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Principal Examiner Feedback

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Pearson Edexcel GCSE

In Spanish (1SP0) Paper 3H: Reading and
Understanding in Spanish

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Introduction

This unit is worth 50 marks and is divided into three sections, A, B and C. The first 6 questions in Section A are set in English. Section B contains three questions set in the target language. Section C consists of a translation from the target language into English.

Candidates had 60 minutes in which to complete their answers.

Section A

Question 1

Candidates were asked to read about a school trip and answer short questions about the arrangements for this trip.

Q1(a)

Successful candidates answered that students chose the destination.

Less successful answers involved references to the teachers / directors/ secretary.

Q1 (b)

Successful candidates identified that the trip took place in May due to the exams, before their exams or because they had exams in June.

Less successful answers involved confusion over when the exams were taking place, resulting in some candidates incorrectly thinking that the trip was taking place after the exams. Others mistakenly thought it was in order to avoid having to take exams.

Q1 (c)

Successful answers identified that students who cancelled would lose all the money they had paid for the trip. Wording was varied but any ideas suggesting that they could not get a refund were accepted.

Less successful answers involved the idea that the students could get all their money back or not get their deposit back.

Question 2

Candidates read a literary text extract by Gonzalo Torrente Ballester.

Q2 (a)

Successful candidates identified that the weather was dry or hot or that there had been very little rain.

Less successful answers revealed confusion as candidates thought that the weather was bad because it had rained a lot.

Q2 (b)

Successful candidates recognised that people could not sleep (at night) because of the weather or that they could not eat in peace.

The less successful answers involved the idea that there were too many flies/insects.

Q2 (c)

Successful answers involved the idea that the fishermen had to sell their fish in Madrid.

Less successful candidates tended to have left the answer blank or simply wrote they sold the fish.

Q2 (d)

The answer required one conclusion about the price of the fish. Successful answers included mention of the fact that the price had dropped, was lower or even that it was too low this year. Correct answers implied some form of comparison with the price of fish in previous years.

Less successful candidates mentioned that the price of fish was low or cheap but without any reference to previous higher prices and without any implied comparison.

Question 3

This question required candidates to read information about animal protection charities and identify key facts about their aims and beliefs.

3 (a) (i and ii)

Successful candidates identified that MAS are trying to prohibit the entry of endangered species into the country and that they are trying to control the sale of pets. Language varied but reference to forbidding the entry of wild animals and controlling the sale of household pets were also accepted.

Less successful answers involved confusion over what was being prohibited and what was being controlled. This resulted in answers suggesting that all pet ownership/sales were banned or that the entry of endangered species was simply being restricted rather than forbidden.

3 (b)

The most successful candidates identified that DAR either wanted to stop animals being used for our entertainment or that they wanted to stop people from hunting.

Less successful candidates thought that DAR wanted to stop the overuse of animals.

3 (c) (i and ii)

Here, the candidates needed to identify two ways in which, according to SEPA, we are harming wildlife.

Successful answers involved ideas about cutting down/felling trees on tropical forests and burning the land or using fire.

Less successful candidates were unable to identify the meaning of *quemar la tierra* or *se cortan muchos árboles*, leading to confusion or answers being left blank.

Question 4

This required the candidates to read a literary text extract by Almudena Grandes and respond to five multiple choice questions.

The most successful answers given were (i) Marianne's baby was, (B) happy. Also (iv) Klaus is (C) Marianne's boyfriend

In (v) candidates sometimes did not understand why Rosa was never going to be a grandmother. (A) Marianne is her only child.

Question 5

Q5 (a-d) The candidates were asked to read the blogs of four students studying in Spanish universities and choose the correct name to fill in the blanks.

The most successful answer was (c) René mentions the required entry exams.

Q5 (e)

The most successful answers identified that international or foreign students received assistance. References to students from abroad or from other countries were also successful.

Less successful candidates focused on the idea that these were exchange students, without specifying that they came from a different country.

Q5 (f)

The most successful answers identified that the costs in Spanish universities were the same as in Latin American universities.

Less successful answers revealed confusion as candidates thought that they were more expensive than Latin American universities.

Question 6

This question asked the candidates to read about *La Vaguada* shopping centre.

Question 6 (i)

Candidates read seven statements and identify the three statements that are mentioned in the article.

The most frequent correct answer was F La Vaguada is the first shopping centre built in Spain.

The most frequently wrong response was C Today's shoppers are more demanding.

Q6 (ii)

In this question the candidates had to identify La Vaguada's aims.

Wording was varied but any ideas suggesting that La Vaguada wanted to surprise/impress customers by offering them new experiences regularly or that La Vaguada aimed to make sure that customers kept coming back (by offering them new experiences) were accepted.

Less successful answers were too vague, suggesting only the aim to surprise the customers on its own. Similarly, some candidates thought that the aim was to open new shops.

Q6 (iii)

Here, candidates had to identify one way in which La Vaguada had kept pace with new technologies.

Candidates giving successful answers identified that La Vaguada provided a special IT area for customers. Others were able to identify that customers could play free of charge

on the most modern consoles or that they provided news about the latest technological advances.

Less successful answers gave lists of activities or mentioned an animations area.

SECTION B

This section asked the candidates to respond to 3 questions in the target language.

Question 7

Multiple choice questions with four options about My Job.

The most successful answer given was (b) Raquel's company thinks that it is very important (B) to speak foreign languages.

In (d) candidates sometimes did not understand that the biggest advantage of this job is (D) that she can save money.

Question 8

This required that candidates read a text about holidays.

Candidates are provided with five statements and they have to match the correct name of the person to the statement.

The most successful answer given was (e) Carlota. My holiday was very short.

In (c) candidates sometimes did not understand that Soledad spent all the time outdoors.

Question 9

This required that candidates read a text about skateboarding and discrimination written by Valeria Chechichian. They needed to identify the problems faced by Valeria and other females who wanted to get involved in high-risk sports.

9 (a)

Successful answers identified that *de riesgo* was key and that adults discouraged girls from taking part in high-risk sports. Other candidates correctly identified that girls could not do the same sports as boys.

Less successful candidates became confused, thinking that girls were discouraged from doing all sports. A few candidates thought girls were encouraged to be brave or to take up skateboarding.

9 (b)

Successful candidates identified that Valeria stopped partying and began to live a healthy life.

Less successful candidates incorrectly thought that Valeria started to skate, indicating that they had not understood that the change to a healthy way of living was key to the correct answer.

9 (c)

Successful answers identified that Valeria created the Longboard Girls Crew to be good role models.

Less successful answers focused on the idea that Valeria formed the Crew as some sort of rebellion. Answers involving *modales* as opposed to *modelos* were also unsuccessful here.

9 (d)

Successful candidates demonstrated the understanding that either sports clothing for girls was more expensive than for boys or that the brands focussed on the girls' physical appearance (rather than their sports skills).

Less successful answers focussed on the idea that all clothes were very expensive.

9 (e)

Here candidates needed to identify why the press was mentioned.

Successful candidates identify that the press does not mention the success the girls have.

Less successful candidates wrote vague answers or left the answer blank.

SECTION C

Question 10

This question asked the candidates to translate a Spanish text consisting of five sentences into English.

Había muchas personas en esta carrera.

The most successful candidates identified the imperfect tense *había* with there were and then understood that the writer was taking part in a race with many people.

Less successful candidates did not recognise the past tenses and mistranslated it as we have, there are. *Carrera* caused some confusion, often translated as career, street or road. Some candidates left gaps and did not attempt to work it out or make an educated guess.

Todas veníamos de diferentes países,

Successful candidates recognised the past tense and rendered the *diferentes países* as different countries. They also recognised *todas*, translating it as we all or everyone/everybody.

In less successful renderings, the tense was not recognised, resulting in translations such as we all come from. Some referred to coming to different countries. Less successful candidates misunderstood the word *países*, resulting in translations such as we all came from different places.

Lo peor era el mal tiempo porque hacía mucho viento.

Successful answers conveyed the idea that the worst thing was that the weather was bad because it was very windy. Some candidates translated *lo peor* as the bad thing but this did not detract from the overall success of the translation. Successful candidates identified that the weather was bad and correctly translated in the past tense. *Hacía mucho viento* was correctly translated as it was very windy or there was a lot of wind.

Less successful candidates confused *mal tiempo* with bad timing or thought that the writer was having a bad time. *Viento* was sometimes mistakenly translated as frost or left it blank.

Yo tardé más de siete horas en terminar, ya que todo era muy difícil.

Successful translations recognised that it took over seven hours to complete the race as everything was very difficult (due to the bad weather conditions).

Less successful candidates did not try to translate *tardé... en terminar* at all or thought it referred to lasting or working for seven hours. Other candidates translated the sentence with the notion that the writer was seven hours late. *Ya que* also caused some confusion, with candidates rendering it as already or even though and others omitting it from their translation altogether.

Sin embargo, el próximo año quiero volver a hacerla y espero que mi marido la haga conmigo.

Successful candidates recognised that the writer wanted to take part again and rendered *quiero volver a hacerla* with translations such as I want to do it again / I will return to do it. Successful candidates also identified the tense shift to next year and correctly rendered the subjunctive mood after *espero que* and translated into 'I hope my husband does it with me' and 'will do it with me'. Candidates who translated *marido* as partner were successful here too.

Less successful candidates left large blanks in this sentence, which affected their communication. Others included the idea that her husband was doing the race with her. *Marido*, was mistranslated as 'brother/cousin/ friend'. *Sin embargo* resulted in translations such as furthermore, either and without doubt.

Summary and advice to centres

Section A

Questions 1, 2, 3, 4, 5 and 6. These questions require candidates to read information and identify key facts and some details to answer short questions and complete sentences in English.

Tips

The question title often provides an important clue.

Advise candidates to think carefully about the requirements of the questions asked, concentrating in particular on the interrogatives.

Advise candidates to check the number of marks available for each question. If there are two marks available two pieces of information will be required.

Candidates need to be advised to be careful with target lifts so that they focus on the key point involved. Indiscriminate lifting of large sections of text can result in a correct answer followed by something else that then negates the first part of the answer.

Section B

This section asked the candidates to respond to 3 questions in Spanish.

Tips

In Question 7 candidates must remember that in the multiple-choice questions, most alternative incorrect options will contain an element of distraction, such as a word or

phrase from what candidates have read and learning to look for these can be a helpful skill.

In Question 8 candidates should take time to work out the meaning of the individual statements and decide which of the names could fit in the context.

Section C

Candidates have to translate a Spanish text into English.

Tip

Advise candidates to check back through their work in order to ensure that the translation they have produced makes sense.

Knowledge of all the sections of vocabulary listed in the specification (both Foundation and Higher) is required to answer this paper successfully.

