



Examiners' Report

Principal Examiner Feedback

Summer 2024

Pearson Edexcel International GCSE

In Spanish (4SP1) Paper 01R

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## **General comments**

4SP1 01R is assessed by means of a 30- minutes examination plus 5 minutes reading time. During this time, candidates are assessed on their understanding of spoken Spanish across a range of different types of texts.

The assessment consists of 7 questions and is out of 40 marks. Questions 3 and 7 seek responses in Spanish.

Recorded texts maybe in the form of short statements, monologues, and dialogues. The topics of the listening texts are taken from a range of different situations from both everyday life and academic contexts with which students will be familiar. The examination begins with shorter statements, which build into short paragraphs and longer conversations.

The assessment is linear, and all rubrics are in Spanish. Multiple choice questions have four options.

It is positive to be able to report that most candidates demonstrated a good understanding of the format of the examination. In general, it was evident that candidates had been well prepared and had practiced in preparation for the examination. Most entrants achieved success on questions which required the recall of familiar vocabulary items from the list provided in the Specification. However, some candidates were less successful on questions which contained some complicated lexis and structures and required processing or interpreting meaning.

### **Spelling**

The spelling of some Spanish words proved problematic for some candidates. However, where spelling was phonically recognisable versions of required words were credited.

## **Question 1**

This question requires candidates to listen to short sentences about buying food in a market and to match them to the appropriate image. The sentences contained familiar vocabulary items from the list provided in the Specification. Most candidates gained full marks for this question.

## **Question 2**

This question is a multiple matching question about helping at home. Candidates are provided with images and must identify what is being mentioned. This question requires candidates to recall and transcribe correctly from the recording.

Candidates must cross only six boxes. If a candidate crosses more than this number, one mark is deducted from the correct answers for each extra cross.

Many candidates were successful and gained full marks in this question.

### Question 3

This question requires candidates to listen to an extended passage about the rules in my school and produce target language responses in bullet point form. This question assesses communication and not the quality of language.

- (a) *Alumnos - Número? 800* Many candidates found numbers challenging and different numbers were offered as an answer.
- (b) *Uniforme - color? gris.* The spelling of *gris* proved problematic for some candidates. However, all the spellings that were phonically recognisable were credited.
- (c) *Transporte – autobús* Most candidates answered this question correctly.
- (d) *Prohibido – Qué? (traer) móviles* Many candidates answered this question correctly.
- (e) *Asignatura obligatoria – inglés* Many candidates answered this question correctly.
- (f) *Profesores – simpáticos* Several candidates answered this question correctly.

### Question 4

This is a non-verbal question about city breaks which requires some deduction to work out whether the statements of the six speakers are positive, negative, or positive and negative. This question is worth 6 marks.

Although the level of demand increased in this question, it was pleasing to see that most candidates had some success and there were many that achieved around 4 marks.

The most frequently correct answers were:

- 4(a) *Me encanta vivir en el campo porque es muy tranquilo.*
- 4(b) *Aquí, no hay nada que hacer; yo preferiría tener un piso en la ciudad.*

The most frequently wrong answer was:

- 4(e) *Hay muy pocos trenes, y mi madre tiene que llevarme en coche a todas partes.*

### Question 5

This is a multiple-choice question about the weather in my region. This question had some less familiar vocabulary from Topic D. The world around, Sub- topics Environmental issues and weather and climate. Most candidates scored 3 or 2 marks out of the 6 available.

The most challenging questions were

5(c) Where candidates had to interpret and process what they heard to be able to select the correct answer by linking *nunca hemos tenido estos incendios antes* with *Nadia dice que estos incendios antes no existían*

5(d) Where candidates had to interpret and process what they heard to be able to select the correct answer by linking *en esta region teníamos el mismo tiempo cada año* with *El tiempo era siempre igual*.

The most correct answer was 5(a) Linking *La policía vino a mediodía* with *La policía vino a las 12*.

### Question 6

This question requires candidates to process and interpret meaning in a gap-fill exercise about a job interview. Most candidates scored 2 marks out of the 6 available.

Most candidates found this question very challenging because they are provided with thirteen words in a box which they had to match to what the text said to complete six sentences. In this type of question candidates had to understand the passage, the items in the pool of words, and the vocabulary and grammatical content of the sentences in the questions.

Particularly challenging questions were:

6(e) where candidates had to select the correct answer by linking (d) *Tienes que hablar sobre lo que hiciste en tus trabajos anteriores* with *Debes mencionar tu experiencia laboral*

6(f) *No debes hablar de dinero* that linked with *No debes hablar de tu sueldo*.

There was evidence that some of the items of vocabulary used in this question were sometimes not known. Errors were made at random which indicated that some candidates guessed an answer which seemed logical to them.

### Question 7

This question is an advantage and disadvantage table fill question. It requires candidates to listen to an extended recording about riding a bike and to complete a table with the positive and negative aspects. In this question communication and not the quality of language is assessed. The extended passage contained some complicated lexis and structures, as is appropriate for a question at this level.

Most candidates scored 3 or 4 marks.

(a) and (b) The positive aspects of riding a bike were *ver - mantenerse en forma, reduce la contaminación (del medioambiente)* and *llegas /es más rápido*

(c) The negative aspects were - *(los ciclistas) respiran gases contaminantes and hay muchos accidentes*

(d) The positive aspects were - *comprar una bici es barato and ahorras dinero*

(e ) and f) The negative aspects were - *no hay muchos carriles para las bicicletas, montar en bicicleta cuando hace mal tiempo and malo para las rodilla*

### **Advice and Guidance**

- Remember that the question title is an important clue.
- A good knowledge of vocabulary items is required.
- Candidates should focus their attention on checking carefully that what they have written is a coherent and logical answer to the question as it is asked.
- Candidates must remember that in the multiple- choice questions, most alternative incorrect options will contain an element of distraction, such as a word or phrase from what candidates have heard and learning to look for these can be a helpful skill.
- In this specification, longer passages appear earlier in the paper, and practice of notetaking is very important to be able to answer the more demanding questions.
- In Question 7 candidates must check if the information is a positive or negative aspect and ensure this information is placed in the correct part of the table.

### **Conclusion**

Most centres had prepared their candidates well, so they had a good understanding of the requirements of this unit. The examiners marking this unit appreciated the efforts that the teachers had made to allow their candidates to reach their full potential.

