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# **Examiners' Report**

## Principal Examiner Feedback

### Summer 2017

Pearson Edexcel GCSE

In Spanish (5SP01)

Paper 1F: Listening and Understanding  
in Spanish.

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**GCSE Spanish**  
**Unit 1F: Listening**  
**Examiners Report**

**General Comments**

Candidate performance across the paper in general this year was excellent and showed an improvement compared to 2016. 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 items of clothing. Practically all students identified the correct answer for (i) with *pantalones* and 81% with *falda* for (iv) yet fewer candidates could recognise *vestido* in (ii) and *camisa* in (iii).

**Question 2**

Question 2 was a multiple-choice task and targeted Grade F. Students were required to listen to Silvia talking about her town. It was accessible to the vast majority of candidates and performed well. The cognates *autobús* in (iii) and *parque* in (iv) were very widely known although in (i) 14% did not know *bonito*. It was pleasing to see that 88% of the candidates scored correctly in (ii) recognising the word *playa*.

**Question 3/Higher Question 2 (crossover question)**

This question targeted Grade D and candidates had to listen to short statements about the use of computers amongst friends and choose the correct answers from a number 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 and indeed at Higher Level the difficulties arose in (iv) with *descargar sus canciones favoritas* and being able to link this with *music*. Parts (i) and (iii) were correctly answered by a positively high number of candidates yet at Foundation level, 31% of pupils failed to associate *comprando en línea* with *looking for presents* in (ii).

**Question 4/Higher Question 1 (crossover question)**

This question targeted Grade C and required candidates to listen to three friends talking about eating out. At Higher Level a good number of candidates achieved the maximum 4 marks whereas at Foundation Level a high proportion of

candidates scored 2 marks. Parts (i) and (iv) proved the more problematic due to the misconnection of *una gran variedad de restaurantes de todas partes del mundo* with liking *international food* and *me encanta cocinar...preparo la cena cada noche* with *eating at home*.

### **Question 5**

Candidates were required to listen to some friends talking about their holiday accommodation and the question targeted Grade E. The first two parts (i) and (ii) were the more successful yet parts (iii) and (iv) proved to be challenging for the weaker candidates. The term *colonia de vacaciones* was worked out by only a third of candidates - perhaps many linked this to 'youth hostel/villa'. Also, more than two thirds were unable to recognise *albergue juvenil*.

### **Question 6**

Question 6 targeted Grade F and candidates had to listen to some friends talking about what they do at the weekend. On the whole, overall results suggest that this question was quite challenging. In (i) weaker candidates did not connect *pasear con su perro* with 'going for a walk' and in (ii) 42% were unable to understand *revistas*. Part (iii) was the most successful yet about a third failed to score here due to lack of understanding of *baila con sus amigos*. Surprisingly, in (iv) just less than half of candidates understood the word *bolera*.

### **Question 7/Higher Question 6 (crossover question)**

This question targeted Grade C and the task type required candidates to listen to Diego talking about his school trip. The question was a good discriminator as the performance of Higher Level candidates 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 *el edificio era feo y sucio* and also *un montón de asignaturas diferentes lo cual me entusiasmaba* in particular 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 Elvira telling the police about a lost item and choose the correct answer from the options available. The question was accessible to all candidates in general and candidates scored well, although there appeared to be a varying ability to comprehend *la Oficina de Correos*.

### Question 9

Question 9 was a multiple-choice task type which targeted Grade G. Candidates were required to listen to some friends talking about sport. While many candidates scored the maximum 4 marks with practically all pupils correctly identifying *tenis* and *esquí* in (ii) and (iii), weaker candidates failed to understand somewhat surprisingly *ciclismo* and *atletismo* in (i) and (iv).

### Question 10

Question 10 targeting Grade E required candidates to listen to Mateo talking about his job 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) 80% of candidates identified that Mateo works in the (cafeteria in a) supermarket. In (b) whilst just over a half wrote the correct time, failure to understand produced incorrect answers such as: 9am, 8:45am and 9am-4pm. In (c) candidates who did not score confused his opinion about the job, rather than his boss, and wrote *interesting* instead of *old/boring*. Some candidates wrote *boring and interesting* and thus were unable to be granted the mark. In (d) many candidates simply wrote *café* or *cafeteria* contributing to the 41% who did not score this question. This was insufficient in describing the details of working in the café by serving customers but not as a cashier at the till!

