

Examiners' Report  
June 2019

GCE Spanish 9SP0 01

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June 2019

Publications Code 9SP0\_01\_1906\_ER

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# Introduction

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 Section A and B there are both multiple-choice 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 and include fiction and non-fiction, literary, historical and contemporary texts. Over the 10 questions, most of the 12 sub-themes will be covered.

## Question 2

Q01 was a listening text about little-known social networks. The average mark was 3 out of 4.

Q02 was an open-response question worth 5 marks. It was based on a report about summer camps from one of the *Noticiarios y Documentales*, ("No-Do") newsreels from the Franco era. An average score of 4 marks was achieved. Common errors found in this question were in (a), where *coser* and *cocer* were mixed up. Although mis-spellings are tolerated, in this case the error led to the creation of a word with an entirely different meaning, so responses where *cocer* was found, could not be awarded a mark. In (c), some candidates found it hard to convey the idea of starting their own home and suggested *empezar una familia* instead. This was not credited.

It is important to give specific information in responses.

(c) ¿Para qué serán útiles estas habilidades prácticas? Da **dos** ideas.

(2)

Añadir a sus <sup>mejores</sup> ~~habilidades~~ en casa y ser más preparados  
para sus futuros.



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Examiner Comments

In Q02(c), this candidate has been too general with the final point: *sus futuros* does not accurately express that they will be equipped to run a household.



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Examiner Tip

Try to be specific where you can.

### Question 3

Q03 was a longer listening passage adapted from the Christmas address made by King Juan Carlos in the year of the attempted coup d'état. This was a challenging text; 4 or 5 marks out of 9 was a common score. The sections that proved most difficult were (b) where either candidates did not understand the concept of *minorías* or they were not able to infer the answer. In Q03(c), the negative proved problematic as many candidates ended up stating that the king did not want them to avoid conflict, rather than that he did not want conflict.

It is important to be clear about the subject of your verbs in Spanish, as the subject pronoun is usually omitted. Also, be clear who or what is referred to by *su*.

(g) Según el Rey, ¿qué es más importante que los intereses particulares?

(1)

en fin supremo de <sup>el</sup> su bien estar,



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Examiner Comments

In this response, the candidate has understood both the question and the passage, but the answer is ambiguous. The correct answer is *el bienestar de España*, but as there is no mention of Spain in this answer, the reader does not know whose wellbeing is important. If this candidate had left the *su*, rather than *el*, it would still not have been clear because the *su* could only refer to the King in this context.



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Examiner Tip

Always reread the question and then your answer to ensure that someone who has not read the text, but who has asked you the question, would be able to properly understand the information.

## Question 4

Q04 was from a television news report about immigrants who had made a success of their life in Spain. There were two parts to this question: the first 6 marks available were for open-response questions about the introduction, while another 6 marks were available to be earned for summaries of the subsequent interviews. The average score for the whole question was 8. In Q04(a)(i), the spelling of *tasa* caused a problem where it was rendered as *taza*, as this small spelling mistake turned the word into another recognisable (but incorrect) word. In Q04(a)(ii), the question asked about a change and there were 2 marks on offer. For a change to be shown, the original and the later state are both needed, hence the 2 marks. Many candidates neglected to mention the hard life that the immigrants had had before and instead concentrated on how they had achieved their dreams. This was worth only 1 mark. Similarly, often only one mark was earned for Q04(a)(iv) because instead of stating that immigrants arrive with a visa (1 mark) and qualifications (1 mark), **two** references to education or training were given. The summary questions were attempted successfully in many cases, although in Q04(b)(i) a mis-transcription of "me dio casa", turned it often into "medio casa". In Q04(b)(ii), some candidates found it difficult to express the conflicting feelings about the word "immigrant".

Where a change is asked for and two marks are on offer, you must give an idea of what was the case in the past and what has happened since.

(ii) ¿Cómo ha cambiado la vida de los protagonistas de este reportaje?

(2)

- Podían narrar sus historias como un trabajo.
- Han cumplido sus sueños.

(ii) Resume lo que dice Sara sobre:

- el beneficio de sus primeros trabajos;  
• gave work (1)
- cómo ayuda a otros;  
• gave jobs (1)
- el conflicto que siente al ser inmigrante. (1)

- Pudo mantener su familia.
- Dio trabajo a cuatro personas en su propia pizzeria.
- No le gusta <sup>la</sup> palabra 'inmigrante' y está orgulloso estar en España.



This candidate explains that they have achieved their dreams, but not how their life was hard in the past.



Listen out for details and if there are 2 marks available, ask yourself whether you have given two separate ideas or just two versions of the same.

## **Question 6**

Q05 was a description of traditional Mexican games. Candidates had to select a correct ending to four sentences and they generally scored full marks here.

For Q06, candidates had to select four correct statements out of a bank of nine. This question was based on online comments about Latin-American music. The average score was 3 out of 4.

## **Question 7**

In Q07, candidates read the testimony of the Spanish-born daughter of immigrant parents. This was a more challenging question and candidates scored an average of 4 marks out of 6. In Q07(a) most candidates were able to identify that the headscarf represented her faith, but they often suggested that it also represented her nationality, when the young woman specifically said that it did not represent her nationality. The idea that wearing the headscarf was a personal decision was often missing.

Q07(b) and Q07(d) were generally answered correctly, but in Q07(c), most candidates failed to score both available marks. The full inference that the teacher did not believe Laila (1 mark) and that she was insisting that she was Spanish (1 mark), was frequently missed.



## Question 8

Q08 was a long passage adapted from a literary source. The average score of 5 out of 8 suggests that this was a very challenging question. Sections (b), (c) and (e) were generally handled successfully. For Q08(a), many candidates wrote that Nerea's mother was in the car or 'outside'; *visillo* was not known, but neither, apparently, was *ventana*. Q08(f) was often only partially successful. Many students wrote that Nerea was unhappy (earning 1 mark), but they did not pick up that her husband never tried to make anyone happy or that Nerea wanted her husband to be happy. The main issue here was identifying who was speaking about whom. Since the question includes Nerea's name (*¿Qué piensa Nerea...*), answers that started with just a 3<sup>rd</sup> person verb with no subject, e.g. "*no quiere...*", had to be read as referring to Nerea. Many students did not read their answer from the point of view of someone who had not read the original text and so did not appreciate how confusing their answers often sounded.

In Q08(f), candidates had to find the irony in what was mentioned about happiness. This is a challenging question for two reasons, first because happiness is mentioned in more than one place in the passage (as highlighted in the question) and second because candidates have to link the examples and infer the irony they create.

(f) La felicidad se menciona dos veces en el texto. ¿Qué piensa Nerea y por qué es irónico que piense así?

(2)

No quiere que su marido sea descontento, pero antes se <sup>menciona</sup> ~~se menciona~~ que sea a él nunca ha intentado hacer feliz a ella (o nadie).

(Total for Question 8 = 8 marks)



This candidate has done a good job of linking references to happiness that are found widely separated in the text.



When asked for connections like irony or a contrast, it is important to find two pieces of information that you can link. Remember, you have to 'read between the lines' and not just put down the facts that are presented.

## Question 9

Q09 was another long passage with open response questions and answers in Spanish, also worth 8 marks. It concerned the *Desbandá*, an atrocity from the Civil War, told from the perspective of two of the survivors. The average score for this question was 5 marks. In Q09(a) the number of survivors was often given as either 2 or 300 000, but most candidates correctly wrote *pocos*. Sections (b) and (d) were generally answered correctly as was (c), where many candidates wrote an acceptable answer that included the lift *diez personas apretadas en un coche*. Q09(e) gave some difficulties in the handling of the word *bombas*: *lanzaron bombas* was correct, but *pusieron* or *mandaron bombas* were not acceptable. Many candidates gave a good answer in their own words for Q09f, although some did not explain that 5 000 was the minimum number of deaths.

Candidates can use words and phrases from the text, but lifting big chunks is rarely successful, as a properly targeted answer is unlikely to be given. Effective answers are often made up of words from the text used in a sentence of the candidate's own words.

(e) ¿Qué hicieron los aliados de Franco esa noche? Y ¿por qué?

(2)

Bombardeo del sibio  
para causar terror y desmoralizar al enemigo



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Examiner Comments

This candidate has lifted some phrases from the text ("causar terror, desmoralizar al enemigo") and added them to her own words to make a meaningful answer.



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Examiner Tip

Use words or phrases from the text with your own words to create answers that respond directly to the question.

## Question 10

Section C is a translation passage from Spanish into English, marked as 20 discrete sections. There were a number of sections aimed at each grade from E to A\*, so that almost all candidates were able to score marks for some elements of the passage, but only the strongest candidates were able to score full marks. The passage was from the sub-topic of work and concerned the increasing number of hours worked unpaid by Spanish workers. Candidates predictably achieved a full range of scores, with an average being of 11 out of 20. Most candidates were able to accurately translate the beginning and end of the passage, but the middle of the text significantly tested the ability of candidates to write coherent, syntactically correct long sentences with circumstantial inserts.

There was some technical vocabulary that proved difficult: *remuneraciones en especie* was rarely translated correctly as 'payment in kind', although some candidates did score a mark for 'benefits'. *La crisis* was generally rendered just as 'the crisis', but this would not be meaningful for an English native speaker and so it needed either to be translated as 'the recession' or the 'financial crisis'. The expressions *por la que se apostó*, *contaba con*, *frente a*, *ante*, *la pertenencia* and *al fin y al cabo* were included for their challenge and were not well known. There were more familiar expressions which also caused more difficulty than anticipated: *entonces* was translated as 'so', rather than 'then', which made no sense in the context, and the common false friend *actuales* was frequently not translated as 'current' (or currently).

In the context of work, *tiempo libre* needed to carry the idea of time off, so 'leave', 'leave of absence', 'days off' or 'holiday' would have been acceptable; most candidates understandably translated it as 'free time', which although correct in other contexts, could just indicate a longer lunch hour, for example, which is not the concept here. The very last section: *cobrando lo mismo*, was often given as 'charging the same' or 'gaining the same', neither of these was credited. Candidates sometimes needed to add a subject to a verb in order to make the sentence meaningful in English. In the final line, *significa* does not work if just translated as 'means', here candidates needed to add 'it means' or 'this means'.

Another issue that arose for some candidates was the use of commas in the numbers, i.e. 16,8 should have been changed to 16.8 to be clear for English speakers. As there were two such numbers in the passage, where the same mistake was made in both numbers, only one was penalised.

This year, extra unpaid work hours reached the highest since 2008, when the recession hit. But, between then and now, there is a difference: the Spanish work force labor market, ~~consisted of~~ <sup>then counted on</sup> 16.8 million paid workers, as opposed to the 14.8 million now. ~~Bobory~~ ~~to~~ ~~the~~ ~~star~~



This candidate has correctly translated *crisis*, *entonces* and *actuales*, although "counted on" is not appropriate here.



Read your translation as if you were a friend who had not read the Spanish text; does it make sense?

This year, the hours of extra work that ~~are not paid~~ have not been paid are at their highest since 2008, when the crisis started. But, between that moment and this, there ~~are~~ is a difference: then, the Spanish work market was contained with 16.8 million in salaries, ammounting to <sup>me</sup> 14.8 million actual.



Although this translation starts well, the section about the Spanish work market is unclear.



If what you have written is unclear to you it will almost certainly be unclear to the examiner. Think about the whole context of the passage, not just the few words you are translating. Try to imagine what would be appropriate or logical in the context of the topic of the passage.

## Paper Summary

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

- When listening, try partitioning the words you hear in different ways, e.g. is “medio” actually “me dio”.
- Learn the technical vocabulary connected with each sub-topic.
- Reread your answers from the point of view of someone who has not read the original passage; does your answer logically match the question?
- Check whether the subject of each verb you write is clear, e.g. is it obvious whether *quiere* is 'he wants' or 'she wants'?
- Keep track of the beginning and ending of long sentences in the translation, so that they make sense even where there is another clause in the middle.

## Grade Boundaries

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