

# Examiners' Report/ Principal Examiner Feedback Summer 2010

IGCSE

IGCSE Spanish (4440/01)  
Unit 1: Listening

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## Paper 1: Listening (4440/01)

### General Comments

Overall candidates performed very well. Centres had clearly prepared their students well for the examination and they responded appropriately to both the task types as well as the topic content. Comments on individual sections and questions on the paper are noted below.

### Section A

#### Questions 1-5

Practically all the candidates achieved the full marks available. Occasional errors were noted in question 1 and a possible confusion with visual C *el hotel*.

#### Question 6 -7

Candidates generally scored very well in this question with the greater majority scoring at least three of the four marks available. Occasional errors were noted in Question 7 and icon A *el dibujo*.

#### Questions 8

Most candidates answered the questions well. Particular stumbling blocks to success are noted below.

8 (i) some candidates wrote incorrectly '*por la mañana*' instead of *mañana*.

8 (ii) *nueve* was confused with *nuevo*, *nueva* or *nueves*. Whilst wrong spellings were accepted, the suggestions noted here were rejected since these represented a wrong word and therefore the question asked was not appropriately answered.

8 (iii) some candidates lost marks for their spelling mistakes, ie. '*dula de carvetha*' '*varanta*.' As noted in the comments for 8(ii), the general principle applied when marking is to accept wrong spellings that do not result in a lack of understanding by a sympathetic native speaker but to reject those that confuse or present a word with a different meaning to that intended or required to score.

### Section B

#### Questions 9-11

Most candidates answered all these questions well achieving at least two of the three marks available. Most frequently incorrect was question 9 and the appropriate date of inception for the European Youth Parliament as *los años 80*.

#### Questions 12 - 14

Most candidates demonstrated a clear understanding of the questions set and answered these in the correct language. However, there were some answers given that indicated candidates confusion about what they had heard. This was especially evident in answers given to question 12. Details relevant to each of the relevant questions are noted below.

12. Candidates needed to explain that it was the school's director/head teacher who gave the information during the school assembly. Some candidates thought that it was the European Parliament's director. Others thought that they had received a letter with the information.

13. Some candidates confused the word '*Europa*' with '*ropa*' and mentioned buying clothes as one of the benefits.

14. Most candidates answered this question correctly and it was pleasing to note the level of detail given in responses read.

#### Questions 15-17

Overall candidates were more successful in their responses to part a (the person/people concerned that in part b the opinion).

Question 15 (i) most candidates correctly identified *abuela*. Some candidates wrote *abuelo/os* but this was accepted. In (ii) whilst many were able to identify one of the reasons given, many struggled with *es muy anticuada*. Often this was misheard as *adecuada* which was not accepted.

Question 16 (i) *padres* was generally well understood. In (ii) most candidates selected *me ayudan* as the answer. The higher achieving candidates often noted all three possible options in their responses.

Question 17 (i) was frequently misunderstood. The answer should have been '*tíos*' but many students offered '*padres*' or '*familia*' or '*primos*'. In (ii) where *me molesta* was offered as a response this was not accepted. This needed to be linked to something in order to answer the question set.

## Grade Boundaries

Grade	Max Mark	A*	A	B	C	D	E	F	G
Subject mark	100	85	76	67	59	49	39	30	21

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