pre-prepared essays describing their home, rather than their bedroom. Where such a description was used as a preamble to a description of the bedroom, marks were awarded. The bullet point about what was not liked, was the least well addressed, although a significant number of candidates used this bullet point to complain about them not having a swimming pool!

Plan:

1) Dormitorio - grande
- Cama cómoda
- moderno
- mesa - cuadernos
| portatil
pequeña

2) Ayer - Cenar - ver una película
- Cocinar
- Fregar los platos

3) No me gusta - ~~el~~ el área - tráfico
mucho polución mucha gente
- no hay jardín

4) Londres - Estudiar - Hermana
- Pero es caro - muy tráfico
- Universidad - economía
seré hombre de negocios

Querido amigo,
¡Gracias por escribirme! Voy a responder a tu pregunta sobre donde vivo. ¡Mi familia también ha comprado una nueva casa recientemente! Me chifla mi dormitorio nuevo, hay una cama muy cómoda, es bastante moderna. También hay un armario grande, pero no me gusta la mesa porque es muy pequeña, en mi casa vieja tenía una ^{mesa} ~~mesa~~ mas grande.
Ayer cociné y cené con mis padres, fue muy divertido. Lo malo es que ellos me dijeron que necesité fregar los platos, fue un rollo. Lo que no me gusta de mi casa es el area. Hay mucho ruido en el area y es muy sucio. Además, estoy ~~harto~~ ^{harto} de el trafico ~~cerca~~ cerca de mi casa. Me gustaría vivir en un ~~lugar~~ ^{lugar} mas tranquilo.
Viviré en Londres porque quiero estudiar allí. Cuando sea mayor, me gustaría ser hombre de negocios as: que estudiaré la economia. También mi hermana vive en Londres, tengo ganas de vivir con ella.
¿Tu donde vivirás en el futuro?
~~Abrazos,~~ Abrazos,
Andrei.

165 palabras



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Examiner Comments

This is an example of a script which gained 20 marks.

Question 7 (b)

Q07(b) was the least popular option, answered by a relatively small number of candidates. It was based on the sub-topic of role models. Strong candidates did very well here, while weaker candidates struggled, particularly with the final bullet point about what they will do to be a good role model. The word “harás” seemed to be hard to understand.

Question 7 (c)

Q07(c) was a popular choice and was about plans for the future. It needed to contain information about a job you would like, work experience, your opinion on whether university is necessary and what you will do to achieve your ambitions. The past tense needed for the second bullet point seemed to provide a lot of challenge and the word “lograr” in the final point seemed unfamiliar. Many candidates simply wrote about what they will do in the future, instead of focussing on how they will go about achieving their ambitions. These responses were given some credit as being partially successful. Ambitions were not confined to work, as many candidates wrote about needing to earn money in order to be able to travel, for example.

Cuando sea mayor es mi ambición ser médico. Me gustaría ser médico porque es un trabajo muy emocionante y variado también soy trabajador. Sin embargo es un trabajo muy difícil y las horas de trabajo son muy largas ~~pero~~ ~~seré~~ y seré cansado a ~~se~~ veces. Hace un año trabajaba en una casa de ancianos y que aprendí mucho sobre la vida ~~pero~~ pero muchas ancianas ~~mueren~~ murieron y era muy triste. Ahora hay muchos exámenes y no tengo tiempo ~~para~~ ^{para} trabajar. En el verano trabajaré ~~mas~~ más y me gustaría trabajar con los niños de mi barrio. Supongo que no es necesario ir a la universidad ~~por~~ ya que hay muchas oportunidades por trabajo ^{no} que necesitan universidad, muchas jefes famosas. Nunca fueron a la universidad pero a ~~mi madre~~ ~~creen~~ que mis padres creen que es esencial ir a la universidad, ~~ser~~ ser éxito. ~~Si fuera mas rico~~ ~~seré~~. En el futuro iré a la universidad porque ~~sueño con~~ ~~ser~~ sueño con ser médico pero si fuera más rico tomaría un año sabático y viajaría con ~~una~~ mochila por el mundo. el el verano haré más

practicus porque es muy importante conocer el trabajo pero ahora estoy estudiando porque creo que es muy importante sacar buenas notas en los exámenes en el futuro estudiaré mas ~~en~~ para el proximo exámenes.



ResultsPlus
Examiner Comments

This is an example of a script which gained 20 marks.

Question 8

The grammar test in Q08 was based on a text about voluntary work. Candidates had to decide whether and how to change a word given in a sentence with a gap. Candidates had to tackle a range of tenses and adjective agreements and this question seemed to provide a significant challenge. The words most commonly rendered correctly were (a) "desfavorecidas" and (d) "venezolana". Fewer correct answers were seen for (i) "primer" and (h) "nos preocupamos".

Paper Summary

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

- When using words from the text, ensure that the response you offer follows logically as an answer to the question asked.
- Use grammar rules to narrow down your choices in Q03.
- Use all 4 stimulus words exactly as they are printed in Q06.
- Avoid writing excessively lengthy answers to Q06.
- Practise verb conjugations and adjective agreements in order to help with Q08.

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