

Examiners' Report/  
Principal Examiner Feedback

Summer 2013

GCSE Spanish (5SP01)  
Paper 1F Listening and Understanding in  
Spanish

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

## **Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2013

Publications Code UG036929

All the material in this publication is copyright

© Pearson Education Ltd 2013

**GCSE Spanish  
Paper 1 Foundation Tier  
Listening and Understanding in Spanish  
Examiner Report**

**General Comments**

Student performances across the full mark range were produced on the Unit 1 Listening and Understanding paper for the June 2013 series. In general terms all students were able to access the questions. However, on the Higher tier paper, those questions which targeted Grades B-A\*, where responses given required students to provide more specific detail and deduce information from what they had heard, again proved to be sufficiently challenging and as a result success was limited for some.

**Q1**

Q1 required students to identify specific references to information about birthday presents by selecting the correct answer from visual stimuli. This question was well done by most students. Only Q1(iii) seemed to prove difficult as some failed to link *Para mi cumpleaños me gustaría un libro* with the correct answer.

**Q2**

Q2 was a multiple choice task and targeted Grade F. The majority of students chose the correct answers in parts Q2(iii) and Q2(iv) although it was clear that *hace viento* in Q2(i) and *hay niebla* in Q2(ii) were not widely known by many thus producing incorrect responses.

**Q3**

This question required students to listen to short statements about what some friends wanted to do at a shopping centre and select the answers from a list of options. At Foundation Level the difficulties proved to lie in Q3(iii) where students failed to understand *maquillaje* and equally in Q3(iv) where *un vestido para una fiesta* caused problems.

**Q4**

This multiple choice question targeting Grade C required students to listen to a short dialogue about lost property. At Foundation Level 80% of students selected the correct answer in Q4(i) and Q4(ii) but *creo que lo dejé en el autobús número 17. No estoy segura* was problematic for some in Q4(iii) as was *Estoy alojada en el albergue juvenil* in Q4(iv).

## Q5

Students had to listen to some tourists asking for directions to specific places and choose the correct direction from those shown. The difficulties lay in Q5(ii) where just over 50% of students correctly identified *Siga todo recto. Está al final de la calle*. Equally, in Q5(iii) nearly two thirds of all students did not understand *Cruce el puente. Está muy cerca*.

## Q6

This question required students to listen to what some young people did with their pocket money. The majority of students scored well on this question although a considerable number failed to understand *comprar revistas* in Q6(i). To a lesser degree *sellos* was not known by some in Q6(iv).

## Q7

This question required students to be able to recognise details from a longer extract of dialogue which contained language in a less familiar context. It was based on a dialogue in which Graciela was talking about her lifestyle. Just under half of the students scored 2 out of the 4 available marks. Lexical items causing difficulty were: *adelgazar, intento comer, evito, no deberían sufrir, suelo dormir, no tengo ninguna intención*.

## Q8

This question was a grid filling task in which students had to listen to some youngsters discussing their school and giving their opinions about different aspects. Half of the Foundation Level students failed to understand *Hay demasiadas clases al día* and equate the statement with timetable in Q8(i). To a lesser extent *hay una falta de disciplina. No me gusta nada* was widely misunderstood as relating to behavior.

## Q9

Q9 was a grid filling task which required students to listen to some friends talking about their town. Overall this question was done extremely well by all students and it is clear that at Foundation Level places in the town are widely known.

## Q10

Q10 required students to listen to a short dialogue about a missing dog. They were required to indicate their comprehension by writing answers of one or two words in English. It was pleasing to see that the students heeded the rubric and answers in Spanish did not appear. In Q10(a) *en la plaza* led to incorrect answers such as: town centre, shopping centre, the beach, the park, the stadium, the college to name but a few. In Q10(b) surprisingly many students failed to understand *jueves*.

Amongst the many incorrect answers featured: Saturday p.m, Friday, Tuesday, Monday and yesterday. The two details required in Q10(c) produced many incorrect answers such as: it needs a bath, it is spotty, old, friendly, furry, well behaved, it has brown hair, it has a collar, it has red eyes, it will come if you call his name. Whilst 75% scored 1 out of the 2 available marks in Q10(c), a high proportion failed to score in Q10(a) and Q10(b).

## **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>

Ofqual



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government



Pearson Education Limited. Registered company number 872828  
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE