



Examiners' Report

Principal Examiner Feedback

Summer 2025

Pearson Edexcel International GCSE

In Spanish (4SP1)

Paper 02R: 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 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 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.

In this series, Q01 was about environmental issues in Venezuela. Candidates had to select the correct sentence ending from a choice of 4. The average score was 4 out of 6. Q1(d)) seemed to be the most challenging as candidates had to deduce from the text that Venezuelans use their cars less at weekends.

Q02 was about role models in this case the Spanish tennis player Carlos Alcaraz. 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 most difficult questions were Q02(d) and Q02(f) which were both inference questions. Most candidates scored 4 marks out of 6.

Q03 was based on statements by three people talking about rural life. 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 F the most challenging.

Q04 was about shopping. Ten items of information from the text were required in note form. These were a range of individual words, numbers and short phrases. Candidates scored on average of 7 out of 10. For Q4 (b) many candidates incorrectly wrote *supermercado*, *zapatería* or *farmacia*. They did not read the text carefully to find that the *joyería* was the only shop that the thieves entered. Some candidates wrote *mediodía* instead of *las tres/15.00* for Q4(c).

Q05 was an extract from the literary text *La lengua de las mariposas* by Manuel Rivas. This was the most challenging comprehension question, although prior knowledge of the text was not necessary. The average score was 3 out of 10. Candidates were required to manipulate the language a fair amount and this proved challenging with several questions, particularly Q5(a), Q5(c), 5 (e) and 5 (f). The most accessible question appeared to be Q5 (b).

The short writing task in Q06 was about 'Mis vacaciones'. 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. Occasionally the word *hotel* was changed to *hoteles*. This type of manipulation was not accepted. *El año pasado* needed to be used with an appropriate past verb or time phrase for it to be considered fully communicated. The word *costa* was misinterpreted as part of the verb *costar* by some candidates.

Many candidates wrote an effective account of their holidays in accurate Spanish. Issues of gender, incorrect agreement and coordination of tenses were noted. 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(b) (about my house) was the most popular of the three options. Q07(a) was about life in my community and Q07(c) was about using the internet. 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), was generally very well answered with an average score of 15 out of 20. Candidates wrote some outstanding essays about their neighbourhood and local festivals celebrated with their neighbours. This essay enabled the better candidates to use a variety of unusual vocabulary, a range of tenses and idiomatic expressions. Sometimes candidates did not clearly address the fourth bullet point on whether they would live in this neighbourhood in the future.

Q07(b) was the most popular choice and candidates responded well to the first two bullet points. With the third bullet point some candidates did not describe past activities that they did outside which was required to fully address the bullet point. For the fourth bullet point candidates were required to write about what technology there would be in houses of the future. Some of the better candidates had some very good ideas but weaker candidates either tended to ignore the fourth bullet point or wrote about where they will live in the future.

Q07(c) was answered by a smaller number of candidates. To fully address the second bullet point candidates were required to write about a problem that they personally had with the internet in the past. The fourth bullet point was sometimes ignored by candidates.

The grammar test in Q08, where candidates had to modify 10 given words, was based on a text about Mexican food. 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(e) *correcta* and Q08 (g) *mejores*, although examiners did see *mejoras* on several occasions. Many candidates also scored with the regular present tense verb *comen* in Q08(f). The most challenging manipulations were Q08(a) *quería*, the irregular verb *hice* Q08(c) and Q08(d) *sonriendo* with many unable to successfully make the spelling change. Examiners frequently saw *sonreindo*. Accents which change the meaning of a word or are part of the grammar formation must be included. Equally candidates who added an accent to *hice* did not score. As always Q8 proved to be a good discriminator. The average score was 5 out of 10.

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 and write about the topic given.
- Make sure you understand the tenses suggested by the bullet points when selecting an option in Q07.
- Include irregular, reflexive and stem-changing verbs in your revision of tenses, in order to give yourself the best chance of success in Q08.

