



Examiners' Report

Principal Examiner Feedback

Summer 2025

Pearson Edexcel GCSE

In Spanish (1GN0) Paper 1H

Listening and understanding in Spanish

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Spanish Listening Test summer 2025 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.

1b, 1c and 1e were the most successful answers. These were followed by 1d. Fewer candidates scored the mark in 13a as they did not make the connection between he can not stop reading with he reads a lot.

Question 2

It is the second question set in Spanish. Candidates listened to young person talking about her friends and their favourite school subjects and they had to complete five sentences with one of the names of her four friends.

At Higher level, students found this question less challenging than Foundation candidates and a high percentage of candidates scored 1 mark in each part.

Section B

Question 3

Candidates were asked to complete 4 sentences with an answer from a given list of four about a recycling competition.

The most correct answers were 9i *three classmates* (B) and 9ii *a local company* (A), although a good number of candidates did also perform well in 9iii and 9iv as they recognised the word *handbag* (B) and *next weekend* linked to next Sunday (D) consequently, as the correct answers.

Question 4

Candidates were asked to identify the 3 right statements from a given list of seven about Luis' job in Germany.

Many candidates scored 2 or 3 marks in this question. The correct answers were D, F, G (he speaks German well, he lives by himself, he often sees his parents.).

Question 5

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

Candidates, overall, performed very well in this question. The most correct answer was 5(i) as a large number of candidates recognised the weather was affecting visits to the *volcano* (A). Candidates' performance in 5(ii) was also very good as they recognised the only transport available was a *bike* (C). Many candidates in 5(iii) also understood that restaurants were *popular* (D).

Question 6

Candidates were asked to respond to four questions in English about a school exchange to Italy.

Many candidates got 3-5 marks in this question.

In 6ai quite a few students were able to understand the verb to improve language skills as the right answer. However other candidates missed the mark as they provided *studied Italian for 5 years* as the justification which was incorrect.

In 6aii most candidates understood that people are kinder in small towns and awarded the mark.

6biii was a bit more challenging and fewer candidates understood that what Iván enjoyed the most was the night life.

In 6biv many candidates managed to get at least one correct answer about the family Iván stayed with.

Question 7

Candidates were asked to respond to five questions in English about Celia and Ibrahim's future plans.

This question was challenging but a good number of candidates managed to score 3- 5 marks.

In part a, 7ai was well-answered generally and many candidates recognised that Celia wanted to be a *singer*. Candidates' performance in 7aⁱⁱ was also good but some missed the mark as they wrote *writing letters to fans instead of writing lyrics*. 7aⁱⁱⁱ was also answered correctly by many candidates.

In 7b^{iv} many candidates did not award the mark as they did not provide the job title *IT technician* or the specific task *repair computers*. Many candidates wrote work in technology which was too wide. Performance in 7b^v was better as many recognise Ibrahim wanted to *work for himself*.

Question 8

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

Candidates performed very well in all parts of this question being 8aⁱ the most successful.

Question 9

Candidates were asked to respond to six questions in English divided in two parts about Edu and Sofía's home towns. Both parts are worth 5 points.

This question was challenging for candidates. In part a, the majority was in the range of 3-5 marks and in part b within 1-3 marks. Performance in part a was better.

9aⁱ was not well answered and many provided an incorrect time phrase. 9aⁱⁱ generally appeared well answered as many managed to identify Sofía parents *had good salaries*. Candidates managed to get at least one mark in 9aⁱⁱⁱ. 9a^{iv} proved challenging to many candidates and many candidates wrote *the weather in summer* rather than *the weather in winter*. Some also wrote *nothing to do* or *cold in winter* which were incorrect.

In part b, candidate's performance in 9bⁱ was good as many candidates recognised that in Edu's area there are *good businesses*. Very few candidates provided *busy* as the right answer. 9bⁱ was well understood and many candidates wrote *it has all you need*. 9bⁱⁱⁱ was a bit more variable and some candidates missed the mark by writing

the house was not in a good situation which changes the meaning of the statement *it is not well-located*. In 9biv, many candidates missed the marks by not being specific enough. The comparative needed to be in the answer to award the mark (more/bigger).

Question 10

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

Candidates performed a bit better in part b than in part a as more candidates scored 2 marks. The number of candidates scoring 0 marks was also lower in part b.

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

Advice 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, word families or different grammatical categories. For example, “lenguas” links to “idomas” and “química” links to “ciencias”.

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. “At the tourist” 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 Q9ai when did Sofía’s family move to the area? 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.