



Examiners' Report

Principal Examiner Feedback

Summer 2022

Pearson Edexcel International GCSE

in Spanish (4SP1/01)

Unit 1: Listening

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General comments

4SP1 01 is assessed by means of a 30- minutes examination plus 5 minutes reading time. During this time, candidates are assessed on their understanding of spoken Spanish across a range of different types of texts.

The assessment consists of 7 questions and is out of 40 marks. Questions 3 and 7 seek responses in Spanish.

Recorded texts maybe in the form of short statements, monologues, and dialogues. The topics of the listening texts are taken from a range of different situations from both everyday life and academic contexts with which students will be familiar. The examination begins with shorter statements, which build into short paragraphs and longer conversations.

The assessment is linear, and all rubrics are in Spanish. Multiple choice questions have four options.

It is positive to be able to report that most candidates demonstrated a good understanding of the format of the examination. In general, it was evident that candidates had been well prepared and had practiced in preparation for the examination. Most entrants achieved success on questions which required the recall of familiar vocabulary items from the list provided in the Specification. However, many candidates were less successful on questions which contained some complicated lexis and structures and required processing or interpreting meaning.

Spelling

The spelling of some Spanish words proved problematic for some candidates. However, where spelling was phonically recognisable versions of required words were credited.

Question 1

This question requires candidates to listen to short sentences about presents and to match them to the appropriate image. The sentences contained very familiar vocabulary items from the list provided in the Specification. Most candidates found this question very accessible and scored full marks.

The most challenging statement was (d) *A mí me encantan las zapatillas deportivas.*

Question 2

This question is a multiple matching question about the weekend. Candidates are provided with images and must identify what is being mentioned. This question requires candidates to recall and transcribe correctly from the recording.

Many candidates were successful and gained full marks in this question.

Question 3

This question requires candidates to listen to an extended passage about doing exercise and produce target language responses in bullet point form. This question assesses communication and not the quality of language.

- (a) *Trabajo futuro: profesora de Educación Física.* A few candidates incorrectly wrote *prosesora de Física*.
- (b) *Cuanta veces: tres veces* Most candidates answered this question correctly.
- (c) *Problema médico: dolor de espalda.* Several successful candidates identified the word *espalda* and that was enough to gain one mark.
- (d) *Actividad nueva: no usar mi coche or caminar.* This was the most incorrect answer, perhaps, because these were more demanding lexical items. Many candidates experienced difficulty in identifying either of the two correct answers and incorrectly focussed on the idea that Julia's new activity was yoga.
- (e) *Ventajas: Mas energía and Duermo mucho mejor.* Few candidates recognized *Duermo mucho mejor*

Question 4

This is a non-verbal question about hotels which requires some deduction to work out whether the statements of the six speakers are positive, negative, or positive and negative. This question is worth 6 marks.

Although the level of demand increased in this question, it was pleasing to see that most candidates had some success and there were many that achieved at least 4 marks.

The most frequently correct answers were:

- 4(a) *El hotel está en un parque natural y tiene vistas preciosas.*
- 4(f) *Fue muy agradable; el hotel era una antigua granja y ahora es un hotel muy elegante.*

The most frequently wrong answer was 4(c). *Estabamos enfadados. Vimos que el hotel era muy diferente del anuncio que vimos en Internet.* This question was challenging for most of the students.

Question 5

This is a multiple-choice question about the environment. Most candidates scored 3 marks out of the 6 available. Particularly challenging questions were:

Q.5 (b) Where candidates had to interpret and process what they heard to be able to select the correct answer by linking *También, en los ríos donde los turistas van a pescar se ve que hay algunas especies amenazadas por esta actividad* with *peces*.

Q.5(d) Where candidates had to recognise *embotellamientos* and the synonym *atascos*.

Only the highest scoring candidates gained marks for these questions.

Question 6

This question requires candidates to process and interpret meaning in a gap-fill exercise about My adventure.

Most candidates found this question very challenging because they are provided with thirteen words in a box which they have to match to what the text said to complete six sentences. In this type of question candidates have to understand the passage, the items in the pool of words, and the vocabulary and grammatical content of the sentences in the questions.

The most challenging statement were

(d) *Viajó principalmente por carretera.*

(f) *Lo peor del viaje fue volver a casa.*

The glossed word *esperar* could have had an impact on this question, as several candidates correctly answered Q (d) *El viaje fue más simple de lo que esperaba.*

There was evidence that some of the items of vocabulary used in this question were sometimes not known. Errors were made at random which indicated that some candidates guessed an answer which seemed logical to them.

Question7:

This question is an advantages and disadvantages table fill question. It requires candidates to listen to an extended recording about my school and to complete a table with the positive and negative aspects about my school. In this question communication and not the quality of language is assessed. The extended passage contained some complicated lexis and structures, as is appropriate for a question at this level.

(a) and (b) The positive aspects that Vicente mentioned were: *variedad de asignaturas, los resultados son más altos and pocos alumnos faltan a clases.*

The most frequent correct positive answer was: *variedad/ muchas asignaturas.*

The glossed word *faltar* could have helped some candidates to understand and correctly answer that fewer students were missing classes.

(c) This question was answered correctly by most candidates. Both correct alternatives were recognised: *Los profesores no controlan las clases and El director es estricto.*

(d) and (e) Some candidates identified as a positive aspect *horario flexible*. *Menos acoso escolar* was recognised by very few candidates.

7 f) The most successful negative aspect mentioned was *demasiados deberes*. Only few candidates recognised *Difícil adaptarse al nuevo sistema*. Wording was varied but all versions were accepted as long as the candidate's understanding of the issue was clear.

Most candidates found this question very challenging.

Advice and Guidance

- Remember that the question title, e.g., 'Leisure activities' provides an important clue.
- A good knowledge of vocabulary items is required.
- Candidates should be aware of the need to target their answers and not indiscriminately transcribe parts of a passage.
- Candidates should focus their attention on checking carefully that what they have written is a coherent and logical answer to the question as it is asked.
- Candidates must remember that in the multiple-choice questions, most alternative incorrect options will contain an element of distraction, such as a word or phrase from what candidates have heard and learning to look for these can be a helpful skill.
- In this specification, longer passages appear earlier in the paper, and practice of notetaking is very important to be able to answer the more demanding questions.
- In Question 7 candidates must check if the information is a positive or negative aspect and ensure this information is placed in the correct part of the table.

Conclusion

Most centres had prepared their candidates well, so they had a good understanding of the requirements of this unit. The examiners marking this unit appreciated the efforts that the teachers had made to allow their candidates to reach their full potential.

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