



Pearson
Edexcel

Examiners' Report

Principal Examiner Feedback

Summer 2024

Pearson Edexcel GCSE

In Spanish (1SP0) Paper 1H: Listening and
Understanding

Higher tier

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Summer 2024

Publications Code 1SP0_1H_pef_20240822

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Spanish Listening Test summer 2024 Higher level.

This unit was worth 50 marks and was divided into two sections, A and B. The first 2 questions, section A were set in Spanish. The other 8 questions in Section B were set in English.

Candidates had 40 minutes in which to complete their answers; and five minutes of general reading time at the start of the test.

Section A

Question 1

It is the first question set in Spanish. Candidates were asked to fill in the gaps with a word from the box about school subjects.

At Higher level this question was a bit more accessible to candidates. The most successful answers were 1a and 1e followed by 1d, 1b and 1c.

Question 2

It is the second question set in Spanish. Candidates listened to Mar talking about her favourite restaurant and they had to complete five sentences with one of the four given adjectives.

At Higher level, students found this question less challenging than Foundation candidates and a good percentage of candidates scored 1 mark in each question in particular in 2b, 2c, 2d followed by 2a. Performance in 2e was not as good as they did not recognise the dessert should be *bigger*.

Section B

Question 3

Candidates were asked to complete 4 sentences with an answer from a given list of four about Pilar's job.

The most correct answers were 9(i) *bakery* (A) and 9(ii) 12 o'clock (D). These were followed by 9(iv) *have a coffee together* (B). However, performance in 9(iii) was not as good and more than half of candidates failed to recognise *by car* (C) as the correct answer.

Question 4

Candidates were asked to identify the 3 right statements from a given list of seven about the international book day.

Most candidates scored one or two marks in this question. The correct answers were B, D, G (it will be a non-uniform day, there will be a competition in the library, books will be on sale in the afternoon).

Question 5

Candidates were asked to complete 3 sentences with an answer from a given list of four in the context of being in an airport.

Candidates, overall, performed well in this question. The most correct answer was 5(i) as a large number of candidates recognised the flight was delayed *by more than four hours* (C). Candidates' performance in 5(ii) was also very good as they recognised the delay was because of *a fault with the plane* (C). Many candidates in 5(iii) also understood that passenger could get *free food and drink* (B).

Question 6

Candidates were asked to respond to four questions in English about how to stay fit.

Most candidates got 3-5 marks in this question.

In 6ai few students were able to understand "*sentados*", hence many candidates did not get the mark for this question. In 6aii most candidates understood at least one of the three activities. A large number of candidates appeared to recognise *plays basketball* as one of the correct answers for 6aiii. A few candidates missed *more than* in the answer so they lost the mark for this question.

Question 7

Candidates were asked to respond to five questions in English about caring for the environment.

This question was challenging but a good number of candidates managed to score 3-4 marks.

In part (a), 7a(ii) and 7a(iii) were mostly answered correctly and most candidates understood that Marisa's neighbours don't recycle and that her family shower instead of bathing or uses solar energy. The adjective *amenazadas* in 7a (i) was not always identified as the right answer and many candidates lost the mark in this question.

In 7b(iv) many candidates were able identify one of the two possible answers. Performance in 7b(v) was also good but some candidates did not recognise the verb *to sell* and they wrote *donate* instead, missing the mark.

Question 8

Candidates were asked to complete 6 sentences divided in two parts with an answer from a given list of four about helping in the community.

In part a, the most correct answers were 8(iii) followed by 8(i) and then 8(ii) which proved to be challenging to candidates as only half recognised there were lots of *teenagers* helping.

In part b, the most correct answer was 8b(i) as the majority recognised that Raquel volunteers with *old* people. Many candidates did also well in 8b(iii) but performance in 8b(ii) was a bit lower.

Question 9

Candidates were asked to respond to six questions in English divided in two parts about finding accommodation abroad. Both parts are worth 5 points.

This question was challenging for candidates. In part a, the majority was in the range of 1-3 marks and in part b within 0-2 marks.

9a(i) was generally well answered and many managed to understand that Rosa didn't want to use public transport. 9a(ii) was a bit more variable but quite a few candidates understood Rosa likes talking to others. 9a(iii) proved difficult to candidates and not many got the two marks in this question.

In part b, candidate's performance in 9b(i) was variable but quite a few candidates recognised that Héctor was not good at cooking. 9b(i) was well understood and many candidates understood students' accommodation. 9b(iii) was the most challenging part of the question and was not so well done. "Echar de menos a mi novia" (to miss his girlfriend) was rarely understood. "Perderme en la ciudad" was also difficult and some students translated it incorrectly.

Question 10

Candidates were asked to identify the 2 right statements from a given list of 5 in two parts on the topic of working from home.

Candidates performed marginally better in part (b) than in (a). The majority of students scored 2 out of the 2 marks available in part (b) and the majority of students score 1-2 marks in part (a). A minority of students scored 0 marks in both parts.

Summary and advice to centres

Marks lost in this examination are most typified by answers provided in the following questions

Section A

Qs 1 and 2. The rubric and the sentences/statements in these two questions are all in Spanish.

Tips

Advise candidates to try to work out the meaning of the sentences by looking at familiar words and cognates they can recognise to deduce the meaning. Although Q1 is not grammar question, candidates can look at the words before the gaps to try to work out what type of word they are likely to hear before they listen to the recording.

In Q2, candidates need to make links between what they hear and the sentences they have to read in Spanish. Advise candidates to use the reading time available to think about other words to express the same ideas. They can think about synonyms or different grammatical categories. For example, “tranquilamente” links to “tranquilo”

Section B

Qs, 3, 4, 5, 8, 10 These questions tested candidates understanding of key vocabulary items listed in the specification for Higher level. Candidates should be aware these are the items that will be tested.

Tips

The question title and rubric, e.g. “Helping in the community” provides an important clue. Advise candidates to use the reading time available to think about the question title and the key words they are likely to hear. The statements will give candidates an idea of what they are going to be listening to.

Candidates sometimes ticked too many boxes in the grids. Advise candidates to check the number of marks available for each question. These are noted at the bottom of each question set. For example: *(Total for Question 4 = 3 marks)*

Qs 6, 7, 9. These questions asked candidates to briefly respond to questions asked in English

Tips

Advise candidates to use the reading time available to think carefully about the questions asked. For example, in Q6b(iv) according to Mario, for how long should people sleep? A time phase is required for this answer. Advise candidates to also check the number of marks available for each question.

Advise candidates to provide short answers. Too much information given can sometimes negate the given response.