

Examiners' Report/
Principal Examiner Feedback

Summer 2013

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

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Publications Code UG036931

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**GCSE Spanish
Paper 1 Higher 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. 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, proved to be sufficiently challenging and as a result success was limited for some.

Q1

This multiple choice question targeting Grade C required students to listen to a short dialogue about lost property. At Higher Level practically all students scored the maximum 4 marks for this question with a small number obtaining 3 marks.

Q2

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 Higher Level almost 90% scored the 4 marks available for this question.

Q3

Q3 which targeted Grade B required students to listen to Rosa talking about the problems she and her family encountered whilst on holiday. In general Q3(i) and Q3(iii) did not pose any difficulty whereas in Q3(ii) *a mi hermana no le gustaban los platos de la región así que tuvimos que quedarnos en el hotel todas las noches, lo cual fue muy aburrido* proved problematic for some. In Q3(iv) misunderstanding of *me dolía mucho la muela y tuve que ir a la clínica* was fairly common. Nevertheless, many students scored the maximum four marks.

Q4

In this question which targeted A* students had to listen to two longer extracts of dialogue about preparing a CV and preparing for an interview. In the first part students had to choose the correct option from the choices given whilst in the second part the correct piece of advice had to be selected from the list provided. The question was challenging to many students as it clearly tested their knowledge

and understanding of extended spoken Spanish. In the first extract students failed to understand *incluir información sobre tu experiencia laboral previa, añadir toda la información posible, la ley, es esencial que sea, un amigo íntimo*. In the second extract students had problems with *es importante que sepas, para que llegues con bastante anticipación, atentamente, sé positivo, ten seguridad, despídete cordialmente*.

Q5

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. A high percentage of Higher Level students scored the maximum 4 marks for Q5.

Q6

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. At Higher Level students mostly scored 3 or the maximum 4 marks. Lexical items causing difficulty were: *adelgazar, intento comer, evito, no deberían sufrir, suelo dormir, no tengo ninguna intención*.

Q7

Q7 required students to listen to some people talking about their jobs and select the correct one from those shown in the list above. Q7(i) and Q7(ii) were answered very well by most students whereas in Q7(iii) many students misunderstood *trabajo al aire construyendo viviendas* thus missing the link with a builder and in Q7(iv) quite a number of students failed to grasp *ayudo a mis clientes cuando están en el extranjero, por ejemplo con el alojamiento* and equate it with a holiday rep.

Q8

Q8 targeted Grade A and it was clear that there were some students who had been entered for the Higher Level when the Foundation Level would have been more appropriate as this was a challenging question and stretched all but the most able. At times presentation was poor, handwriting being almost illegible or hard to decipher, answers were written above or below the line, there were occasions where students wrote multiple answers when only the first answer is accepted. Students should be reminded that if they alter answers it is quite clear which is their final answer and also that this question requires the answers in English which is clearly outlined in the rubric. A number of students answered in Spanish and

therefore scored zero marks. Students often misread the questions, often mistaking “when” for “where” and “what” for “where” thus providing wrong answers. Students were required to answer specific questions relating to Marisa talking to a travel agent.

Q8(a) *Pasado mañana* was understood by very few students. Students only heard the word *mañana* and failed to hear the rest of the answer thus giving tomorrow or in the morning as their answer. Other incorrect answers included: next week, next month, next summer, Thursday morning and some students referred to a time in the past eg last year/month. Many students who misread ‘when’ as ‘where’ produced answers such as; Canada, France, the Andes, Europe, Spain, los Picos de Europa.

Q8(b) Many students understood the meaning of *lujoso* with some poor spellings of luxurious at times and many also grasped the idea of a good price but there was a considerable amount of guesswork nevertheless. Incorrect answers included: the hotel is clean, modern, expensive, colourful, near the sea, in a good location, is old, has lots of facilities, is relaxing.

Q8(c) Few students answered this question correctly. Most common answers mentioned storms, rain and even heat. Examples of incorrect answers include: so she knows what to pack, she wants a sun tan, she wants to swim, she doesn’t like bad weather, she wants to go out at night, to check it won’t rain, it was bad last year.

Q8(d) Many students answered mountain climbing or walking correctly but very few understood visiting a cave and even fewer understood visiting a farm. *Botas* was frequently rendered as boat trips whilst other incorrect interpretations included: canal trips, sailing, horseriding, visiting the city, day trips, skiing, nightclubs.

Q8(e) Many students understood the idea of traditional food but a few left *taverna* in Spanish. *Teleférico* was frequently rendered as ferry trips rather than cable car and *piragüismo* was often understood to mean parachuting. Other misinterpretations included: skating, surfing, diving, cycling, massage, going to the beach.

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>

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