

Examiners' Report
June 2018

GCSE Spanish 1SP0 3F

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Introduction

1SP0 3F is assessed by means of a 45 minutes examination. During this time, candidates are assessed on their understanding of written Spanish across a range of different types of texts.

The assessment consists of 10 questions and is out of 50 marks.

- Section A has six questions set in English.
- Section B contains three questions set in Spanish.
- Section C contains one translation passage from Spanish to English.

Texts for individual questions within the assessment use high frequency language and vary in length. Some texts can introduce more complex language and unfamiliar materials. Literary texts consist of short extracts from texts that may have been adapted and abridged from authentic sources to be appropriate to this level.

This is a first examination under the new 2016 specification and, although the general syllabus content is similar to the previous specification, there are some new content areas, notably the following: role models, languages outside the classroom; the global dimension and volunteering.

There are also familiar test types but others which represent a significant change from the previous specification, including the testing of literary texts, the introduction of translation into English and four questions posed in Spanish, where formerly all questions on the paper at Foundation Tier were posed in English.

Although this is the first run of Paper 1SP0 3F, it is positive to be able to report that most candidates demonstrated a good understanding of the rubrics and the general format of the examination. There was also evidence of good practice in teaching translation skills.

In general, it was evident that candidates had been well prepared and had practiced in preparation for the examination. Most entrants at this level achieved success on questions with English prompts which required the recall of familiar vocabulary items from the list provided in the specification and many candidates were able to gain at least some marks on the new translation into English task. However, the weaker candidates were less successful on questions which required processing or interpreting meaning and although the literary texts and questions with rubrics in Spanish proved accessible to those achieving higher scores on the paper, they were more problematic for less able candidates.

In general terms, this paper proved to be accessible to most candidates. Few candidates left significant gaps in their answers or failed to complete the paper at this level. Very good candidates scored highly throughout the paper. They demonstrated a clear and precise understanding of content, vocabulary, grammar and level of inference.

The paper differentiated very effectively across all grades.

Spelling

The spelling of some English and Spanish words proved problematic for some candidates. However, examiners were sympathetic in their responses and where spelling was phonetically recognisable versions of required words, these were credited.

Question 1 (a)

Question 1: A question related to the theme of International and global dimension – Environmental issues – Being green.

Most candidates found this question very accessible as it contained very familiar vocabulary items from the list provided in the specification.

The main causes for the loss of 1 mark was:

1(c) “vamos al instituto a pie” linked to “walk to school”.

Question 2 (a)

Question 2: A question related to the theme of Identity and culture – Daily life - Shopping.

Many candidates tended to find this type of gap filling question very challenging. Errors were made at random which indicates that some candidates could have guessed an answer which seemed logical to them, perhaps without carefully reading the text.

Question 3

Question 3: A question related to the theme of Identity and culture – Who am I – What my family is like.

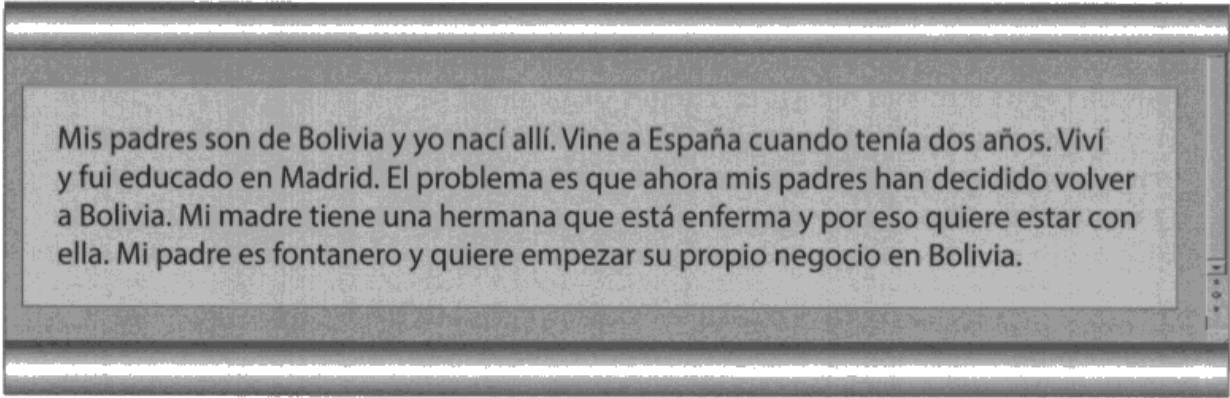
Many candidates performed well in 3(a) (i) (ii) and (iii).

For 3(b), many candidates did not read the question carefully enough and answered incorrectly.

3(b)(i) Commonly seen incorrect answers were "He wants to study at university", "He wants to live with his brother", "He want to study philosophy"

3(b)(ii) The most common incorrect answer was : "He has a girlfriend".

3 (a) Read Daniel's blog about his family.



Mis padres son de Bolivia y yo nací allí. Vine a España cuando tenía dos años. Viví y fui educado en Madrid. El problema es que ahora mis padres han decidido volver a Bolivia. Mi madre tiene una hermana que está enferma y por eso quiere estar con ella. Mi padre es fontanero y quiere empezar su propio negocio en Bolivia.

Answer the following questions **in English**. You do not need to write in full sentences.

(i) Where was Daniel born?

(1)

Spain

(ii) What do we know about Daniel's aunt?

(1)

she is ill.

(iii) What does Daniel's father want to do?

(1)

he wants to start a business in Bolivia

(b) The blog continues.

El dilema es que mi hermano y yo queremos quedarnos en este país. Él, porque está estudiando Filosofía en la universidad y tiene novia, y yo, porque me siento más español que boliviano. También, creo que hay más trabajo aquí.

(i) What does Daniel want to do?

(1)

he wants to study philosophy in university

(ii) Give **one** reason for Daniel's decision.

(1)

he thinks there are more jobs.



This candidate scored 3 out of the 5 marks available for this question.

Question 5

Question 5: A crossover question related to the theme of School – What school is like – Celebrating success.

The rubric instructing candidates to answer in English was omitted from this question in line with Ofqual regulations so no candidate was disadvantaged. Fortunately, there were very few candidates who had answered in Spanish (around 100 out of 20,000).

This question proved to be challenging and a good discriminator. Candidates found it difficult to process the meaning of the passage.

5(a) The most common incorrect answer was "organise extra-curricular activities for students"

5(b) A lot of students took any numbers they could find out of the text and created an answer from those – usually 6-14 years old. A lot of other ages were offered, even babies.

5(c) Many students grasped the idea of her doing an art course and answered this question correctly. Others thought incorrectly that she wanted to become an artist.

The art competition

5 Read about an event organised by the Town Hall.

El Ayuntamiento de Toledo está organizando actividades extracurriculares, circuitos y concursos para mejorar la vida de los alumnos en los institutos. Hace unos meses, hubo un concurso de dibujo llamado "Mi escuela". Niños y jóvenes de todas las edades participaron mandando sus dibujos para ponerlos en una exposición en la biblioteca.

Los 14 ganadores fueron escogidos por 6 profesores de arte y personas del barrio. Lita Conde, que ganó el primer premio, ahora está haciendo un curso superior de dibujo, que le ayudará a desarrollar una carrera artística en el futuro.

(a) What is the Town Hall's aim?

living in a
viciá 100g (1)

To improve the lives of children from schools

(b) How old are the students that took part?

(1)

~~Now she's taking an art course~~ 14

(c) How do we know that Lita's drawing skills are improving since she won the competition?

(1)

Now she's taking an art course



This candidate scored 2 out of the 3 marks available for this question.

Question 6

Question 6: A crossover question related to the theme of future aspirations, study and work – Work – jobs.

This question is an extract from a literary text and many candidates found the unfamiliar literary style of this question very challenging. Few candidates scored more than 2 out of the 4 available marks.

6(a)(i) There were a lot of varied, and usually incorrect, answers for this question. A lot of students opted for "she answers her phone" or "she answers it" "she always ignores the call".

6(a)(ii) Answers for this part included things like "because she didn't like her job" or "because she didn't want to talk to her boss"

6(b) Most students understood the idea that someone had gone missing, but often wrote the wrong relative down: 'his son', 'his wife', rather than 'his daughter'. A few candidates thought that the missing child was called Jefa. There was also some evidence of guesswork where students, who seemingly only understood the word "casa", wrote about the house being burgled, or that there was someone in the house or similar.

6(c) Most students understood the word "autobus" and wrote that "she had either lost the bus", 'she was lost on the bus' or that "she told him to get the bus". Some students put more imaginative answers, such as there had been a bus crash.

El guardián invisible by Dolores Redondo

5 Read the extract from the text. The text is about police inspector Amaia Salazar.

La inspectora Amaia Salazar normalmente recibía una llamada para ir al trabajo, muy temprano, a eso de las dos de la madrugada. Ella siempre hacía lo mismo: se levantaba con cuidado y sin hacer ruido para no despertar a su marido.

Esta vez, al llegar a la comisaría habló con el sargento Etxaide.

—Jefa, es una niña de trece años, su nombre es Ainhoa Elisazu. A las once de la noche, el señor Elisazu llamó a la policía para decir que su hija no había llegado a casa. Aparentemente, Ainhoa llamó al móvil del hermano para decirle que había perdido el autobús a Arizkun.

Answer the following questions **in English**. You do not need to write in full sentences.

(a) (i) What did Inspector Amaia Salazar do every time she received a call from work? (1)

(ii) Why did she do this? (1)

(b) Why did Mr. Elisazu call the police station at 11 pm? (1)

Her daughter did not arrive back home

(c) What did Ainhoa tell her brother on the phone? (1)

Missed the bus



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This candidate scored 2 out of the 4 marks available for this question.

Question 7

Question 7: A question related to the theme of Future aspirations, study and work – Ambitions – Volunteering

Many candidates tended to find this type of gap filling question very challenging. In this question, the rubric is in Spanish and maybe some candidate didn't fully understand it. Errors were made at random which indicates that some candidates guessed an answer which seemed logical to them, perhaps without carefully reading the text.

Question 10

Question 10: A translation from Spanish into English related to the theme of International and Global dimension – Bringing the world together – Music events.

This question worked very well and the whole range of marks were equally represented. Students tried hard make sense of words and phrases they didn't know and looked for cognates. There were many successful attempts.

Sometimes students incorrectly translated words such as: 'hermosos' into 'humorous' or into 'brothers/siblings' (hermanos) and 'viene' was translated as venue. The least known words were: 'nuestras' 'extranjeros' 'tocaron' and 'el año que viene'

Most of students correctly or approximately translated the first and second sentence.

Many students succeeded in getting the past tense right in the sentence: 'El año pasado vinieron artistas extranjeros'. But then, in the subsequent sentence, they used the present tense and wrote: 'They play different instruments and dance....' This was either because they didn't recognise the past tense in 'tocaron' and 'eran' or they just didn't think about what tense they were actually using in English.

The conditional tense caused few problems but the future timeframe seemed to confuse some students.

10 Translate this passage into English.

En mi ciudad hay un festival de música. Es en diciembre, cuando tenemos nuestras fiestas de Navidad. El año pasado vinieron artistas extranjeros. Tocarón diferentes instrumentos y los bailes eran hermosos. ¿Te gustaría venir a verlo el año que viene?

In my City we have music festivals. In december, we go to christmas parties. last year. ~~different~~ artist came. There are different instruments and dances they do. would you like to come to it next year?

Sentence 1: This candidate has changed 'there is' for 'we have' and omitted the word 'new'. Incorrectly the word 'festival' is in the plural. In spite of this, the meaning of the of the sentence is clear.

Sentence 2: Here, the candidate has not referred back to the previous sentence therefore there is a lack of clarity as to when the music festival takes place. The rest of the sentence is clear.

Sentence 3: The candidate has rendered this sentence correctly in the past tense using the correct time frame but has omitted the word 'foreign' and just wrote 'artists'.

Sentence 4: This sentence is partially communicated because the candidate translated the two main words in the sentence 'diferentes instrumentos' and 'bailes'. However, the verbs and the tenses used are not correct; 'there are' is used instead of "they played' and 'they do' instead of 'were'.

Sentence 5: This sentence is correctly translated in the conditional tense using the correct time frame.

Overall the mark gained by this candidate was 4/7. In spite of the errors in sentences 2 and 4 we can say that the passage is mostly communicated.

10 Translate this passage into English.

En mi ciudad hay un festival de música. Es en diciembre, cuando tenemos nuestras fiestas de Navidad. El año pasado vinieron artistas extranjeros. Tocarón diferentes instrumentos y los bailes eran hermosos. ¿Te gustaría venir a verlo el año que viene?

In my city there is a music festival. It's in December, when we have Christmas ~~parties~~ parties. Last year there were foreign artists. They used different instruments and the dances are ~~unique~~ ^{unique} ~~beautiful~~ ^{beautiful} you like to come to the next year?



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The meaning of the passage is fully communicated, and the small errors do not detract from the overall effectiveness of the translation.

Sentence 2: Omission of the word 'our'

Sentence 3: Use of 'there were' instead of 'came'

Sentence 4: Use of 'unique' instead of 'beautiful'

Paper Summary

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

- Candidates should read all questions carefully, paying particular attention to the question words.
- 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 candidates will have read. Learning to look for these can be a helpful skill.
- Candidates must ensure that their translation reads naturally in English. It is often not possible to translate word-for-word from the original Spanish text.
- There will probably be unknown words, or even whole sentences, in the translation. Candidates should translate the words they do know and then make a sensible guess at the unknowns from the context.
- Candidates need to proof-read what they write and run a 'sense-check'.

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