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Examiners' Report

Principal Examiner Feedback

Summer 2017

Pearson Edexcel GCSE

In Spanish (5SP01)

Paper 1H: Listening and Understanding
in Spanish.

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GCSE Spanish
Unit 1H: Listening
Examiners Report

General Comments

In general terms there was a marked improvement in candidate performance this year. Indeed there was much commendable achievement showing very good listening and exam skills. Attention to the rubric is vital in order to access the marks whilst candidates should listen carefully to the whole extract rather than simply listening to isolated items of vocabulary. It should be pointed out that candidates must only write their answers using legible handwriting on the lines provided in Question 4 as it makes marking extremely difficult at times.

Question 1

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 slightly 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 2

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 Higher level, 14% of pupils failed to associate *comprando en línea* with *looking for presents* in (ii).

Question 3

Question 3, which targeted Grade B, required students to listen to Marcela talking about the different types of transport she uses. Largely candidates performed very well in (ii). In (i) *cojo un taxi porque no me gusta llegar tarde* was misunderstood by over a fifth of candidates. In (iii) failure to understand *mi padre me recoge después en coche, porque dice que si no es muy peligroso* was problematic for over three-quarters of candidates. In addition, in (iv) misunderstanding of *si necesito atravesar la ciudad, voy en metro* prevented

21% of candidates from accessing the mark. Nevertheless, many candidates achieved maximum marks.

Question 4

This question about Julián and his favourite hobby targeted Grade A and proved to be an extremely challenging question for the vast majority of candidates. In too many cases handwriting was poor and there was also a lot of crossing out and writing the answers in the incorrect place. When asked to give two details, some candidates presented comprehensive answers, with the correct information given as the third or fourth point, so subsequently the marks could not be awarded. On some occasions, the candidates had recognised a correct answer but linked this with a different part of the question, entering the information on the incorrect line. Fortunately there were very few examples of candidates answering in Spanish therefore depriving themselves automatically of the possible 8 marks.

4(a)(i) Most candidates answered this correctly but a surprising 12 % were unable to recognise *séis años* and instead answered with 7, 10 or 16 for example.

4(a)(ii) Just over half of the candidates were not able to answer this question correctly. A good number of pupils seemed to be able to grasp that Julián spoke of his involvement with *una fiesta* however, by writing *a party/festival* on its own did not elicit enough detail. The implication that Julián had visited or had seen a Flamenco or dance show was required and not that he had himself taken part in the dance.

4(a)(iii) Only 13% were able to score here as the professional dancer *Joaquín Cortes* visiting Julián's place of dance was widely unknown. Acceptable answers included (*professional/famous*) *dance idol/hero visited (the town)* but many candidates attempted to answer with such ideas *a dance competition, he started dancing professionally, doing dance shows* or even *Julián visited a famous dancer*.

4(a)(iv) A quarter of candidates answered correctly in this section. A good number picked up that he wanted to learn an instrument, however it was necessary to specify the *guitar* in order to score. Other incorrect responses included *singing, dancing professionally* and *doing a show*.

4(b)(i) More than half of candidates were unable to identify the benefits of dancing Flamenco, according to Julián. As previously mentioned, some managed to include one or two of the correct reasons in amongst a number of ideas. Those who managed the full two marks tended to write along the lines of *makes him happy* and *takes away his everyday problems*, rather than *makes him want to carry on dancing*. Incorrect answers included: *it is immense, full of colour, rhythmic* and *he practises everyday*.

4(b)(ii) Again, less than half of the candidates understood that Julián wanted to *open his own school of dance* in the future. Acceptable answers were *start/have/run his (own) dance school* but the incorrect responses included: *teach his own class, open his own school* and *go to a dance school*.

4(b)(iii) A low number of answers in this section showed the understanding of Julián *inspiring or sharing the joy/satisfaction that he feels* when doing Flamenco. The term *satisfacción* was detected by a large number, however in writing *satisfaction/gives HIM satisfaction* this was not clear enough or correct.

Question 5

Question 5 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 virtually all candidates scored in the first three parts. In (i) however, 11% of Higher Level candidates failed to comprehend *la Oficina de Correos*.

Question 6

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 pupils. 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 some candidates were not able to score the full marks.

Question 7

This question which targeted Grade B required candidates to listen to what some young people do to keep fit and healthy. Candidates generally scored very well in this question, in particular (iii). In (i) 12% failed to understand *reducir la cantidad de azúcar que tomo* and thus lost the mark. In (ii) a small number misunderstood *acostarse pronto- dormir ayuda al cuerpo* and again in (iv) *Tengo que estudiar y tengo un trabajillo también. Lo que funciona para mí es organizarme bien* proved difficult for 12% of the candidates.

Question 8

Question 8 targeted Grade A* and candidates had to listen to two extracts about Claudia and Ernesto talking about holiday representatives. The question was fairly challenging as candidates had to listen to extended extracts of Spanish which included some difficult structures and be able to identify the correct answers. In general candidate performance in Part B was better than in Part A. With Part A, (i) and (ii) were well answered by around three-quarters of candidates grasping *es agotador porque tengo que hacer muchas horas* and *mi*

papel principal es monitora de niños. Items of difficulty in Part A proved to be in (iii) and (iv) with only two thirds understanding *tengo que hacer muchas horas y esto complica mis planes de ocio* and almost a half not comprehending *quiero seguir haciendo lo mismo el año que viene.*

8 (b)(i) was answered correctly by 79% of the candidates although some candidates misunderstood the idea behind *fui con una agencia que tiene representantes- no podía haber sobrevivido sin la ayuda del mío* and relating this to *holiday representatives are essential.* In 8 (b)(ii) some candidates did not link *helping him with his problems* with *Mi representante me llevó al hospital.* A very good number of candidates answered (iii) correctly with only 10% not understanding the *help of translating* with *habló con los médicos que no hablaban español.* In 8(b)(iv) misunderstanding of *ihan sido unas [vacaciones] que nunca se me olvidarán!* and the holiday being *unforgettable* prevented only 11% of the candidates from scoring the mark.

Many candidates however scored very highly across the two parts.

