



Examiners' Report

Principal Examiner Feedback

Summer 2025

Pearson Edexcel International GCSE

In Spanish (4SP1)

Paper 02: Reading and Writing

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Report to Centres

There are three sections to this paper. Section A is reading comprehension; Section B is writing and Section C is a grammar exercise. The two opening questions of this paper are based on medium length texts, each with a complete-the-sentence format. Q03 is based on three short texts and a who-said-what grid to complete. Q04 is a note-taking exercise. Q05 is a long reading passage with questions and answers in Spanish. Q06 is a short writing task where candidates must include 4 stimulus words. Centres are strongly advised to ensure that candidates are trained to use all of the words and to include them verbatim. Q07 is a long writing question with three choices of essay, each requiring a different style of writing (eg a blog, an email, an article) and being based around four bullet points. The bullet points will encourage the use of a variety of tenses and an opinion. The grammar exercise is Q08. Candidates are given a text with ten gaps and a word (eg an infinitive or an adjective) that must be manipulated to fit correctly into each gap. One mark is awarded for a word correctly modified. Subject-verb agreement, two verb combinations, tenses and adjective agreement are all tested. The rubric reminds candidates that there may be words that do not need to be changed at all (eg where an infinitive is grammatically correct, or a masculine singular adjective form is required). There are grammatical items of different levels of complexity, so that the exercise is accessible to candidates of all abilities, but there is scope here for the most able to be stretched.

In this series, Q01 was about role models. In this case it focused on the Formula 1 driver Fernando Alonso. Candidates had to select the correct sentence ending from a choice of 4. The average score was 4 out of 6. The most difficult element was the final part where candidates had to work out the inferred answers to Q1(e)) and Q1(f).

Q02 was about laptops of the future. Candidates had to complete sentences summarising the text, by selecting from a bank of words. Candidates needed to consider not just meaning, but also grammar in order to make their selection. Although the exercise looks like a choice of 1 out of 12, by using logic, the choice can be as narrow as 1 out of 2. The element that proved most accessible was Q02(b): Para usar un *Espaciolector* , necesitas unas gafas, The most difficult element was Q02(a) where many candidates chose *grande* rather than *pequeño* as they had not read the sentence properly. Most candidates scored 4 marks out of 6.

Q03 was based on statements by three people talking about their meals when they were children. Candidates had to indicate which of the three had made each of the 7 statements. The instructions inform the candidates that some statements may refer to more than one person or to none of them. Candidates had to place 8 crosses in the appropriate boxes. Most candidates followed this instruction, although there were some who offered fewer than 8, which was a real

wasted chance to score. For those who offered more than 8 crosses, for each extra cross that was offered, one mark was deducted from the total score. The average score was 6 or 7 out of 8. Nearly all the candidates got at least 4 marks. Option A seemed to be the most accessible and Option C the most challenging.

Q04 was about staying in a hotel. Ten items of information from the text were required in note form. These were a range of individual words, numbers and short phrases. Candidates performed well, with an average score of 9 out of 10. For Q4 (d) *recepción* was not an acceptable response as some indication of a person or people was required. Some candidates wrote *repcionistas y Daniel* and gained only 1 mark as Daniel works as a receptionist. For 2 marks *camareros y recepcionistas/ Daniel* was required. Q4(h) was correctly answered by only the best candidates as a negative opinion was required. Many candidates incorrectly responded with *no entendía nada* or *todo era en inglés*.

Q05 was a literary text from *La Felicidad* from *Historias de la Artámila* by Ana María Matute. This was the most challenging comprehension question, although prior knowledge of the text was not necessary. The average score was 5 out of 10. Most candidates responded well to the first 4 questions. Q5 (e) proved challenging, and few candidates managed to respond with *alojamiento y comida* for 2 marks. Only the very best candidates were able to correctly answer Q5(h). For 2 marks an idea of better weather next year plus produce that could be sold were required.

The short writing task in Q06 was about 'Mi casa'. As in past series, most candidates scored well here, the average mark was 9 out of 10. Some candidates lost Communication and Content marks as they failed to refer to all four stimulus words exactly as they are written in the paper. Sometimes the word *dormitorio* was changed to *dormitorios*. This type of manipulation was not accepted. The word *ayer* needed to be used with an appropriate verb or time phrase for it to be considered fully communicated.

Many candidates wrote an effective account of their house in accurate Spanish. Issues of gender, incorrect agreement and coordination of tenses were noted. Some candidates used *ayer* incorrectly as they did not combine it with the correct tense. There were, however, many candidates who went far beyond the level of language expected in this question, using a variety of tenses and examples of complex expressions such as the subjunctive.

The long writing tasks in Q07 produced many excellent essays that covered all four bullet points in interesting detail and included a rich variety of vocabulary and grammar. Q07(c) (about your local community) was the least popular of the three options. Q07(a) was about school and Q07(b) was about shopping. Examiners found some essays written in such poor handwriting that

they had great difficulty deciphering them. They always tried to give the candidate the benefit of the doubt when a key word was ambiguous, but teachers should emphasise the need for legible handwriting and make their pupils aware that poor presentation could potentially lead to a less successful outcome than deserved.

In Q07(a), the first bullet point proved challenging for some candidates who struggled to fully understand *sentiste*. For the third bullet point, *comportamiento* was not known by many candidates who chose not to address that bullet point or to use it inappropriately. For the bullet fourth bullet point examiners accepted as partially communicated any responses in which candidates wrote about their own school of the future rather than schools generally.

Q07(b) was the most popular choice and candidates responded well to the first three bullet points. For the fourth bullet point candidates were required to write about what they will buy in the future. Stating when or where they will go shopping was not enough to fully address this bullet point. This question had the highest average score of 15 out of 20 amongst the three essay choices.

Q07(c) was answered by a small number of candidates. The four bullet points were generally well addressed, and these offered the better candidates an opportunity to show their knowledge of the past, present and future tenses. There were some excellent essays in which candidates wrote about local festivals in their neighbourhood, displaying some very good cultural knowledge.

The grammar test in Q08, where candidates had to modify 10 given words, was based on a text about an eco-friendly film festival. This task is designed to give the strongest candidates the chance to shine, while also offering weaker candidates one or two places where they can score. The elements where most candidates picked up points were the adjective manipulations in Q08(b) *ecológicos* and (f) *seria*. Many candidates also scored with the regular present tense verb *participan* in Q08(a). The most challenging manipulation was Q08(c) *compitieron*, where the correct preterite ending was applied, but the stem spelling change from e to i was frequently missed. Candidates who did not include important accents in Q8(g) *está* and in Q8(i) *viajarán* did not score. Accents which change the meaning of a word or are part of the grammar formation must be included. Only the most able candidates were able to score above 8 marks, with the average score being 5.

Given the performance in this exam, students are offered the following advice:

- Use grammar rules to narrow down your choices in Q02.
- In Q04 and Q05, take care to read the question carefully in order to give the correct detail in the answers.
- Use the four stimulus words EXACTLY as they are printed in Q06.
- Avoid writing a pre-learnt essay in Q07, you need to include the specific details suggested in the bullet points.
- Include irregular, reflexive and stem-changing verbs in your revision of tenses, in order to give yourself the best chance of success in Q08.

