



Examiners' Report **June 2022**

GCE Spanish 9SP0 01

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June 2022

Publications Code 9SP0_01_2206_ER

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Introduction

This paper 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.

Section A and Section B both begin with a similar multiple-choice task. Q01 was a listening text relating to gender equality in the workplace, taken from a popular Spanish television series. Q05 was a reading text from the blog of a wedding photographer about the marriage between two Spanish men. Candidates had to select a correct ending to four sentences and they often scored full marks on both questions.

Many centres had trained their candidates well regarding the use of their own words to answer questions. However, some candidates need to be more precise in their answers and to write just the specific information needed. There are some who seem to believe that the more they write the better. A few candidates left whole questions unanswered.

Question 2

Q02 was an open-response question worth 5 marks. It was based on an advertisement for a new strategy to promote tourism in Galicia. In Q02(a), some candidates were not precise enough, just stating 5 million as their answer. Q02(d) was very accessible, with most candidates scoring here. Q02(b) was the most challenging element of the question, with many candidates failing to recognise *el Camino de Santiago* or *peregrinos* or *cristianos* or *espina dorsal*. This latter phrase was commonly transcribed as part of the answer, sometimes unsuccessfully. In Q02(c) many candidates offered an untargeted lift from the text, such as *reforzara su competitividad apostando por el turismo sostenible y accesible para los discapacitados* or *disenara propuestas ecologicas*. Such answers were not sufficiently focussed on the question and did not score.

Many candidates gave '5 millones' or 'casi 5 millones' as an answer to Q02(a), neither of which captured the objective of increasing last year's number.

Texto 2 – Una estrategia para el turismo de Galicia

2 Escucha esta publicidad sobre una nueva estrategia turística. Contesta las preguntas en español.

(a) ¿A cuántos turistas quiere acoger Galicia con la implementación de la nueva estrategia?

(1)

Más de cinco millones (recibieron casi cinco millones el año pasado) y quieren aumentar esta cifra

(b) ¿De qué manera ayuda el turismo religioso a Galicia?



This candidate scored full marks. Either part of the answer for Q02(a) would have been enough to score the mark.



If you are asked a 'how many' question, make sure you read carefully around the number in the text. There may be additional information that has an impact on this number.

Question 3

Q03 was a longer listening passage adapted from an interview on corruption during the dictatorship. This was a challenging exercise with some questions requiring inference in order to give the correct answer.

Q03(c) was often answered incorrectly with candidates assuming that Franco guaranteed the loyalty of his supporters by paying them. The correct answer was more nuanced as the interviewee referred to *asuntos de bolsillo* and suggested that Franco allowed or encouraged his supporters to make money in order to keep them loyal.

Q03(d) was mostly answered successfully, although *yerno* was overlooked by many.

In Q03(f), the question asked *¿Qué hacía el dictador?* A large number of candidates wrote exactly what they heard on the recording: *ningún rumor de las actividades vergonzosas de sus familiares salió a la luz pública*. This does not tell us what the dictator himself did and therefore did not attract a mark. Some candidates wrote another section of the text: *se comportaba como un monarca absolutista*, but this does not give information about his actions when faced with scandals involving his family. These candidates are leaving the examiner to infer the answer, rather than infer it themselves. Answers such as this did not score a mark. Successful answers were more specific about the fact that he ensured his family's scandals did not become public.

It is important to answer the question directly, particularly focussing on the subject of the verb in the question.

(f) ¿Qué hacía el dictador frente a los escándalos de su familia?

(1)

No permitió que información sobre los escándalos saliera a la luz pública.



In this response the candidate has given an answer for Q03(f) that reflects the question's requirement to know what the dictator did, i.e. he covered up the scandals.



Always reread the question and then your answer to ensure that the two match.

Question 4 (a)

Q04 is divided into two sections: Q04(a) and Q04(b). The listening text on which the questions are based is also divided into these two sections. The first 6 marks available were for open-response questions about the first section, while another 6 marks were available to be earned for summaries of the subsequent interviews.

The text was based on a report and interviews about the talent show *Operación Triunfo*. Q04(a)(i) and Q04(a)(iii) were almost always answered correctly. Q04(a)(iv) often resulted in a mark of 1 for correctly giving the audience response to the first series. Fewer candidates earned the second mark for explaining how viewers reacted to the other series.

Q04(a)(ii) was another example of where candidates did not always give an answer from the point of view of the correct subject. The text mentions that *el concurso pasó a Telecinco*, but the question asked what did Telecinco do. Successful answers gave Telecinco's action, i.e. that it bought, showed, broadcast or started to broadcast the show etc.

Q04(a)(iii) was generally answered successfully, although there were a significant number of candidates who wrote *vacas audiencias*.

Where a comparison is asked for and 2 marks are on offer, as in Q04(a)(iv), you must give an idea of both elements being compared.

(iv) ¿Cómo se compara la reacción de los espectadores hacia las varias ediciones?
Da **dos** ideas.

Solo se acuerdan de la primera edición y (2)
ignoran los espectadores prefieren la primera edición
~~no le gusta~~ los espectadores no le gusta la edición 2 o 3



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Examiner Comments

This candidate mentions a reaction for both the first and subsequent series.



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Examiner Tip

Listen out for details and if there are 2 marks available, ask yourself whether you have given two separate ideas.

Question 4 (b)

In Q04(b)(i) and (ii), it is important to clearly divide the summary of each of the three bullet points in each case, so that examiners can tell what is being summarised. In some cases, far too much information was squeezed onto the lines (and in the margins etc). Candidates should bear in mind the rubric for this question: *Menciona tres detalles en la pregunta 4(b)(i) y tres detalles en la pregunta 4(b)(ii)*. Examiners are looking for just three details and candidates risk only earning a mark for the first bullet point, if it appears that all three details have been given for just that bullet point.

Candidates should remember that this question is about summarising and therefore it is not appropriate to write all the information they hear. What they should do is pick out a key piece of information for each bullet point.

Question 6

For Q06, candidates had to select four correct statements out of a bank of nine. This question was based on an article about the rescue of refugees from the sea. The statement that was most difficult to identify appeared to be (A) *Unos migrantes están atrapados en un barco*, perhaps because candidates assumed it must be wrong as the migrants had been rescued and so were not trapped on their own boat. The text explains that the refugees, although rescued, have not yet been allowed entry to any port, thus they are trapped on the rescue boat. Many candidates correctly identified two or three of the other correct statements.

Question 7

In Q07, candidates were presented with a leaflet about an opportunity for local radio stations in South America to apply for a grant.

The first question required the candidates to explain the objective of the leaflet. Many described the objective of the grants, rather than that of the leaflet itself and so were unsuccessful.

Q07(b) also caused a problem for some candidates who did not identify that the question asked **who** would benefit from the grants. Answers that referred to *el liderazgo de la mujer indígena* or *la investigación científica* did not score a mark. Those which stated *las mujeres indígenas* or *los científicos* or *los que trabajan en la investigación científica* did score. A significant number of candidates wrote *Audiencia* here, which was too vague to score.

Q07(c) was in two parts and required candidates to explain why two numbers were mentioned in the text. Although most candidates had understood the numbers in the text, they were not always able to effectively convey this information. Examiners accepted many imperfectly framed definitions, but answers which did not mention months in the first answer (i.e. 10 is the amount of time to complete the project) could not score as this could mean, 10 days, 10 weeks or 10 years. Some answers explaining that 8000 was the maximum amount of money for each grant, actually made it sound as though there were a maximum of 8000 grants to be awarded. Answers which did not specify a currency were successful as long as their response was clearly referring to a maximum amount of money.

It is important to pick out the information that is asked for in the question.

(b) Aparte de los que trabajan en la radio, ¿quiénes podrían beneficiarse de esta iniciativa? Da **dos** ideas.

(2)

Los médicos que pueden aprender sobre la medicina tradicional, las mujeres indígenas que tienen más oportunidades de liderazgo.



In this example, the candidate has realised that the answer to (b) must be a person, as the question word is *¿Quiénes?*



It is a good idea to highlight the question word, so that you can check that your answer matches it.

Question 8

Q08 was a long passage adapted from the autobiography of the Nicaraguan writer Rubén Darío, where he describes the origin of his name and the memories of his early childhood.

Q08(a) about why the author's surname is strange, was answered correctly about half the time. It was a challenging concept: that the writer's surname had come from his great-grandfather's first name. Candidates who wrote that his surname is strange because it is not his real name were incorrect. Those who said that his name should be García Sarmiento or that it had come from his great-grandfather were rewarded.

Q08(b) and (c) were answered well.

Q08(d), which asked *cuál de sus padres*, could have had a very simple answer *su madre*, but some candidates overcomplicated their response and wrote about his *tía abuela*.

In Q08(e), a pleasing number of candidates correctly identified that his great aunt's mother had left a big impression on him because of her scary stories about a hairy hand that ran like a spider. Examiners were amused by answers suggesting that the old lady ran after Rubén like a hairy spider! A majority of candidates correctly identified in Q08(f) that these stories left him with a chronic fear of the dark.

When a question requires two pieces of information, the examiners will mark the first two pieces of information given. If a correct answer comes later, as a third piece of information, this will not be able to score.

(e) ¿Por qué Rubén recuerda a la madre de la tía abuela? Da **dos** ideas.

(2)

ella le asusto con cuentos de terror, se acuerda de
ella cuando ve nieblas nocturnas



This candidate has given both necessary items in the first sentence, i.e. that she told him stories and she scared him. The second part of the answer does not score but neither does it interfere with the first sentence. If this candidate had put the sentences the other way round, there would have been only 1 mark awarded (for *ella le asusto*).



If you need to give two pieces of information, always give the idea you are most sure about first. If a wrong answer comes after a correct one, it will have no effect on the score.

Question 9

Q09 was another long passage with open response questions and answers in Spanish, also worth 8 marks. This was the story of a young soldier executed at the start of the Civil War for an assassination attempt on Franco.

The answer to Q09(a) relied upon the candidate being able to work out which person mentioned in the second paragraph was the *éste* of the phrase *éste moriría fusilado*. Many incorrectly assumed this was José Rico himself as the end of the text explained that he was sentenced to death by a military court.

Q09(b), (c) and (e) were answered successfully by almost all candidates.

Q09(d) was challenging in terms of communicating the answer clearly enough to avoid ambiguity. Some answers left examiners unclear about who would be shooting or dying (José or Franco). Examiners accepted many ungrammatical and poorly spelled versions of the verb *morir* in this question.

Q09(f) was the hardest element of this question as the answer had to be worked out from what was said in a letter to José's parents and also from the opening section of the passage. Unsuccessful responses mentioned Republican propaganda or relied on copying the final sentence: *Habla de la serenidad con que asumió su condena*. Lifting this sentence out of context leaves it with no clear subject. The only subject present is in the question, i.e. José Rico, but he does not speak about his serenity, so the answer does not make sense.

Candidates can use words and phrases from the text, but lifting big chunks is rarely successful. The rubric at the start of Section B states "You may use words from the text but you must not copy whole sections". When large sections of text are copied, it is unlikely to provide a properly targeted answer. Effective answers are often made up of words from the text used in the candidate's own sentence.

A whole section of text will rarely give a mark-winning answer.

(f) Da dos ejemplos del coraje de José Rico después de recibir su sentencia.

(2)

José dijo que ~~de~~ los traidores a la patria sois "vosotros" ~~en~~
ante un tribunal militar y también ~~habla con~~ tuvo serenidad
a su condena y su ejecución

(Total for Question 9 = 8 marks)



In this example of Q09(f), the candidate uses his/her own words along with information from the text to give a clearly expressed and successful answer.



Think carefully about how to phrase a simple answer to the question. Your answer must directly respond to the question, not just be a chunk of text that contains useful information among other things.

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 immigration and concerned retired British people living by the coast.

Some candidates managed to transfer the Spanish text into fluent, authentic English, capturing all the details but avoiding very literal and awkward translations. Most candidates were able to accurately translate the opening sentence and then individual phrases such as *sin embargo, se dice que, puede que, pero lo cierto es que*. Other elements significantly tested vocabulary and the ability of candidates to write coherent, syntactically correct sentences.

The most challenging items were *natal, prescindir de nuestras costas, ante la incertidumbre de que sus pensiones se devalúen, se haya inflado* and *supondría la ruina*. Some vocabulary items proved unexpectedly difficult: *expatriados* was unfamiliar to some, while *atención sanitaria* was often translated as sanitary attention, attention to cleanliness, attention to health or sanitary services, *agencias inmobiliarias* was given frequently as immobility agencies, mobile agencies or housing agencies and most surprising of all, *costas* was often rendered as costs.

The translation is successful if a person who has not read the original text would understand its contents from the translation. If the candidate is unclear about what they have written, it will almost certainly be unclear to the examiner. It is important to consider the whole context of the passage, not just a few words at a time. Candidates need to imagine what would be appropriate or logical in the context of the topic of the passage, but not skip over small words.

10 Translate the following text about immigrants in Spain, into **English**.

(20)

Hay más ^{British expats} británicos expatriados en España que en cualquier otro país europeo. Los jubilados tienen claro por qué eligen pasar su retiro aquí: el sol, la calidad de vida y la atención sanitaria. Patricia, de 80 años, que abandonó su Luton natal hace 11 años, afirma sentirse "más catalana que británica". Sin embargo, se dice que cada día 100 ciudadanos deciden ^{leave} prescindir de nuestras costas ^{due to pension uncertainty} ante la incertidumbre de que sus pensiones se devalúen. Puede que esta cifra se haya inflado pero lo cierto es que muchos piensan regresar a casa. La salida de la gente mayor supondría la ruina para las agencias inmobiliarias de la costa especializadas en la venta ^{of} de propiedades ^{to} a extranjeros. ^{Sales}

There are more British expats in Spain than in any other European country. Retired people know clearly why they choose to spend their retirement here: the sun, the quality of life and the healthcare. Patricia, who is 80 years old, who left her home country 11 years ago, confirms feeling 'more Catalan than British'. However, it is said that everyday 100 citizens decide to leave our coasts due to the uncertainty that their pensions may lose value. It is possible that this statistic may be exaggerated but the truth is that many think about returning home. ~~the~~ The leaving



This candidate has transferred all of the information contained in the original text apart from the fact that Patricia left her home town of Luton (rather than her country). Even the most testing items of vocabulary and grammar have been communicated accurately. This candidate scored almost full marks.



Imagine reading your translation to a friend who has not read the Spanish text; would they understand it?

Paper Summary

There were many candidates whose level of understanding and linguistic competence were well matched to the paper, but examiners were concerned that there were a significant number who missed whole sections of the paper. Examiners found that candidates' handwriting could be difficult to read and in the Q04(b) summary question, this was compounded by candidates who wrote far too much. Sometimes all the answer lines were used up and additional writing was added in the margins, making it hard to assess. Teachers are encouraged to train candidates to select only the most relevant information in all the comprehension questions, but most particularly in this question.

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”.
- Do not rely on just using words from the text. Your answer will probably make more sense if you use some of your own words as well.
- Q04(b) is a summary, so only write one idea for each of the bullet points. Make sure each idea is clearly separated by bullet points, full-stops or by being on a separate line.
- 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'?
- Revise GCSE vocabulary in addition to what you have learned over the last 2 years. Do not be caught out by what should be familiar vocabulary.

Grade boundaries

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