



Examiners' Report

Principal Examiner Feedback

Summer 2025

Pearson Edexcel GCSE

1SP0 Paper 4H

Higher tier: Writing in Spanish

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2025

Publications Code 1SP0_4H_2506_ER

All the material in this publication is copyright

© Pearson Education Ltd 2025

Report to centres 1SP0_4H 2025 summer series

Overview of the examination

The writing paper accounts for 25% of the overall GCSE and is divided into four parts:

Question 1: choice of two:

Candidates must address four points, including references to both the past and future. This section is worth a maximum of 20 marks, and the suggested word count is 80-90 words. This question is common to the Foundation tier paper.

Question 2: choice of two:

Candidates must address four points, including a reference to the past and future. This section carries a maximum of 28 marks, and the suggested word count is 130 - 150 words.

Question 3: Translation task:

Candidates must translate a paragraph into Spanish and is worth a maximum of 12 marks. The sentences in the paragraph increase in difficulty from the first to the fourth.

The suggested word counts are not strict limits; longer responses are considered for marking, however writing more is not a guarantee of more marks. Candidates are assessed on two aspects for the first two tasks, Communication & Content and Linguistic Knowledge & Accuracy. If candidates omit key details in Communication & Content, they cannot be awarded marks in the top mark band. Some candidates missed specific instructions from the rubrics. The level of linguistic knowledge and accuracy required increases with each question. Question 1 requires the successful use of the past, present, and future time frames, extended sentences, and a variety of grammatical structures, including the occasional complex structure for full marks. Question 2 requires the detailed development of ideas using a wide variety of grammatical structures, including complex structures, to create a fluent response which is consistently accurate for full marks.

Observations from 1SP0_4H 2025

Question 1

In Question 1a, bullet points 1, 2 and 3 were widely understood and the 2nd bullet point was the most successful and most candidates gave a simple opinion about electric cars, often with justification. Bullet point 4 was widely misunderstood because candidates failed to notice that 'cómo' was the key pointer in the bullet point. Candidates often wrote about future travel in general and did not mention the mode of transport they would use in the future. This was an error made in common with the Foundation paper.

In Question 1b, all bullet points were well understood. Only occasionally in bullet point 4 did candidates write about an activity not related to a healthy lifestyle as required by the bullet point.

The strongest responses in question 1 were clearly structured, with one paragraph per bullet point and focused, targeted answers. Successful candidates planned carefully, identified time frame requirements, and addressed each task directly. They added justifications, opinions, and extra details to strengthen their responses. Many made brief notes beside the bullet points in the rubric to guide their use of key structures. Most candidates wrote beyond the suggested word count which sometimes led to more errors. Less successful responses made errors in verb formation which led to ambiguity in the response.

Question 2

In Question 2a, all bullet points were well understood, and many candidates were able to give fully developed responses to each of them. This question was the most popular choice between the two questions offered for question 2.

In Question 2b, all bullet points were well understood. Responses were generally well developed, and candidates were often able to express a number of ideas relating to each bullet point.

The best responses to this question dedicated a paragraph to each bullet point, each with new ideas building into a relevant overall response and showed that the candidate had thought about how to include complex language. Some candidates struggled to demonstrate that they were addressing the bullet points directly or tried to use language which was beyond their capabilities which resulted in ambiguity.

Question 3

Sentence 1: was accessible to most candidates. 'lo bueno', 'donde', 'vivo', 'espacios/zonas' and 'verdes' were well known. Sometimes the 1st person plural form of 'tener' was not known.

Sentence 2: 'hacer' and 'actividades' were well known. Sometimes candidates wrote 'puedemos' for 'podemos' and at times a suitable translation for walking was not known. Many candidates used 'montar a caballo' correctly.

Sentence 3: Most candidates managed to transfer the meaning of two months ago. 'Mi familia', 'fuimos' and 'cine' were well known, although some candidates used 'fui' by mistake. Although many candidates knew 'plaza', quite often 'mayor'/'principal' was missed and 'aire-libre' was not always transferred correctly.

Sentence 4: Many candidates did not know 'mejorar' and resorted to 'improvar'. 'Nuestro' was sometimes missed or translated as 'nos'. A somewhat surprising number of candidates did not know 'biblioteca' and used 'librería' instead which has a different meaning. The future of 'abrir' was not well transferred by many candidates. The final sentence is designed to be the most challenging in the paragraph and quite a lot of candidates did not manage to fully transfer the meaning

of this part of the translation. The majority of candidates were at least partially able to communicate the meaning of the passage, scoring around 5-6 marks.

Advice for candidates preparing for GCSE Higher Spanish Writing

- Be familiar with all topic areas in the specification.
- Look carefully at the whole question, including the rubric, to make sure that you understand fully what you are being asked to do.
- Look for key words in the bullet points because these will help you to answer each of the bullet points correctly.
- Use vocabulary and structures that you have learned, which are related to the topic that you are writing about.
- Learn to adapt structures you know to fit the bullet points that you are asked to write about.
- Practice using a wide range of verbs and including as wide a range of vocabulary and structures as possible in your responses.