



Pearson
Edexcel

Examiners' Report
Principal Examiner Feedback

Summer 2019

Pearson Edexcel GCE
In Spanish (8SP0) Paper 01
Listening, Reading and Translation
Transcript

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by 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.

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

Grade Boundaries

Grade boundaries for all papers can be found on the website at:
<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

Summer 2019

Publications Code 8SP0_01_1906_ER

All the material in this publication is copyright

© Pearson Education Ltd 2019

General comments

Centres are reminded that 2020 will be the final session for the 8SP0 qualification, and there will be no opportunity for a resit.

The paper differentiated effectively and all questions worked as planned. There were no overarching issues in either Section A or Section B, although a number of candidates introduced ambiguity into their answers through the incorrect use of grammatical elements, in particularly verb forms. Whilst examiners accept incorrect Spanish, if ambiguity is introduced, often the mark cannot be given. It is also the case that some candidates wrote too much; short answers are best, because this concision is often the best indicator of comprehension.

This paper will provide useful practice for candidates preparing for the full A level course, and the cultural content of the passages may also be useful for use in adding to the possible back of examples candidates may use for dealing with the speaking cards.

As in previous sessions each mark in Sections A and B is targeted at a particular grade (A to E).

Section C again proved the best differentiator, and teachers could usefully do work with candidates for next year's final session to ensure best use of correct and clear English in the translation.

Comments on individual questions

Section A

Question 1

This was a multiple choice question and was answered well by most candidates. The topic content fits into Theme 2, and so it draws on customs and traditions from the wider Hispanic world.

Question 2

This was a free response question and comes from Theme 1, with its focus on employment. Some weaker candidates struggled with 2(c), although overall the vocabulary and ideas seemed to be accessible.

Question 3

This was a longer passage, set in Theme 1 and focussing on the issues around gay marriage in Spain. 3(a), 3(c) and 3(e) proved the most accessible and 3(f) the most challenging. There was evidence that candidates were familiar with this topic content, because they employed appropriate vocabulary in their responses.

Question 4

This is a two part question, the first part being comprehension questions and the second part summary. It is pleasing to note that earlier advice as to how to deal with the summary part of the question had largely been heeded. This topic material fits into Theme 2. The first section was generally well answered, although 4(a)(ii) caused the most difficulties. In part 4(b) some weaker candidates struggled to deal with the different and mixed time-frames, which are a feature of natural conversation, but nevertheless performance was good and very few candidates failed to score any marks in this part of the question.

Section B

Question 5

This was a multiple choice question set in Theme 2 and dealt with TV viewing habits of Mexican children. It was generally well answered, but 5(iii) caused some difficulties, perhaps because 'cuento de hadas' was unfamiliar.

Question 6

This was a multiple completion question, set in Theme 1. Some candidates were distracted by options A and H. Teachers are reminded that all objective questions will contain an element of distraction, either in terms of vocabulary or ideas. So, candidates need not only to find the correct answers, but also actively eliminate the incorrect options.

Question 7

This was a free response question set in Theme 2, which relied on candidates engaging with an element of cultural heritage that they may not have encountered previously. 7(c) caused the most difficulties, perhaps because the vocabulary around the idea of a disguise was less well known and also because there was a need to focus on the idea of not being recognised and connect it with the idea of disguise in the text.

Question 8

This was a literary text set in Theme 1 and focusing on changes in the family structure. 8(b) and 8(f) caused the most difficulties. In the case of the latter there was evidence that some candidates struggled to identify the person of the question and connect it with the text. 8(a) was well answered by most candidates. In preparing candidates to deal with literary texts it is helpful for teachers to direct them to the possible use of literary features, such as the use of embedded dialogue, metaphors and figurative language, or as it the case in this text, humour.

Question 9

This text was set in Theme 2 and deals with media trends across generations and demographics in Peru. 9(e), which required candidates to process language and draw an inference, was the least well answered, narrowly followed by 9(d), which was often answered in an ambiguous way, meaning it was unclear which quality was an advantage and which a disadvantage. Candidates next year are advised to be careful always to ensure that their responses are clear, particularly in 2 mark questions.

Section C

Question 10

As was the case in the previous session, it was the translation into English which differentiated best and which proved most challenging even to the most able candidates. Some native speaker candidates, who had performed very strongly elsewhere in the paper, failed to score a single mark on this task. Basic false friends were misrendered, for example 'experimentado' translated as 'experimented'; there was widespread misrendering of definite articles, for example 'la realidad' translated as 'the reality'; there were issues with word order, for example 'and persist difficulties'; there were issues with simple vocabulary such as 'responsabilidades familiares' being translated as 'familiar responsibilities'. There were also issues with obviously native English speakers using forms of expression that did not carry meaning in proper English, for example 'feminine unemployment' for 'female unemployment'.

Overall the vocabulary was not particularly challenging, the only non-GCSE words really being 'recorrer', 'alcanzar', 'asumidas' and 'conciliar', and all of these are quite standard within any GCE AS level coursebook.

In order to better prepare for next year's examination, teachers could usefully provide students with regular practice not only translating, but proof-reading and correcting poor translations, to develop the skill of producing coherent English, which carries across all the messages of the Spanish text.

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom