

Examiners' Report
June 2018

GCSE Spanish 1SP0 3H

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June 2018

Publications Code 1SP0_3H_1806_ER

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Introduction

1SP0 3H is assessed by means of a one-hour 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 include authentic sources that 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 represented 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.

Although this is the first run of Paper 1SP0 3H, it is positive to be able to report that most candidates demonstrated a clear understanding of the rubrics and the general format of the examination. There was evidence of much 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.

This paper proved to be accessible to all candidates. Few candidates left significant gaps in their answers or failed to complete the paper at this level. In general terms, the paper differentiated very effectively across all grades. Very good candidates scored highly throughout the paper. They demonstrated a clear and precise understanding of the subtleties expected at the higher-level questions, in terms of content, vocabulary, grammar and level of inference. They were also successful on questions which required processing or interpreting meaning.

Crossover questions generally discriminated well and were completed more accurately by candidates who entered at the higher level.

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

Question 1: 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 were taken so no candidate was disadvantaged. Fortunately, there were very few candidates (under 100 out of 20,000) that had answered in Spanish.

1(a) Candidates generally handled this well, understanding that the Town Hall was acting to improve or better students' lives. Wrong answers tended to focus on the idea of extracurricular activities.

1(b) Some candidates stated a number such as the 14 or the 6 in the text, rather than understanding that it was all ages that took part.

1(c) Stronger candidates recognised that Lita was now doing a further/higher art course but weaker candidates decided she had entered a superior competition.

1 Read about an event organized 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?

(1)

to improve the life of students ^{at} school.

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

(1)

~~all~~ they were from all ages

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

(1)

because
she is doing a superior course ~~for~~ for drawing
drawing



This candidate scored the full 3 marks available for this question.

Question 2

Question 2: A crossover question related to the theme of Future aspirations, study and work – Work – jobs.

This question is an extract from a literary text. Whilst overall candidate performance was better on this paper than on Paper 3F, candidates still found this question challenging as the literary style of this text caused them difficulties

2(a)(i) The weaker candidates thought Amaia answered emergency calls quietly or let the phone ring twice. A few unusual answers had her choosing to ignore the call due to marital difficulties or taking two pills/painkillers to stay calm/awake.

2(a)(ii) A good proportion of the candidates understood “marido” and answered correctly ‘not wake up/disturb her husband’ but some candidates thought ‘cuidado’ was ‘ciudad’ and mis-translated it as ‘went quietly to the city’.

Most students who understood that Amaia woke/got up quietly as a response to 2(a)(i), also understood why in 2(a)(ii).

2(b) Most of the candidates recognised that he was reporting his daughter was missing/hadn’t come home. A few were not sure of the word ‘hija’ and so mistranslations ranged from son to niece, wife or even cousin.

2(c) Although this question was answered correctly by many students: “she missed the bus”. Some candidates were confused as they knew ‘perder’ as “to lose”, so we saw many ‘she lost one bus’, ‘she was lost on the bus’ ‘the bus got lost’ ‘she lost her phone in the bus’.

2 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?

carefully gets up
she ~~carefully~~ ~~answers~~ without making noise.

(1)

- (ii) Why did she do this?

so that she doesn't wake up her husband.
she can talk with the sergeant.

(1)

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

his
to say her sister had not come home.

(1)

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

to say she had got ~~the~~ ~~up~~ lost on the bus to Arizkun.

(1)



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Examiner Comments

This candidate answered questions 2(i) and 2(ii) correctly. In question 2(iii) the candidate wrote 'sister' instead of 'daughter'. Finally, in 2(iv) the candidate recognised the word 'perder' as 'lost' not as 'missed', therefore the answer for this question doesn't make sense. This candidate scored 2 marks.



Candidates need to check carefully that what they have written is a coherent and logical answer to the question asked.

2 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.

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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)

SHE GOT UP CAREFULLY WITHOUT MAKING NOISE

- (ii) Why did she do this?

(1)

TO ^{AVOID} ~~AVOID~~ DISTURBING HER HUSBAND

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

(1)

DAUGHTER
HIS ~~SON~~ DIDN'T COME HOME

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

(1)

THAT SHE HAD MISSED THE BUS TO ARIZKUN



ResultsPlus
Examiner Comments

This candidate scored the full 4 marks available for this question.

Question 3

Question 3: A crossover question related to the theme of Local area, home and travel – Town region and country – Places to see.

3(a) The correct answer was Dolores but some candidates got confused and chose Daniel.

3(b) The word 'búsqueda' caused a confusion with some candidates thinking it was 'bosque', leading to the answer like forest or woodland. 'Paisajes' was confused with 'países' so we saw a lot of 'countries' rather than 'countryside'.

3(c) On the whole, this question was well answered by most of the students, perhaps because the word 'rica' guided them. The poorest candidates were not sure of the meaning of the English word 'economy' and this was evident from vocabulary used to describe it, such as clean, very green and a mixture of old and new.

A few candidates were unsure of 'que crece'. Some interpreted this as 'in crisis', rather than 'growing'.

3(d) This question was well answered by most.

3(e) Some students did not know "cambios" at all or if they did, translated it as "exchanges". Many candidates thought that Dolores was surprised by the 'conductores' in Lima. Others thought that 'graves' in Spanish meant 'graves' in English.

3 Read what these three young people have written about Lima.

¿Qué opinas sobre Lima?

Rosalía: No solemos ir a las grandes ciudades, porque siempre estamos a la búsqueda de paisajes y pueblecitos, pero Lima resultó impresionante. Íbamos a pasar un par de días y terminamos quedándonos una quincena.

Dolores: Habíamos estado allí hace varios años pero esta vez nos quedamos con la boca abierta por el gran número de cambios que ha habido. Aparte de los graves embotellamientos y los conductores en el centro de la ciudad, Lima nos pareció magnífica.

Daniel: Cada vez más, se ven grandes almacenes, casas y vehículos caros, señal de que Lima es una ciudad rica con una economía que crece. La ciudad es una mezcla de lo antiguo y lo moderno, y todos deberían apreciar la riqueza histórica y artística que tiene.

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

(a) Who mentions the traffic?

(1)

Daniel

(b) Mention **one** thing that Rosalía looks for when she is on holiday.

(1)

a little village to visit

(c) What do we learn about Lima's economy?

(1)

it has a wealthy economy

(d) Who stayed longer than expected in Lima?

(1)

Rosalía

(e) What surprised Dolores?

(1)

the conductor, in the center of the city



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



Daniel mentions 'vehicles' but the correct answer is Dolores who complains about the traffic. Candidates need to look for words that are distractors from the correct answer.

3 Read what these three young people have written about Lima.

¿Qué opinas sobre Lima?

Rosalía: No solemos ir a las grandes ciudades, porque siempre estamos a la búsqueda de paisajes y pueblecitos, pero Lima resultó impresionante. Íbamos a pasar un par de días y terminamos quedándonos una quincena.

Dolores: Habíamos estado allí hace varios años pero esta vez nos quedamos con la boca abierta por el gran número de cambios que ha habido. Aparte de los graves embotellamientos y los conductores en el centro de la ciudad, Lima nos pareció magnífica.

Daniel: Cada vez más, se ven grandes almacenes, casas y vehículos caros, señal de que Lima es una ciudad rica con una economía que crece. La ciudad es una mezcla de lo antiguo y lo moderno, y todos deberían apreciar la riqueza histórica y artística que tiene.

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

(a) Who mentions the traffic?

(1)

Daniel. Dolores.

(b) Mention one thing that Rosalía looks for when she is on holiday.

(1)

Landscapes. (village sites).

(c) What do we learn about Lima's economy?

(1)

It is a rich economy
~~It has improved.~~ that is stable.

(d) Who stayed longer than expected in Lima?

(1)

Rosalía.

(e) What surprised Dolores?

(1)

The large number of changes that she had to do.
~~The drivers in the city centre.~~



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Examiner Comments

The candidate scored 4 out of the 5 marks available for this question.

Question 5

Question 5: A question related to the theme of Identity and culture – cultural life – celebrations and festivals.

This question was challenging and proved to be a good discriminator especially 5(e) and 5(f) where only the very high end of the entry scored the two marks available for these questions.

Question 5 (e) and (f)

5(e) Students lost marks here due to vagueness. They often just wrote 'get shoes' but did not find a word to render 'adecuados'. Others did not read the question carefully enough and so focused on physical training rather than shoes. Some wrote 'wear the same shoes' without completing the answer.

5(f) 'Albergues' caused problems for a great number of candidates. Some confused it with 'árboles' and so we had mention of trees, forests etc. This was surprising, as 'albergues juveniles' is core vocabulary at GCSE. Some guessed at houses, bungalows, pubs, cottages. Some tried to make a logical guess and mentioned weather conditions. The strangest answers ranged from 'less flies and/or bugs' to 'no icebergs'.

Question 6

Question 6: A question related to the theme of Future aspirations, study and work – work -professions.

This question was challenging and proved to be a good discriminator.

Question 6 (ii) and (iii)

6(ii) Many candidates did not include the idea of 'de por vida' in their answer so just to wrote 'guarantees you a job' which was marked as incorrect.

6(iii) Rogelio is completely positive about his experiences of being a teacher and most students understood this. However, some thought incorrectly that he felt his job was difficult but had advantages. This question was well answered as a whole as there were different correct answers possible.

Question 8

Question 8: A crossover question in Spanish related to the theme of Identity and culture – Daily life – technology.

This question elicits answers that are writing video games names. The student's performance was much better on this paper than on Paper 3F.

The most successful answers were:

8(c) linking "no necesitas gastar mucho dinero" with "es barato"

8(d) linking "permitirá a varios jugadores" with "juegas con otras personas"

The most frequently wrong response missed the link between:

8(c) "no necesitas a nadie para jugar" with "lo juegas solo"

Question 9

Question 9: A question in Spanish related to the theme of Identity and culture – Daily life -Technology.

This final question proved to be a very good discriminator. It was challenging for all but the highest scoring candidates. This passage contains some complicated lexis and structures, as is appropriate for a question at this level. Quite a few candidates left parts of this question blank or wrote words from the text without showing understanding.

9(a) Many candidates lost marks because they did not add a verb or other qualifier that showed they understood that ‘aerogeneradores’ were on the increase.

9(b) This question required candidates to make a deduction as to why wind energy was flexible. It proved very challenging with many students lifting only partial answers or totally irrelevant sections of the text.

9(c) This question was also problematic for many. Students answered simply writing ‘ha ido bajando’ without telling us what it referred to.

9(d) This question was answered better, as more students were able to correctly target their lift.

Contesta las preguntas **en español**. No tienes que escribir frases completas.

(a) ¿Cómo ha cambiado el paisaje en España?

(1)

~~AHORA~~ MUCHOS AEROGENERADORES HAN SIDO CONSTRUIDO

(b) ¿Qué se dice sobre la flexibilidad de la energía del viento? Da **dos** ideas

(2)

• SE PUEDE PRODUCIR ELECTRICIDAD EN GRAN CANTIDAD COMO PARA ^{UN} CIUDAD
• TAMBIEN ~~PARA~~ SE PUEDE USAR UN AEROGENERADOR ^{INDIVIDUAL PARA DAR} ELECTRICIDAD A SÓLO UNA ^{CASA - ES FLEXIBLE}

(c) ¿Por qué está teniendo más éxito la energía eólica?

(1)

EL COSTE HA BAJADO POCO A POCO

(d) ¿Cómo sabemos que la energía del viento se usará más en los próximos años?

~~ER DICE~~

(1)

LA RED ELÉCTRICA DE ESPAÑA TIENE NUEVOS SISTEMAS ^{PARA ~~ER~~ ALMACENAR} LAS ENERGÍAS ^{RENOVABLES}



This candidate scored the full 5 marks available for this question.

Contesta las preguntas **en español**. No tienes que escribir frases completas.

(a) ¿Cómo ha cambiado el paisaje en España?

(1)

Ahora hay los aerogeneradores se ve con cada vez mayor frecuencia.

(b) ¿Qué se dice sobre la flexibilidad de la energía del viento? Da **dos** ideas

(2)

La energía del viento es El viento es un recurso natural y limpio que no contamina ni deja residuos.

(c) ¿Por qué está teniendo más éxito la energía eólica?

(1)

Porque el coste de fabricar los aerogeneradores y de mantenerlos ha ido bajando poco a poco.

(d) ¿Cómo sabemos que la energía del viento se usará más en los próximos años?

(1)

Porque la Red Eléctrica de España ya tienen nuevos sistemas para almacenar las energías renovables.



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Examiner Comments

Question 9(a) (c) and (d) are correct. In (c) the candidate did not focus on the question and wrote the incorrect answer. This candidate scored 3 marks.



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Examiner Tip

Question 9(c) requires candidates to make a deduction, therefore the candidate needs to piece together evidence from what they read to reach the correct answer.

Question 10

Question 10: A translation from Spanish into English related to the theme of School– What is school like – Rules and pressures.

This question worked very well and the whole range of marks was represented. Successful students inferred meaning and if they didn't fully understand the passage made informed guesses.

Surprisingly, the word 'acoso' was not widely recognized as perhaps, it should have been, bearing in mind that it forms part of the 'instituto' module of study. Other misunderstood words were: 'no deben', 'cerrar los ojos' 'sicólogos' 'caja' and 'quejas'.

10 Translate this passage into English.

Parar el acoso escolar es responsabilidad de todos. Los institutos no deben cerrar los ojos a este problema. Las reglas necesitan ser estrictas y los alumnos deben saber las consecuencias de no seguirlas. Los psicólogos recomiendan que en las clases haya una caja para que los estudiantes puedan poner sus quejas secretas.

KEEPING

SCHOOL DISCIPLINE IS EVERYONE'S RESPONSIBILITY. SCHOOLS MUST NOT
TURN A BLIND EYE TO THIS PROBLEM. THE RULES NEED TO
BE STRICT AND THE STUDENTS ~~THEY~~ MUST KNOW THE
CONSEQUENCES ~~OF~~ OF NOT FOLLOWING THEM. PSYCHOLOGISTS
RECOMMEND THAT IN CLASSES THERE IS A BOX IN WHICH
STUDENTS CAN PUT THEIR SECRET WORRIES.

Sentence 1: This candidate missed the key idea of this article: 'to stop bullying' and instead wrote 'keeping school discipline'. The rest of this sentence is translated correctly.

Sentence 2: The translation of this sentence is correct.

Sentence 3: This sentence is translated correctly.

Sentence 4: This sentence is translated correctly but the candidate translates 'quejas' as 'worries' not 'complaints', a very small error.

Overall the mark gained by this candidate was 6/7. The meaning of the passage is almost fully communicated, but as the candidate missed the key idea of this passage, it was felt that we could not award full marks because this error detracts from the overall effectiveness of the translation.

10 Translate this passage into English.

Parar el acoso escolar es responsabilidad de todos. Los institutos no deben cerrar los ojos a este problema. Las reglas necesitan ser estrictas y los alumnos deben saber las consecuencias de no seguirlas. Los psicólogos recomiendan que en las clases haya una caja para que los estudiantes puedan poner sus quejas secretas.

School is a responsibility for everyone. The
Schools don't see the eyes of the Problem.
The rules need to be strict and the
Students must follow them or be Punished.
The Psychological recommendation that in the
class there is a ~~box~~^{box} for the Students to keep
their ~~secrets~~ Secrets.



Sentence 1: This candidate missed the key idea of this passage: 'to stop bullying'. The rest of this sentence is translated correctly.

Sentence 2: The translation of this sentence is incorrect because the meaning is not clear.

Sentence 3: The first part of this sentence is correctly rendered as with most of the candidates. However, the second part is summarised rather than translated therefore, the idea of 'the students must know the consequences for not following the rules' is not fully communicated.

Sentence 4: The candidate starts this sentence using an adjective rather than a noun, but this doesn't change the meaning of this part of the sentence. In the second part, the candidate translates correctly that there is a box in the classroom but there is some ambiguity as to which is 'the purpose of this box'. The candidate omits the word 'complaints'.

Overall the mark gained by this candidate was 4/7.

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.
- When lifting material from the texts, candidates should be aware of the need to target their lift or to manipulate language in order to answer the specific question asked.
- 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 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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