



Examiners' Report

June 2023

Int GCSE Spanish 4SP1 02R

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Introduction

There are three sections to this paper: Section A reading comprehension, Section B writing and Section C grammar exercise. The two opening questions of this paper are based on medium length texts, each with a complete-the-sentence format. Question 3 is based on three short texts and a who-said-what grid to complete. Question 4 is a note-taking exercise. Question 5 is a long reading passage with questions and answers in Spanish. Question 6 is a short writing task where candidates have to include four stimulus words. Centres are strongly advised to ensure that candidates are trained to use all of the words and to include them verbatim. Question 7 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 based around four bullet points. The bullet points will encourage the use of a variety of tenses and an opinion. The grammar exercise is question 8. 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 point 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.

Question 1 is a weather forecast. Candidates have to select the correct sentence ending from a choice of four. The most difficult element was Q01(d), where candidates found it hard to work out that in a sentence about *martes, el día siguiente* would refer to *miércoles*. Most candidates scored 4 out of 6.

Question 2

Question 2 is about schools of the future. Candidates have to complete sentences summarising the text, by selecting from a bank of words. Candidates need to consider not just meaning, but also grammar in order to make their selection. For example, when completing the sentence: *Habr...clases de matemticas*, the only answers that will fit grammatically are *ms* or *menos*. Although the exercise looks like a choice of one out of twelve, by using logic, the choice can be as narrow as one out of two. The average score was 4 out of 6 marks.

Question 3

Question 3 is based on descriptions of three Spanish cities. Candidates have to indicate which of the three is described in each of the seven statements. The instructions inform the candidates that some statements may refer to more than one person or to none of them. Candidates have to place eight crosses in the appropriate boxes. Most candidates followed this instruction, although there were some who gave more than or fewer than eight. For each cross above eight that is offered, 1 mark is deducted from the total score. It was a real wasted chance to score for those candidates who only placed six or seven crosses. The average score was 7.

Question 4

Question 4 is about electric scooters. Ten items of information from the text are required in note form. These are a range of numbers, individual words and short phrases. Q04(a) and (b) were largely answered without problems. Q4(c) required three pieces of information, but it was common to find that only the first piece had been correctly identified. The concept of *evitar la pelota* proved hard to find and the victim of the accident was rarely identified as the scooter driver. Many candidates found Q04(d) and (e) accessible, but the elements that were most challenging were Q04(f) and (g). This was mainly due to overlooking the word *evitar* and providing a negative answer eg *no caminar mirando el móvil*. This made no sense as the action that pedestrians need to avoid. The average score was 5 out of 10.

Completa la tabla con palabras en español o con números.

Ejemplo: Día de accidentes: *viernes*

- (a) Número de accidentes: *15* (1)
- (b) Accidente 1
- (i) Hora: *a las ocho* (1)
- (ii) Sitio: *el garaje* (1)
- (c) Accidente 2
- (i) Sitio: *jardín público* (1)
- (ii) A causa de: *tener que evitar una pelota* (1)
- (iii) Víctima: *La conductora de patinete* (1)
- (d) Donde no deben ir: *por la carretera* (1)
- (e) Sitio menos peligroso: *espacios por los que viajan las bicicletas* (1)
- (f) Personas en patinete deben evitar: *ir rápidamente en patinete* (1)
- (g) Peatones deben evitar: *caminar mirando el móvil*



Short answers are all that are needed here.

This candidate has answered all parts of this question correctly. Some answers could have been even shorter, eg just *evitar una pelota* or *ir rápido*.



Don't add too much detail, your answers should fit on the lines provided.

Question 5

Question 5 is a literary text taken from *El Legado Milenario* by Elena Roldan Aguirre. Knowledge of the literary text is not necessary. This question is designed to test candidates capable of up to grades 8 and 9; most found it very difficult, often resorting to untargeted lifting. The average score was 2 or 3 out of 10.

Q05(a) was often answered with *eso es lo que las madres dicen siempre*, but since it is not clear what *eso* is, this does not effectively answer why Alicia did not believe her mother. Q05(b) and (d) both require candidates to identify an emotion but they often only provided answers describing physical manifestations of feelings like *paró de respirar* and *riendo*, thus failing to take the extra step of inferring how the candidates were feeling.

On Q05(e), candidates often scored 1 mark for the targeted lift *al ver a Alicia sonreír*. More able candidates earned the second mark for explaining that Miki had wanted to make his sister angry or surprised. A common score for Q05(f) was also 1 mark, gained for versions of *Su padre había regresado de uno de sus muchos viajes de trabajo*, but the more subtle evidence to explain how we know that Alicia did not see her father often (because she has to hurry down before he leaves) was only identified by a small number of candidates.

(f) ¿Cómo sabemos que Alicia no puede pasar mucho tiempo con su padre?
Da **dos** ideas.

(2)

~~Yo~~ Su padre había regresado de uno de sus muchos viajes de trabajo.

~~Yo~~

Date prisa o papá se irá antes de que baje

(g) ¿Qué diferencia hay entre esta mañana y las mañanas de la última semana?



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Examiner Comments

Answers need to be in the third person.

This candidate earns 1 mark for the first part of this answer but the second part is direct speech that has been left in the first (and second) person. This cannot score. If it had been manipulated to make it third person, even with errors, it would have scored, eg *papá se irá antes de que Alicia baje*.



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Examiner Tip

Practise changing first person into third person, eg yo – él/ella, bajo – baja, mis-sus etc.

Question 6

The short writing task in Q06 is about *Mi mejor amigo*. Many candidates performed very well, obtaining full marks and going above and beyond the level required here. A few candidates failed to get full marks despite including all four stimulus words as they overlooked the essay title and wrote about their free time with no mention of a best friend.

A significant number of candidates misinterpreted the noun *pasatiempos*, using it along the lines of spending time. The stimulus word *ayuda* was also used as *ayer* by some candidates. Neither of these were credited as being an appropriate use of the word. Most candidates scored 8 to 10 out of 10.

6

parque

pasatiempos

ayuda

la semana próxima

Escribe entre 60 y 75 palabras **en español** sobre "Mi mejor amigo(-a)". **Debes** utilizar todas las palabras mencionadas arriba.

(10)

Mi mejor amiga es muy divertido y interesante. Se llama Alicia y tiene catorce años. Cuando era pequeña, Alicia y yo conocimos en un parque cerca de mi casa y ahora nos gusta visitar ~~el parque este~~ el parque cada semana. Aunque Alicia y yo son mejor amigas, tenemos pasatiempos diferentes. Prefiero nadar y jugar videojuegos, mientras Alicia siempre ayuda ^{con} ~~en~~ muchos proyectos en su colegio. La semana próxima, Alicia y yo vamos al cine para ver la ~~nuestra~~ película nueva.



This writing task is aimed at candidates who are capable of grade 4.

This candidate has included all four stimulus words and has clearly written about the topic of *Mi mejor amigo*. The language is not error-free, but it does not need to be. This candidate earns maximum marks.



It is a good idea to underline the four stimulus words in your paragraph, that way you can be sure you have not missed one out.

Question 7 (a)

The longer writing tasks in question 7 produced many interesting essays. Q07(a) is about taking up a new sport, Q07(b) about a festival or party and Q07(c) about food. All three essays were an equally popular choice. For each essay, the bullet points give the opportunity to use the past tense, the future tense and an opinion.

In Q07(a) candidates did not always address the second bullet point in the past tense. This could be perfectly acceptable in terms of communication and content (CC) but may have had an impact on the linguistic knowledge and accuracy (LKA) if only one tense was used overall. A significant number of candidates misunderstood BP3 *tu opinión sobre los polideportivos en tu región*, mistaking *polideportivos* for football clubs.

La última semana, decidí practicar un nuevo deporte: fútbol. Decidí practicar fútbol porque mucho de mis amigas practican ~~fútbol~~ este deporte. También, he practicado fútbol cuando era pequeña.

Practico fútbol en mi escuela con mis amigas porque creo que deportes son más divertidos cuando juego con mis amigas.



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Examiner Comments

It is good to write two or three sentences about each bullet point.

This candidate has included a number of details about each point.



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Examiner Tip

Write one short paragraph about each bullet-point.

Question 7 (b)

Some candidates interpreted the *fiesta* of the first bullet point of Q07(b) as a festival, such as *La Tomatina* or *Navidad*, while others wrote about a birthday party. Either interpretation was acceptable, and examiners saw very imaginative essays of both types. The second bullet point encourages the use of the past tense, but was sometimes answered quite poorly with many choosing to write in the present tense about what generally happens at the festival or party. Likewise, the final bullet point, about changing the festival or party in the future, was not always understood with many opting to use the correct tense but not covering the bullet point. The good and bad aspects of festivals/parties (BP3) was an area where candidates obviously felt comfortable writing and they answered very well about this.

De hecho, el último año, fui al Alemania para ver mis padres y mis abuelos, y fue la mejor Navidad de mi vida. Recibí muchos regalos caros, y visitamos un montón de sitios agradables en ^{la} ciudad y el campo. Cuando era más joven, no podía celebrar con toda mi familia, ya que alguien siempre ^{estaba} ocupado, así que el año pasado, fue mi primera vez probar comida nueva y exótica. ¡Lo pasé bomba! ¡Ojalá que pueda visitar el año que viene...



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Examiner Comments

It is sensible to write about the same amount for each bullet point, although it can still be a good essay if one point is more or less developed than the others.

This candidate has included a lot of detail and also taken the opportunity to include some complex language: *ojalá que pueda*. Grammar of this level is not necessary even to access the highest mark bands.



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Examiner Tip

Include more than one idea per bullet point.

Ojalá pudiera cambiar este ~~fos~~ fiesta, me gustaría ser más largo. Ahora la fiesta es ~~por~~ solo una semana cual ~~se~~ pasa muy rápido. ¡Qué triste! Por lo tanto, si tuviera oportunidad, me gustaría ~~ser~~ ~~de~~ la fiesta ser dos semanas. También en el futuro, cocinaré más comida que el último año. ¡Además, es importante mantener esta fiesta porque es cultura de mi país! ~~¡¡¡¡¡~~



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Examiner Comments

The best essays are generally imaginative and communicate clearly even with a few mistakes.

This candidate has come up with a couple of ideas for how to change the festival in the future.

The language does not have to be error-free to be worthy of full marks; examiners will balance the errors against the ambition of the language used. This candidate has included the future tense: *cocinaré* and some complex items like *Ojalá pudiera* as well as a range of interesting expressions: *por lo tanto* and *¡Qué triste!*. These are balanced against the errors: *me gustaría ser más largo* and *uno semana*.

This candidate scores full marks for both CC and LKA.



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Examiner Tip

Don't be afraid to try ambitious grammatical structures and varied vocabulary; just make sure the basics are correct!

Question 7 (c)

In Q07(c), examiners were particularly impressed by many of the candidates' knowledge of a range of Spanish regional dishes and detailed descriptions of their own traditional dishes. BP1 (about what you usually eat at home) was handled confidently in most responses. BP2 caused some issues with many candidates writing in the present tense about which restaurants they go to, rather than referring to a specific visit in the past tense. BP3 was generally answered very well with the majority comfortable with giving opinions on Spanish food. For BP4, many candidates effectively communicated what they would cook for their friend. There were some candidates with excellent linguistic skills who chose to cover the bullet points predominantly in the present tense. This meant that they were not able to show that they could handle three tenses securely and were therefore unable to access the highest mark band for LKA. The average score for each essay was very similar, being 14 or 15 out of 20.

Visité un restaurante Japones, pero, no me gustaba nada. Los fideos contenían demasiado sal, y ~~me~~ odio pescado. Además, la comida costó quince euros, ~~pero~~ ¡iqué pena!

Nunca he probado la comida española, pero si tuviera la oportunidad, me gustaría mucho. Sin embargo, mi amigo me dijo que la comida española tiene mucho pescado, ~~es~~ ~~mucho~~



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Examiner Comments

It is good to include a range of tenses. The bullet points will always offer the opportunity to use past plus future or conditional.

This candidate has packed their essay with tenses. We can see in just two paragraphs, examples of the preterit (*Visité, costó* and *dijo*), the imperfect (*gustaba, contenían*), the perfect (*he probado*), the conditional (*me gustaría*), as well as the past subjunctive.



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Examiner Tip

A sentence that contains two tenses is considered to be complex, so practise writing some before the exam. The preterit and imperfect go well together.

Question 8

The grammar test in question 8 where candidates have to modify 10 given words, is based on a text about magazines. This is a challenging task, designed to give the weakest candidates a small number of manageable manipulations, while the strongest candidates have the chance to display a full range of grammatical skills. The elements that proved to be the most accessible were Q08(f) (regular present tense) and Q08(i) (possessive pronoun not needing to be changed). Many candidates correctly manipulated Q08(j) (present participle), Q08(g) (infinitive with pronoun) and Q08(e) (less common feminine plural adjective). A surprising number of candidates had difficulty with Q08(a) (regular stem-changing verb in the present) and the two imperfect verbs, Q08(c) and (d), caused issues, Q08(d) was the verb *gustar*, which is rarely handled accurately in any tense. The most difficult elements were Q08(b) *empeché* and Q08(h) *primer*. Full marks were very rare and the average score was 2 or 3 out of 10.

Examiners were pleased to note that there were fewer candidates who did not offer any answers to this question.

- 8 Corrige las palabras (a)–(j). Deben estar de acuerdo con la frase. ¡Ojo! No es siempre necesario cambiar las palabras.

Mis revistas favoritas

Las revistas (a) [costar] mucho, pero no puedo vivir sin ellas. Cuando tenía 6 años, yo (b) [empezar] a leer las revistas para niños que me (c) [comprar] cada semana mi madre.

Aunque a mí me interesaba Disney, a mamá le (d) [gustar] los reportajes sobre los actores con casas (e) [encantador].

Ahora, a menudo (f) [leer] una revista sobre cine y en enero, decidí (g) [comprarse] cada mes una revista sobre el medio ambiente.

Mañana compraré mi (h) [primero] periódico. A veces mamá me da el (i) [suyo] porque dice que los periódicos son una buena manera de saber lo que están (j) [hacer] nuestros vecinos europeos.

- (a) Cuestan (1)
- (b) ~~empezo~~ empecé (1)
- (c) compraba (1)
- (d) gustaban (1)
- (e) encantadores (1)
- (f) leo haciendo (1)
- (g) comprarme (1)
- (h) primer (1)
- (i) suyo (1)
- (j) haciendo (1)



The grammar question is designed to test grammar structures from the simplest to the more complex. Only the most able candidates will score near full marks.

This is a very strong performance with just one incorrect answer (*encantadores*).



Practise your grammar! Become confident with present tense and adjective agreements as an absolute minimum.

Paper Summary

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

- Use grammar rules to narrow down your choices in question 3.
- In questions 4 and 5, re-read the question once you have written your answer, to make sure that what you have written gives exactly the information required.
- Pay attention to the title in question 6 and use the stimulus words to write about that topic.
- Take the opportunities provided to include examples of different tenses in question 7.
- Practise adjective agreements and regular verb endings in present and preterit to help in question 8.

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