Examiners' Report
June 2019

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.

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 practised in preparation for the examination. Most entrants at this level achieved some success on questions with English prompts, which required the recall of familiar vocabulary items from the list provided in the specification. Many candidates were able to gain at least some marks on the new translation into English task.

However, many candidates were less successful on questions that required processing or interpreting meaning on the literary texts and on the questions with rubrics in Spanish.

Spelling

The spelling of some English and Spanish words proved problematic for some candidates. However, where spelling was phonically recognisable, versions of required words were credited.

Question 1 (a)

This question required that candidates read a text relating to jobs.

Candidates were provided with five statements and they had to match the correct person to the statement about their job.

This question required candidates to recall and transcribe correctly from the text. It was accessible to the vast majority of candidates, who gained the 6 marks available for this question.

Question 2 (a)

This question required candidates to read a text about school.

Candidates were provided with twelve words in a box that they had to match to what the text said, to complete five sentences.

Most candidates gained 2 or 3 marks out of the 5 available.

The most successful answers were from candidates who linked:

Q02(c) *no hay suficiente tiempo* (there is not enough time) with 'short'

Q02(d) *charlar* with 'chats'

The most frequently wrong response was missing the link between:

Q02(a) *ocho menos cuarto* with '7.45'

Question 3

Candidates were asked to read about Carmen's birthday.

Most candidates were awarded 3 marks out of the 5 available for this question.

Q03(a)

This question was answered well, with most candidates correctly writing "party". Most of the incorrect answers involved fiestas, feast or festivals. Occasionally, candidates simply wrote that Carmen invited friends to her house.

Q03(b)

The main error here was translating *pastel* (cake) as pasta.

Q03(c)

This caused some confusion because some candidates did not recognise *me encanta la equitación* (I love horse-riding) and instead wrote that her sister gave her the book as a present or to read. Several candidates mentioned that it contained Carmen's favourite CD/a film, others that it was a book about equations, or education. Some said simply, because she likes to read.
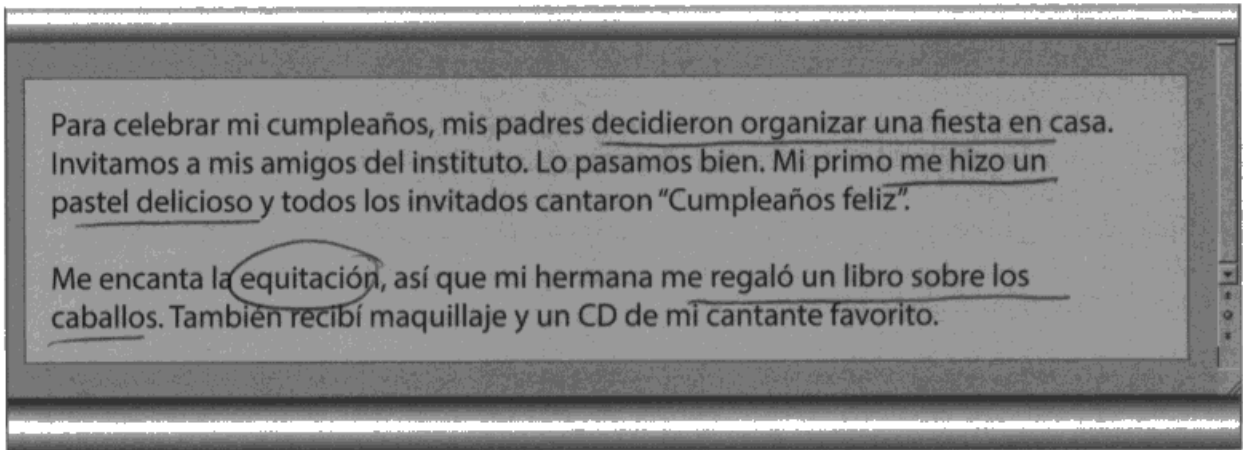
Q03(d)(i)

The variety of answers here differed widely. Cardboard, tissue paper, paper mâché all were marked correct, but some candidates confused a piñata with food, and so listed ingredients instead.

Q03(d)(ii)

There were many answers involving party bags, party hats, and especially invitations. The candidates who received the mark for this question wrote caramels, sweets, candy and chocolate.

3 (a) Read the blog.

> Para celebrar mi cumpleaños, mis padres decidieron organizar una fiesta en casa.
> Invitamos a mis amigos del instituto. Lo pasamos bien. Mi primo me hizo un
> pastel delicioso y todos los invitados cantaron "Cumpleaños feliz".
>
> Me encanta la equitación, así que mi hermana me regaló un libro sobre los
> caballos. También recibí maquillaje y un CD de mi cantante favorito.

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

(i) What did Carmen's parents do to celebrate her birthday?

(1)

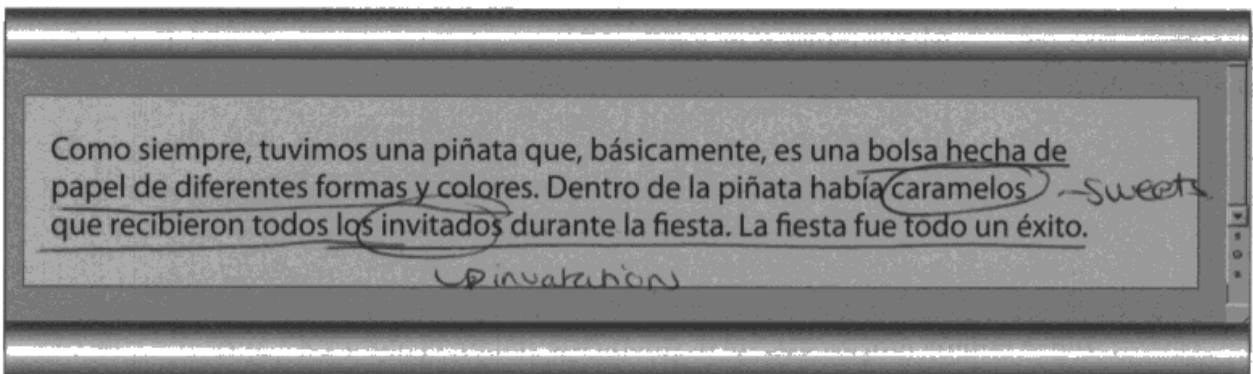her parents deaded to organise a house party

(ii) What did they eat?

(1)

delicious cakes

(iii) Why did her sister give her a book?   equitación.?

(1)

Because she ~~whow~~ loves the feeling

(b) The blog continues.

> Como siempre, tuvimos una piñata que, básicamente, es una bolsa hecha de
> papel de diferentes formas y colores. Dentro de la piñata había caramelos —sweets
> que recibieron todos los invitados durante la fiesta. La fiesta fue todo un éxito.
> invatation

(i) What is a '*piñata*' made of?

(1)

different forms and colours of paper.

(ii) What were all the guests given during the party?

(1)

Sweets and ~~an~~ an invatation

Example 1

Q03(a) This part of the question gains 1 mark.

Q03(b) This part of the question gains 1 mark.

Q03(c) No marks are awarded to this part of the question because it is not clear what the candidate wants to say.

Q03(d) This part of the question gains 1 mark.

Q03(e) This part of the question gains 1 mark.

4 marks

Candidates must read carefully the interrogatives used in the question, to be able to produce a response that is consistent with them.

(i) What did Carmen's parents do to celebrate her birthday?

(1)

Organize a house party.

(ii) What did they eat?

(1)

Cake

(iii) Why did her sister give her a book?

(1)

She loves horses

(i) What is a *piñata* made of?

(1)

different coloured paper

(ii) What were all the guests given during the party?

(1)

Sweets

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This candidate gains all of the marks available for these questions.

5 marks

(i) What did Carmen's parents do to celebrate her birthday?

(1)

They organises a party at their house.

(ii) What did they eat?

(1)

Cake.

(iii) Why did her sister give her a book?

(1)

because it is one she wantes with her favarite cD.

(i) What is a 'piñata' made of?

(1)

different colours of paper.

(ii) What were all the guests given during the party?

(1)

Invitations

Question 5

Candidates were asked to read about internet access on trains and answer short questions about the services available.

This question required candidates to recall and transcribe correctly from the text.

Most candidates gained at least 1 mark out of the 3 available.

Q05(a)

Successful candidates answered that films/news/all day entertainment were available.

Less-successful answers involved references to connection to social media and television.

Q05(b)

Successful candidates identified that the internet was free for first class passengers or 4 euros for others.

Less-successful answers involved confusion over who had to pay the 4 euros, resulting in some candidates thinking – incorrectly – that first class passengers had to pay 4 euros.
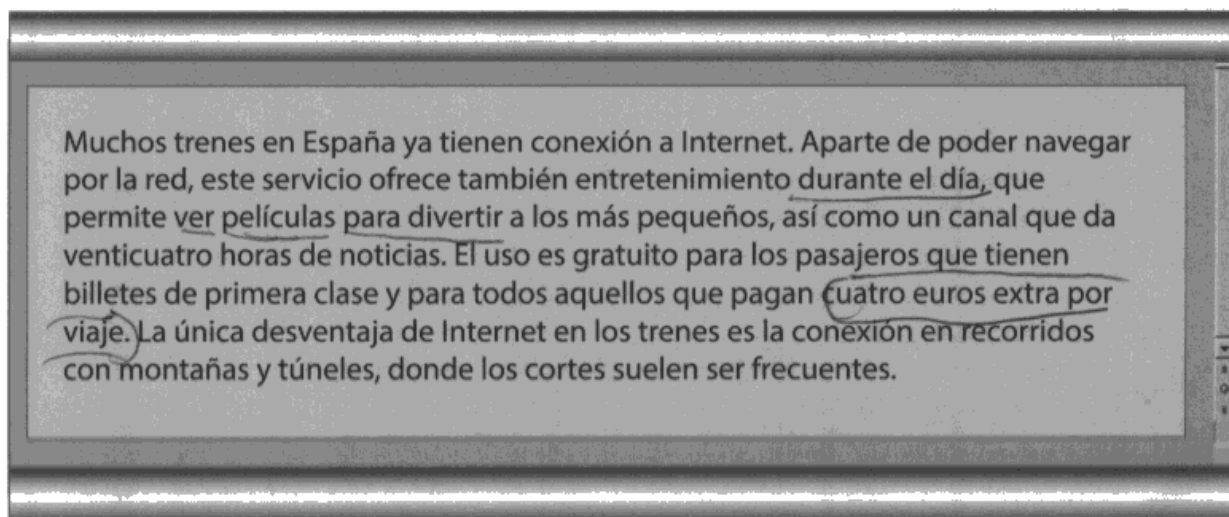
Other candidates were not specific enough and said simply that the internet was free, without stipulating that this was for first class only. Some candidates confused 4 euros with 40 euros.

Q05(c)

Successful answers identified that the internet was lost/cut off/stopped working. Many added that this occurred in tunnels/mountains. Wording was very varied but 'faulty', 'poor', 'unreliable', and 'disturbed', were all accepted, as long as the candidate's understanding of the issue was clear.

Less-successful answers involved the idea that the internet was slow or low or short or simply wrote random ideas.

5 Read about internet access on the trains.

Muchos trenes en España ya tienen conexión a Internet. Aparte de poder navegar por la red, este servicio ofrece también entretenimiento durante el día, que permite ver películas para divertir a los más pequeños, así como un canal que da venticuatro horas de noticias. El uso es gratuito para los pasajeros que tienen billetes de primera clase y para todos aquellos que pagan cuatro euros extra por viaje. La única desventaja de Internet en los trenes es la conexión en recorridos con montañas y túneles, donde los cortes suelen ser frecuentes.

Answer the following questions **in English**.

(a) What are we told about entertainment? Give **one** example.

(1)

Watch films for fun

(b) What do we find out about the cost? Give **one** example.

(1)

Four euros for

(c) What is the disadvantage of internet access on trains?

(1)

lose connection on mountains or in tunnels

(a) What are we told about entertainment? Give **one** example.

(1)

there is entertainmant all day

(b) What do we find out about the cost? Give **one** example.

(1)

4 euros for extra acess

(c) What is the disadvantage of internet access on trains?

(1)

No-one talks to eachother

Question 6

Candidates read a literary text extract by Miguel Delibes.

Most candidates found the literary style of this question challenging.

Q06(b) and Q06(c) were particularly challenging to many candidates.

Q06(a)

Successful candidates identified that Daniel was moving to the city for his studies.

Less-successful answers revealed confusion because candidates used the verb 'went' (to the city), suggesting that it might be a less permanent move, such as a day trip.

Q06(b)

Successful candidates recognised that reading was Daniel's strength.

The less-successful answers involved confusion over what he was reading, often with subjects that negated their initially correct answer, such as reading accounts. These were not acceptable answers.

Q06(c)(i)

Successful answers involved the idea that people had to spend a great deal of time studying. Some candidates identified the exact number of years for university or school, or both combined. Some mentioned many years of sacrifice.

Less-successful candidates mistranslated the numbers or left the answer blank.

Q06(c)(ii)

The answer required one conclusion about city life. Successful answers included mention of how difficult life was, not study. Others mentioned how much time was lost/wasted.

Less-successful candidates mentioned the sacrifice relevant to the previous question but this related to the study, as opposed to life in the city.

6 Read the extract from the literary text about Daniel, an 11-year-old boy.

El padre de Daniel decidió que a los once años Daniel iría a la ciudad para continuar sus estudios superiores. Daniel no estaba de acuerdo porque él ya sabía todo lo que necesita saber un hombre. En la escuela escribía y sabía de números, podía multiplicar y siempre era el mejor de la clase cuando leían cuentos.

Sin embargo, en la ciudad, según decían los adultos, los estudios de secundaria eran siete años y los estudios en la universidad cinco años más. Daniel no podía creerlo. ¡Tantos años, doce años, doce años de estudios y sacrificios! Es que en la ciudad se pierde mucho el tiempo -reflexionaba Daniel- allí todo debe ser muy difícil.

(Source: El camino by Miguel Delibes © Editorila Destino)

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

(a) What happened when Daniel was 11 years old?

(1)

He went to the city to study

(b) What did Daniel do best in his class?

(1)

Count and multiply

(c) (i) What surprised Daniel about studying in the city? Give **one** idea.

(1)

There were ~~there too etc~~ adults

(ii) What conclusion did he reach about city life? Give **one** idea.

(1)

Can be very difficult

Q06(a) 1 mark is awarded for this part of the question because this candidate indicates clearly that Daniel was going to the city to study.

Q06(b) No marks are awarded for this part of the question. As many others, this candidate identifies maths as his best subject because he/she did not recognise *era el mejor* (he was the best) in the text.

Q06(c) No marks are awarded to this part of the question because the candidate is confused by the word *adultos* (adults) being mentioned.

Q06(d) This part of the question is awarded 1 mark.

2 marks

Candidates must read the information in the text carefully, to be able to differentiate the correct answer from the distractors.

(a) What happened when Daniel was 11 years old?

(1)

moved to the city

(b) What did Daniel do best in his class?

(1)

Maths

(c) (i) What surprised Daniel about studying in the city? Give **one** idea.

(1)

Study for 5 years.
~~Lots of adults studying~~

(ii) What conclusion did he reach about city life? Give **one** idea.

(1)

Takes a lot of time

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Examiner Comments

Q06(a) This part of the question gains one mark because although the candidate does not mention 'to study', 'he moved to the city' indicates that it was a permanent move.

Q06(b) This part of the question does not gain any marks.

Q06(c) No marks are awarded to this part of the question because the candidate identifies the number of years Daniel had to study but does not indicate where was he going to study for five years.

Q06(d) This part of the question does not gain any marks. The correct answer is (in the city) you 'waste a lot of time' not 'takes a lot of time'.

1 mark

Question 7 (a)

This question required candidates to process and interpret meaning in a gap-fill exercise about the life of actress Penélope Cruz. Candidates were provided with twelve words in a box, which they had to match to the text to complete five sentences.

Few candidates gained any marks for Q07(a), Q07(b), Q0(7(c) and Q07(e).

This question was challenging for all but the highest level candidates. Many candidates wrote random words from the box, without showing understanding.

Q07(a)

This question depended on knowledge of *conocida* (known). There was evidence that this item of vocabulary was not known. Successful candidates identified the word *famosa* (famous) and linked it with *muy conocida* (well known).

Q07(b)

This question depended on knowledge of the synonym of *sueldo* (salary). Successful candidates recognised the word *salario* as the synonym of *sueldo*.

Q07(c)

This question required the processing skill of linking *una casa para niñas que no tienen a nadie* (a house for girls who have no-one) with *dio alojamiento a niñas sin padres* (he gave accommodation to girls without parents).

Q07(d)

Successful candidates identified the words *gatos y perros* (cats and dogs) and linked it with *animales* (animals).

Q07(e)

This question required the processing skill of linking *familias en situaciones difíciles por problemas médicos* (families in difficult situations due to medical problems) with *personas enfermas* (sick people) .

Question 9 (a)

This question required candidates to recognise the vocabulary and process and interpret meaning in a gap-fill exercise about shopping. Candidates are provided with five statements. They had to match the correct name of the shop to the statement.

This question was challenging for all but the highest level candidates.

The most successful answer was Q09(a).The most frequently incorrect response was Q09(d).

Q09(a)

Success in this question involved recognition of the vocabulary *abrigos para el invierno* (winter coats) and linking it *ropa para el frío* (clothes for the cold)*.*

Q09(b)

Success in this question involved recognition of the vocabulary *dos semanas* (two weeks) and linking it *una quincena* (a fortnight)*.*

Q09(c)

This question involved understanding *Todo esta a buen precio* (everything is at a good price) and linking it to *cuestan menos que otros parecidos* (they cost less than similar ones).

Q09(d)

Success in this question involved recognition of *bolsos de diseño* (designer handbags) and linking it with *marcas famosas* (famous brands).

Q9(e)

This question involved understanding the gapfill text *tienen varios tamaños* and linking it with *vienen en todas las tallas*.

Question 10

Q10 was a translation from Spanish into English related to the theme *Future aspirations, study and work – Ambitions – Volunteering*.

This question worked well and the whole range of marks was represented. Successful candidates made informed guesses if they did not understand the passage fully.

Sentence 2: Most candidates found this sentence very challenging. Often, e*stoy libre* was mistranslated as 'I read' or 'I book', and *libre* as *libro,* resulting in references to reading books and libraries.

Most candidates gained 3 or 4 marks out of the 7 available for this question.

Example 1

Today I am wearing a black skirt and a shirt because I am going for a Job interview. I want to be a vounteer in the hospital. I am free every weekend. I have expiriance because I helped there before. In The future I would like to be a nurse.

This candidate gains full marks. The meaning of the passage is communicated in full.

Sentence 1

The candidate identifies the present tense of 'llevo' and translates it as 'I am wearing'. He/she also recognises the specific items of clothing as black skirt and shirt and includes the idea of going to an interview, using the present continuous tense.

Sentence 2

Quiero ser voluntaria en un hospital is translated correctly.

Sentence 3

This candidate recognises successfully the idea that the text refers to free time or being available at weekends.

Sentence 4

This candidate renders this sentence successfully, using the present and past tense as 'I have experience because I have helped there before.'

Sentence 5

This candidate translates *quisiera ser* correctly as 'I would like to be'. The word *enfermera* is rendered correctly as 'nurse'.

7 marks

Example 2

I am wearing a black skirt and a jumper because I am going out somewhere. I am going to do voluntary work in a hospital. I work in the library on the Saturday every week. I done this experience because I wanted to work somewhere. In the future I want to work in hospital as a nurse.

The meaning of the passage is partially communicated. Some errors in the translation prevent the meaning being conveyed: omitted or incorrect words and wrong tenses.

Sentence 1

The candidate identifies the present tense of 'llevo' and translated it as 'I wear'. He/she also recognises the items of clothing as 'black skirt' and 'jumper'. The idea of 'going to' is translated using the present continuous tense but the candidate does not recognise the word *interview* and writes 'going somewhere' instead.

Sentence 2

*Quiero ser voluntaria en un hospital i*s translated as 'I am going to do volunteering work in a hospital'.

Sentence 3

This sentence is mistranslated completely. The candidate confuses being 'available at weekends' with 'I will work in the library on Saturday every week.'

Sentence 4

The candidate mistranslates the meaning of this sentence but recognises 'I have experience' and translates it as 'I done this experience'.

Sentence 5

This candidate translates *quisiera ser* correctly as 'I want to' and renders the word *enfermera* correctly as 'nurse'.

3 marks

Examiner Tip

Candidates need to be able to recognise adverbs of time such as *antes, ayer, hoy, los fines de semans* and others.

Paper Summary

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

- Candidates must make sure that they are familiar with Key Stage 3 vocabulary and high frequency words such *soy* (I am), *estoy* (I am), *quiero* (I want), *tengo* (I have), and *voy* (I go). They should also be familiar with the words on the vocabulary list in the specification.

- Candidates should focus their attention on checking carefully that they have written a coherent and logical answer to the question as it is 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 that 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 words in the translation that candidates do not know, even though they are in the specification vocabulary list. Candidates should translate the words they do know and then make a sensible guess at the unknown words from the context in which they appear

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx