

Examiners' Report
June 2018

GCE Spanish 9SP0 01

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.



Giving you insight to inform next steps

ResultsPlus is Pearson's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question.
- Understand how your students' performance compares with class and national averages.
- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit www.edexcel.com/resultsplus. Your exams officer will be able to set up your ResultsPlus account in minutes via Edexcel Online.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk.

June 2018

Publications Code 9SP0_01_1806_ER

All the material in this publication is copyright
© Pearson Education Ltd 2018

Introduction

This was the first sitting of the reformed two year A Level Spanish examination. Paper 9SP01 is the "Listening, Reading and Translation" paper and has some similarities to paper 6SP02 of the legacy specification and paper 8SP01 of the reformed A Level. The new paper tests listening and reading skills by a mixture of question types. Students have the opportunity to display their comprehension, summarising and translating skills by understanding audio and written texts of varying lengths and of different styles. The new exam features texts taken from on-line sources, historical texts (over 10 years old) and literary texts. There are 1st person and 3rd person accounts, texts involving a single writer or speaker and also texts involving more than one person and texts of both fact and fiction.

Paper 9SP01 is composed of three distinct sections: Section A is listening, Section B is reading and Section C is translating from Spanish into English. In both Section A and B there are multiple-choice questions and open response questions to be answered in Spanish. The translation in Section C is the only question where English is required. Texts are drawn from the 12 sub-themes from the specification. Over the 10 questions, most of the sub-themes will be covered.

Question 2

Q1 was a 1st person podcast about New Year's resolutions called "Año Nuevo, vida nueva". Students had to listen to the podcast and then select the correct ending for four sentence starters. Each sentence had a choice of four possible endings. The average score for this question was 3 out of 4. The first sentence was the hardest to score on and was based around the phrase in the text "hacer régimen".

Q2 was a podcast giving advice to those looking for a summer job. This question appeared to be significantly more difficult than Q1, with an average score of 2 or 3 out of 5. Q2(a) was usually answered correctly, but Q2(b) more often resulted in a score of one mark than the full two marks because students did not properly appreciate the meaning of "aptitudes". Many students described the type of business that could be set up rather than focusing on the personal characteristics that are needed. "Ser creativo" was often correctly offered, but "no te rindas" was either missed out or poorly transcribed as one word or turned into a non-existent infinitive "rindarse". Q2(c) was generally answered correctly but it needed to be clear that walking dogs was a job option, so simply writing "pasear perros" did not answer the question "Why are animals mentioned?" and so did not score. Q2(d) confused some students who assumed that the supermarket would be a good place to get a job, rather than a good place to advertise your business.

Texto 2 – Ser emprendedor

2 Escucha estos consejos de un podcast sobre el trabajo. Contesta las preguntas en español.

(a) ¿Qué impacto tiene la actual situación económica?

(1)

los trabajos de verano ~~se~~ abundan menos ahora así que es difícil encontrar trabajo

(b) ¿Qué aptitudes se recomiendan cuando llega un momento difícil en la búsqueda de trabajo? Da **dos** ideas.

(2)

No te rindas y ser creativo

(c) ¿Por qué se mencionan los animales?

(1)

se puede crea un negocio basado en los animales, por ejemplo cuidar mascotas

(d) ¿Por qué razón se recomienda un supermercado?

(1)

Se puede dejar unos folletos con los detalles de su negocio en los supermercados



This student answered each question clearly and accurately and scored full marks.

Question 3

Q3 was an interview with the owner of a ceramics factory in Valencia, focusing on the multicultural nature of the workforce. A common score was 6 out of 9 marks. Q3(a) was mostly answered successfully, but Q3(b) less so. As with all the comprehension questions on the paper, examiners are conscious that they are not testing grammatical accuracy, so the rule is that where the correct information is conveyed in a manner that is understandable (even if it is not accurate), the mark can be given. Where misspelling or poor grammar renders a response ambiguous or wrong, then the mark is withheld. This happened in Q3(b), where the correct information had been understood, but poor use of "desde hace" meant that many students did not successfully convey the fact that those who had fewer problems were those who had been living in Spain for some years. Some answers gave the impression that these people had lived in Spain some years ago or else they were not clear about the length of time. Q3(c) and (d) were generally answered well. In Q3(e) there was some poor transcribing: "destrecas" or "estrezas" for "destrezas". Although full sentences were not required, there needed to be a verb here in order to answer the question properly. Note the difference between these answers to the question "What impact does the presence of workers of different nationalities have on the business?": "they bring new techniques" and "new techniques". Q3(f) caused some difficulties as students were not clear about who would be more sensitive or would participate more.

Texto 3 – Una plantilla multicultural

3 Escucha esta entrevista sobre los trabajadores de una fábrica española. Contesta las preguntas **en español**.

(a) ¿Cómo se diferencian los trabajadores de hoy de los del pasado?

(2)

~~Antes~~ Antes los trabajadores provenían de pueblos de
alrededor ^{de la} o ciudad. Ahora son de diferentes
países.

(b) ¿Quiénes tienen menos problemas para comunicarse?

(1)

Los que llevan viviendo más años en España.

(c) Aparte de la lengua, ¿qué enseñan en los cursos especiales?

(1)

Les enseñan a entender nuestras costumbres.

(d) ¿Por qué se menciona la comida?

(1)

Porque adaptarse a la comida española es
una de las cosas más complicadas.

(e) ¿Qué impacto tiene la presencia de trabajadores de varias nacionalidades en la empresa? Da **tres** ideas.

(3)

Aportan ideas de decoración, enriquece
al personal, aportan técnicas de
moldear el barro.

(f) ¿Qué cambios se esperan ver en la sociedad del futuro?

(1)

Que los ciudadanos estén más dispuestos
a participar en la sociedad.



Students must be careful not to respond using the 1st person, as this refers to the student rather than to the interviewee. This student answered all parts of this question correctly, apart from (c) where the examiners could not award a mark because of confusion over whose customs are being taught.



There will often be an interview or other 1st person text, but answers cannot be given in the 1st person, so students should practise changing 1st person verbs, pronouns and possessives into 3rd person.

Question 4

Question 4 is divided into two different questions based on two sections of the same audio text. In this case it was an interview with two female hoteliers. Comprehension of the first half of the interview is tested via comprehension questions, Q4(a), while the second half, Q4(b), is tested through a guided summary in Spanish. Examiners were very pleased to note that students handled the summary well, even though this was the first time this question type had been used. A common score over the two parts of the question was 8 out of 12 marks.

Q4(a)(i) was answered well, although some students only stated that Natalia had done a course, failing to mention that it was in English. Other students incorrectly transcribed "se inscribió", offering "escribió" instead. Q4(a)(ii) posed few problems, but in Q4(a)(iii), the second mark proved elusive. This question asks for a comparison, so both elements of the comparison must be given. Stating that Natalia has "un equipo estable" is enough for one mark, but many students struggled to convey either that this is not common or that other hoteliers do not have this. In Q4(a)(iv), although many scored a mark, others simply stated that Natalia's son had completed studies in tourism, rather than including that he was/ is/ will be working with Natalia.

The main issue that examiners encountered in Q4(b) was where students wrote too much. Marks were awarded even for over-long descriptions, but where the answer was as long as the original text, the answer could not be considered a "summary" and so some marks were withheld. Students should be taught to select only the most relevant information. In Q4(b)(i) for example, it was enough to state that Natalia found it hard to juggle family and work. The information about holiday periods being particularly problematic, was an example of the main point and so was unnecessarily detailed. In Q4(b)(ii) the first bullet point asks for changes and so students needed either to mention how things used to be and how they are now or to use language that conveyed what things are like NOW, thus implying that they were different before. Answers that did not make it clear when Sara used social media or the telephone, did not successfully convey this change.

Texto 4 – Unas hoteleras españolas

4 (a) Escucha esta entrevista con Natalia, que trabaja por cuenta propia en el sector turístico. Contesta las preguntas **en español**.

(i) ¿Qué hizo Natalia en el Reino Unido? Da **dos ideas**.

(2)

- se inscribió en un curso intensivo para aprender el inglés. - trabajó en una agencia de viajes.

(ii) ¿Por qué tuvo la oportunidad Natalia de construir un "apartotel"?

(1)

porque se casó con un chico que tenía unos terrenos para construir el apartotel.

(iii) ¿Qué diferencia hay entre la experiencia de Natalia y la de otros hoteleros?

(2)

Natalia tiene el apoyo de un equipo muy estable, ^{algo} que no es común en hostelería. ~~también un hijo que puede actuar como la próxima generación para ocuparse del hotel.~~

(iv) ¿Qué garantiza la continuidad del negocio de Natalia?

(1)

^{mayor} Su hijo, que ha terminado sus estudios y actúa como ~~una~~ la próxima generación para ocuparse del hotel.

Resume la siguiente conversación. Las expresiones cortas son válidas.

Da tres detalles para la pregunta 4(b)(i) y tres detalles para la pregunta 4(b)(ii).

(b) Escucha la conversación con Natalia y Sara sobre sus experiencias de montar su propio negocio hotelero. Responde en **español**.

(i) Resume lo que dice Natalia sobre:

- el inicio de su carrera (1)
- la familia (1)
- lo bueno de su trabajo (1)

Nadie apostaba por ella al principio de su carrera, le resulta difícil manejar la vida familiar con el trabajo, y en su trabajo no hay nadie que te diga lo que tienes que hacer, puedes ser independiente.

(ii) Resume lo que dice Sara sobre:

- los cambios en la publicidad (1)
- mantenerse informada (1)
- la ilusión

es importante mantener la ilusión como característica ^{(de un} empresario
• Ahora la publicidad ha cambiado con la tecnología y tienes una página web y redes sociales, no folletos.
• Se mantiene informada mirando a los comentarios de los clientes y quedándose en hoteles para tener la experiencia que tendrían los clientes

Please include both pages, i.e. Q4(a) and Q4(b).



This student scored full marks on Q4. The answer to Q4(a)(iv) is not exactly what was in the Mark Scheme, but the idea that the son will work in the business is conveyed. The summary in Q4(b) is rather long, but all of the correct information is included.

Texto 4 – Unas hoteleras españolas

4 (a) Escucha esta entrevista con Natalia, que trabaja por cuenta propia en el sector turístico. Contesta las preguntas **en español**.

(i) ¿Qué hizo Natalia en el Reino Unido? Da **dos ideas**.

(2)

~~Mejoró su dominio de inglés y~~ escribió en un curso intensivo y trabajó en un agencia de viajes.

(ii) ¿Por qué tuvo la oportunidad Natalia de construir un "apartotel"?

(1)

"apartotel" empezaba a ponerse de moda en aquella época.

(iii) ¿Qué diferencia hay entre la experiencia de Natalia y la de otros hoteleros?

nº sea común en hostelería.

(2)

Natalia tiene la suerte de tener ~~en~~ el apoyo de un equipo muy estable.

(iv) ¿Qué garantiza la continuidad del negocio de Natalia?

(1)

su hijo mayor ^{acabó de} ~~terminar~~ ^{terminar} los ^{de turismo} estudios y ^{luego desde} hace un año va a trabajar con ellos.

Resume la siguiente conversación. Las expresiones cortas son válidas.

Da tres detalles para la pregunta 4(b)(i) y tres detalles para la pregunta 4(b)(ii).

(b) Escucha la conversación con Natalia y Sara sobre sus experiencias de montar su propio negocio hotelero. Responde en **español**.

(i) Resume lo que dice Natalia sobre:

- el inicio de su carrera (1)
- la familia (1)
- lo bueno de su trabajo (1)

Nadie apostaba por ella y no confiaba en ella.
Es muy difícil compaginar a hacer vivir una vida profesional ^{con una} familia. Lo mejor es que puede ser su misma.

(ii) Resume lo que dice Sara sobre:

- los cambios en la publicidad (1)
- mantenerse informada (1)
- la ilusión (1)

Ahora crean una página web y aparecen en las redes sociales.
se mantienen informada a través de los sitios que publican los comentarios de los clientes.
La ilusión es ^{es una característica} ~~la más importante~~ más importante para un empresario.

Just include the second page, which is Q4(b). Please do not include the first page Q4(a).



This student has responded to the bullet points with a brief but accurate summary. It is neither necessary nor desirable to include all details.

Question 6

Q5 was the first of the reading texts and was a historical text (i.e. older than 10 years) about the impact of the style of language used in the media in Venezuela. This question is the same style as Q1, where endings have to be selected for four sentence starters. This question proved to be accessible to almost all students, with most candidates scoring full marks.

Q6 was an extract from a blog for single people. Four correct statements out of nine had to be identified. There were no obvious difficulties in this question and the average score was 3 out of 4.

Question 7

Q7 was an open response question about the situation of teachers during the dictatorship. An average mark was 3 or 4 out of 6. The element of this question that caused most problems for students was (e). Perhaps the word "ámbitos" was unfamiliar. The answer was "en público y en privado" or something giving the same information. Many students failed to score because they relied on a lift (i.e. words copied directly from the text): "conducta moral pública y privada". A lift is not prohibited in this examination, but the determining factor is whether the answer follows the question naturally. At this level it is not enough for a student to show that he or she knows roughly where the answer is to be found in the text; the correct information must be pinpointed and conveyed effectively. Since the question was essentially asking "where must teachers behave well?" to reply "good public and private moral conduct" does not logically follow the demand of the question.

- 7 Lee este artículo sobre la política educativa durante la dictadura de Franco. Contesta las preguntas **en español**.

Ser profesor bajo Franco

El principal objetivo de la política educativa del franquismo fue el desmantelamiento de todo vestigio del sistema precedente, desde la destrucción de libros y bibliotecas hasta la exterminación de muchas personas que podían actuar como recuerdo: los maestros.

Un contingente numeroso de profesores se vio obligado a abandonar España. Algunos de ellos volvieron, a pesar del temor a las represalias. Otros se dirigieron a distintos puertos de Latinoamérica. Por ejemplo, México acogió a unos treinta mil.

Para realizar la tarea de adoctrinamiento, no era necesario contar con profesores bien formados. La formación del equipo docente durante este período puede resumirse en la constante presencia de la dimensión religiosa. Bastaba con enseñantes obedientes y temerosos del régimen que dedicaran la mayor parte de su energía y de su trabajo a legitimar la dictadura. Aún en la primera mitad de los años setenta, para acceder a los estudios de magisterio había que presentar certificado de buena "conducta moral pública y privada".

- (a) ¿Qué hicieron las autoridades para cambiar totalmente el sistema educativo? Da **dos** ideas.

(2)

~~Estas autoridades~~ Eliminaron libros y bibliotecas, y exterminaron a los maestros.

- (b) ¿Cómo mostraron su valentía algunos profesores?

(1)

Volviendo a España.

- (c) ¿Qué importancia tenían las cualificaciones académicas de los enseñantes de la época?

(1)

Ninguna

- (d) ¿Qué tipo de relación con las autoridades tenían los enseñantes considerados apropiados?

(1)

Eran enseñantes obedientes y temerosos del régimen.

- (e) ¿En qué ámbitos era necesario que se comportaran bien los que querían ser profesores?

(1)

En el ámbito público y privado.



This student shows that answers can be brief and yet convey all the correct information. It is clear that this student understood both the text and the questions. Students who rely upon copying chunks from the text usually do so because they have not understood either the text or the question. Lifts may well score, but only if they are a targeted answer to the question.

Question 8

Q8 was a longer reading text about food from other countries that is now available in Spain. An average score was 6 out of 8. The elements that caused the most issues were parts (c) and (d). In Q8(c) the key idea that the Spanish diet has changed over time was often missed and instead an answer was given that suggested that there had been a single change in the diet 1000 years ago. Many students were able to score 1 mark in Q8(d), for "poco variada", but the second mark was often missed because the lift "dispusieron el cultivo de hortalizas y frutas" was offered. This is not a detail about the diet before the arrival of the Muslims and therefore it does not answer the question.

8 Lee este artículo sobre la comida en España. Contesta las preguntas **en español**.

Los ingredientes exóticos

Hoy, no hay que recorrer medio Madrid para encontrar ingredientes exóticos, porque la creciente población extranjera los demanda.

Sin embargo, no son sólo los inmigrantes quienes comen la comida extranjera. También el consumidor español ha introducido en su dieta algunos nuevos productos. Hay que pensar por ejemplo en los kebabs, originarios de Turquía, que en España constituyen ya una nueva forma de comida rápida.

No todas las tiendas madrileñas ofrecen exactamente los mismos productos. Los alimentos que los supermercados venden varían según la población inmigrante de la zona. Carmen Ciobanu, que llegó a Madrid desde Rumanía, afirma: "En mi barrio, donde hay un núcleo rumano importante, es fácil encontrar casi cualquier alimento que busques".

En realidad nuestra gastronomía ha ido cambiando a lo largo de los siglos. Mucho de nuestra forma de comer actual lo hemos heredado desde hace más de 1000 años de los musulmanes que conquistaron España. Encontrándose con una dieta poco variada, dispusieron impulsar el cultivo de hortalizas y frutas, prácticamente inexistentes en la Europa de entonces, y de plantas aromáticas, característica esencial en la gastronomía de Oriente.

A fuego lento, se está cocinando ahora una nueva gastronomía llena de distintos aromas, texturas y sabores que, en poco tiempo, podría regalarnos nuevos platos tan venerados como la fabada o la tortilla, cuyos ingredientes principales también fueron inmigrantes.

- (a) Según el artículo, ¿qué tipos de consumidores compran la comida exótica? Da **dos** ideas.

(2)

los extranjeros

los españoles

- (b) ¿Qué nos dice el texto sobre la comida que venden las tiendas? Da **dos** ideas.

(2)

a menudo ofrecen

las tiendas diferentes ~~algunos~~ ofrecen productos diferentes.

los productos que se venden en los supermercados varían dependiente de la población inmigrante del pueblo.

- (c) ¿Por qué los españoles están dispuestos a aceptar los cambios gastronómicos?

(1)

la gastronomía en España cambia

su dieta no es muy variada, y es difícil encontrar los ingredientes en Europa.

c. la gastronomía en España ha cambiado mucho a lo largo de la historia.

(d) Da **dos** detalles sobre la dieta en España antes de la llegada de los musulmanes.

(2)

no era muy variada.

no consistía en hortalizas o frutas.

(e) ¿Por qué se menciona la tortilla?

(1)

es un plato muy venerado en España.



This candidate has scored full marks. In Q8(d) this student has used his/her own words, rather than relying on a lift from the text.



Students must select material carefully and ensure that the answer logically follows the question. Sometimes an answer has to be deduced from what is in the text and so a direct lift will not always lead to a correct answer.

Question 9

The text in Q9 is both historical and literary, coming from the 1949 play *Historia de una escalera* by Antonio Buero Vallejo. It includes a conversation between two characters discussing whether they can change their lives for the better. This text did prove challenging as it should, being the longest of the texts. An average score was 4 out of 8. In Q9(a), where only 1 mark was scored, this was usually due to a student giving two versions of the same information, e.g. "ayuda mutua" and "solidaridad", rather than a second distinct point "para mejorar la vida". In Q9(b) a common mistake was to put "diez horas". In Q9(c) there was a similar issue to that in 9(a), where the same idea was given in three ways ("trabajar mucho"/ "trabajos extra"/ "acostarse tarde") rather than a second separate idea about never having enough food. Q9(d) was usually answered well, as was Q9(e), although there were a lot of instances of students lifting "rodeados siempre de los padres". These were students who had clearly not understood the text. In Q9(f), students had to focus on the staircase, rather than on Fernando's life, to explain the significance of the staircase as a metaphor.

Although this was a difficult question, many students handled the vocabulary and concepts well, giving accurate answers.

(a) Según Urbano, ¿para qué se unen muchos a un sindicato? Da **dos** ideas.

(2)

Por solidaridad

Para mejorar su estilo de vida

(b) ¿Cuánto trabajo ha hecho Fernando hoy?

(1)

ha ido
Nada. NO ~~que~~ al trabajo

(c) Según Urbano, ¿cómo será el futuro de Fernando fuera del sindicato? Da **dos** ideas.

(2)

Pasará
~~pasará~~ ~~pasará~~ hambre y trabajará
mucho.

(d) ¿Qué visión tiene Urbano de su propio futuro?

(1)

Visión pesimista, no cree que vaya a salir de su situación

(e) ¿Qué evidencia hay de que Fernando y Urbano eran niños traviesos?

(1)

Formaban a escondidas de papá en sus escaleras

(f) ¿De qué manera refleja la escalera la situación de Fernando?

(1)

La escalera no va a ningún sitio.



These answers are brief and to the point. They all follow the questions logically and accurately.

(c) Según Urbano, ¿cómo será el futuro de Fernando fuera del sindicato? Da **dos** ideas.

(2)

- ~~se~~ tendría que buscar ^{más} trabajadores para rebondar el presupuesto
- y se tendría que ir a dormir a las tantas de la ~~noche~~ madrugada.

(f) ¿De qué manera refleja la escalera la situación de Fernando?

Siempre se moverán pero sin llegar más lejos, de lo que ⁽¹⁾ ya han llegado.



In Q9(c), this student has made a mistake between "trabajos" and "trabajadores" and so has written something which is incorrect. In Q9(f), this student has focused on the characters and not the staircase, but it is the staircase that is asked about in the question.



Always re-read the question and then the answer in order to check that they match.

Question 10

Q10 is a style of question that is new this year: a translation from Spanish to English. It is marked in 20 separate sections and examiners were looking for comprehensible English that conveyed all the information. As with the Spanish responses to the comprehension questions in the rest of the paper, accuracy in grammar and spelling is less important than clear communication. This question discriminated well between students of differing abilities, with almost no-one scoring nothing and very few candidates scoring full marks. The average score was 10.

The sections that were translated correctly by the highest number of students were: "De los episodios de la historia" (1), "Esos dos grandes momentos" (6), "porque la dictadura fue consecuencia del primero" (8), "Este período en que...las antiguas instituciones" (15) and the last three sections "representó un profundo cambio social/ que aún impacta en/ la sociedad actual" (18, 19, 20). These sections may have been more accessible than some others because they contain cognates and the word order of the Spanish is similar to that of the English.

Particular difficulty was caused by "llamado" (2), "agitado"(4), "bastante ligados" and "sí" (7). Section 17 was expected to be the hardest section of the text and it certainly gave rise to a wide range of incorrect translations. The examiners were astonished to find again and again that the difficulty of this section lay not so much with "raíces" or "yacén" but with "sesenta". This was given in well over 50% of scripts as "the seventies". Other areas of difficulty lay in word order: "no figuran jóvenes"(14), "se destacan la Guerra Civil y la Transición" (5) and differing use of prepositions in Spanish and English: "terminó siendo" - ended UP being (9) and "vivido la Transición" - lived THROUGH the Transition (13). The passive was frequently missed in "se transformaron" (16) and "little people" was often offered for "pocas personas" in (10).

Better candidates were able, in general, to create a piece of logical, flowing English, even if there were inaccuracies. Weaker candidates tried translating word for word and consequently lost marks. It is important to consider the passage as a whole, rather than just focusing on individual words. There appeared to be a lack of general knowledge about the dictatorship and the Transition, which was surprising since they are two of the 12 sub-themes which need to be studied by all students. Examiners found students who had translated "la dictadura" as "dictature" and "dictation". They also suggested that the dictatorship was "reimplicated", "rejuvenated", "replanned" and even "reintroduced" by the Transition.

SECTION C: TRANSLATION INTO ENGLISH

We recommend you spend around 20 minutes on this section.

10 Translate the following text about Spanish history, into **English**.

(20)

De los episodios de la historia que más han llamado la atención internacional sobre España a lo largo del agitado siglo XX se destacan la Guerra Civil y la Transición. Esos dos grandes momentos se encuentran bastante ligados entre sí porque la dictadura fue consecuencia del primero y terminó siendo reemplazada por el segundo. Hoy viven muy pocas personas que tengan en su experiencia personal aquella trágica lucha y entre los que sí han vivido la Transición, no figuran jóvenes. Este período en que se transformaron las antiguas instituciones, y cuyas raíces yacen en los años sesenta, representó un profundo cambio social que aún impacta en la sociedad actual.

Of the episodes of history that have caught international attention most about Spain throughout the inflamed 20th century, the civil war and the transition stand out. Those two big moments are linked with one another because the dictatorship was the consequence of the first and ended up being replaced by the second. There are very few people living today who have personal experience of that tragic fight and among those who lived through the transition, there are no young people. This period, in which old institutions were transformed, and whose roots lie in the 1960s, represented a profound social change which even impacted on impacts on ~~the~~ ~~state~~ of today's society.



This is an excellent response. Only two marks were missed because a tiny but important detail was missed out on two occasions. In section (7), there is no rendering of "bastante", even though the harder "ligados entre sí" has been translated accurately. In section (12), the emphasis has been omitted. The English for this section needs to reflect the "sí" that goes with the "han vivido".



Students should make sure that they include all of the details, including the "very", "mostly", "sometimes", e.g.

SECTION C: TRANSLATION INTO ENGLISH

We recommend you spend around 20 minutes on this section.

10 Translate the following text about Spanish history, into **English**.

(20)

De los episodios de la historia que más han llamado la atención internacional sobre España a lo largo del agitado siglo XX se destacan la Guerra Civil y la Transición. Esos dos grandes momentos se encuentran bastante ligados entre sí porque la dictadura fue consecuencia del primero y terminó siendo reemplazada por el segundo. Hoy viven muy pocas personas que tengan en su experiencia personal aquella trágica lucha y entre los que sí han vivido la Transición, no figuran jóvenes. Este período en que se transformaron las antiguas instituciones, y cuyas raíces yacen en los años sesenta, representó un profundo cambio social que aún impacta en la sociedad actual.

From the periods in history that have called more ~~to~~ international attention about Spain throughout the agitated 20th century, the Civil war and the Transition stand out. These two big moments find themselves quite stuck between yes because the dictatorship was a consequence of the first and finished by being put back into place by the second. Today very few people live that have in their personal experience that /such a tragic fight and ~~between~~ amongst those that have lived through the Transition, they don't stay young. This period in which the old institutions were transformed, and whose roots born in the ~~seventies~~ 70's, it represented a profound social change that even impacts the current society.



This student has perhaps not read back over the translation, as there are some sentences that do not hang together well. The "find themselves quite stuck between yes" makes no sense at all. The complex sentence that begins "This period in which" and that continues with "and whose roots" has proved too hard to keep track of for this student.



Students should be trained to read back over their translation, imagining a non-Spanish speaking friend or relative were reading it with them. Would that other person understand what has been written?

Paper Summary

Overall, examiners were pleased with the performance of students on this paper. It was a challenging paper, not just because of the complexity of the language and grammar used throughout, but also because this was the first sitting of the reformed A Level examination and there are features of this examination that are different from the previous specification. It was clear, though, that teachers had prepared their students effectively for the demands of the paper, since there were examples of outstanding performance even on questions such as Q4(b) and Q10, which were in an unfamiliar style. Students also dealt well with the literary and historical texts.

From their performance on this paper, candidates are offered the following advice:

For comprehension questions:

- always read the question again once you have answered it to ensure that your answer follows logically
- 'lift' words from the text with caution and be prepared to make changes so that your answer fits the question
- avoid answers that include the 1st person
- where a change or difference is requested, be prepared to state two things.

For the summary Q4(b):

- do not write too much, just select the most important information.

For the translation Q(10):

- consider the text as a whole and not just as short segments
- look out for small details like "very" and "quite"
- imagine someone else reading your translation; would they understand it?

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

