

Examiners' Report  
June 2019

GCSE Spanish 1SP0 3H

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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.

It is positive to be able to report that many 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.

Candidates at the highest levels achieved well 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 successful on questions that required processing or interpreting meaning.

Not many candidates left significant gaps in their answers or did not complete the paper. However, most candidates were less successful on questions with rubrics in Spanish.

## Spelling

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

## **Question 1**

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

Most candidates did very well because this was a question that could be answered by recalling and transcribing from the text.

### **Q01(a)**

Correct responses to this question referred to films/news/all-day entertainment as being available.

Incorrect responses made reference to social media/television but without the necessary detail.

### **Q01(b)**

Correct responses to this question referred to free internet access for first class passengers/4 euros for other passengers.

Incorrect responses made reference to the cost of access to the internet but missed the necessary detail of who was affected by the charge.

### **Q01(c)**

Correct responses to this question referred to the loss of internet connectivity (in mountains/tunnels).

Alternative acceptable answers included reference to faulty, poor, unreliable, disturbed internet access.

Incorrect alternative responses included the idea that the internet was slow/low/short.

1 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)

Entertainment, such as films, ~~is~~ distracts children.

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

(1)

It is free for passengers in first class.

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

(1)

Internet connection is lost when passing through tunnels



This candidate gains all of the available marks for this response.

3 marks

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

(1)

You can watch films.

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

(1)

40 euros with ~~4~~ extra

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

(1)

There is no connection around mountains or tunnels.



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Examiner Comments

This candidate receives only two marks because in Q01(b) they confuse 4 euros with 40 euros.

2 marks

## Question 2

This question is an extract from a literary text by Miguel Delibes.

Some candidates found the literary style of this question challenging. Q02(b) and Q02(c) were frequently the most incorrect answers.

### Q02(a)

Successful answers 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.

### Q02(b)

Successful candidates recognised that reading was Daniel's strength. Many candidates were confused over what he was reading, often with subjects that negated their initially correct answer, such as reading accounts/numbers. Similarly, candidates sometimes identified maths or writing as his best subject, because they did not recognise *el mejor* (the best) in the text.

### Q2(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.

### Q02(c)(ii)

The answer required one conclusion about city life. Most candidates were successful answering this question, stating how difficult life was.

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

2 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 Camin 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 was going to the city

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

(1)

reading

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

(1)

It was twelve years of school

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

(1)

In the city you waste a lot of time

(Total for Question 2 = 4 marks)



**Q02(a)**

This part of the question does not gain any marks because 'he was going to the city' suggests that it might be a less permanent move, such as a day trip.

**Q02(b)**

This part of the question gains 1 mark.

**Q02(c)**

No marks are awarded to this part of the question because the candidate does not identify the exact number of years he had to study at school.

**Q02(d)**

This part of the question gains 1 mark.

2 marks

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

(1)

He went to the city to continue his further studies.

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

(1)

When the class had to read. Pg

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

(1)

Secondary school was 7 years and university, 5 years.

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

(1)

You waste a lot of time. Everything there has to be difficult.



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Examiner Comments

All of the answers are correct in this response.

4 marks

## Question 3

This question required candidates to read an article about helping the environment and identify how people could practise being green.

Q03(a) and Q03(b) were particularly challenging to many candidates.

### Q03(a)

Successful candidates identified that computers should not be left on constantly or that people should remember to switch them off.

Incorrect answers did not recognise *quedarse encendido(s)* (stay on) and thought people should not be using computers all the time or that they should use green energy.

### Q03(b)

The most successful candidates identified that the press needed to announce/promote environmental campaigns.

Incorrect answers made reference to the need to have environmental campaigns.

### Q03(c)

Here, the candidates needed to identify one idea about how people could help in towns.

Successful answers involved the idea of separating/recycling rubbish or taking bottles to bottle banks.

Incorrect answers made reference to people reusing plastic bottles.

### Q03(d)

Here, candidates were asked to identify a way for people to help others.

The most successful answers identified that unwanted/unused clothes could be donated to charity shops.

Incorrect answers suggested that people should wear secondhand clothes.

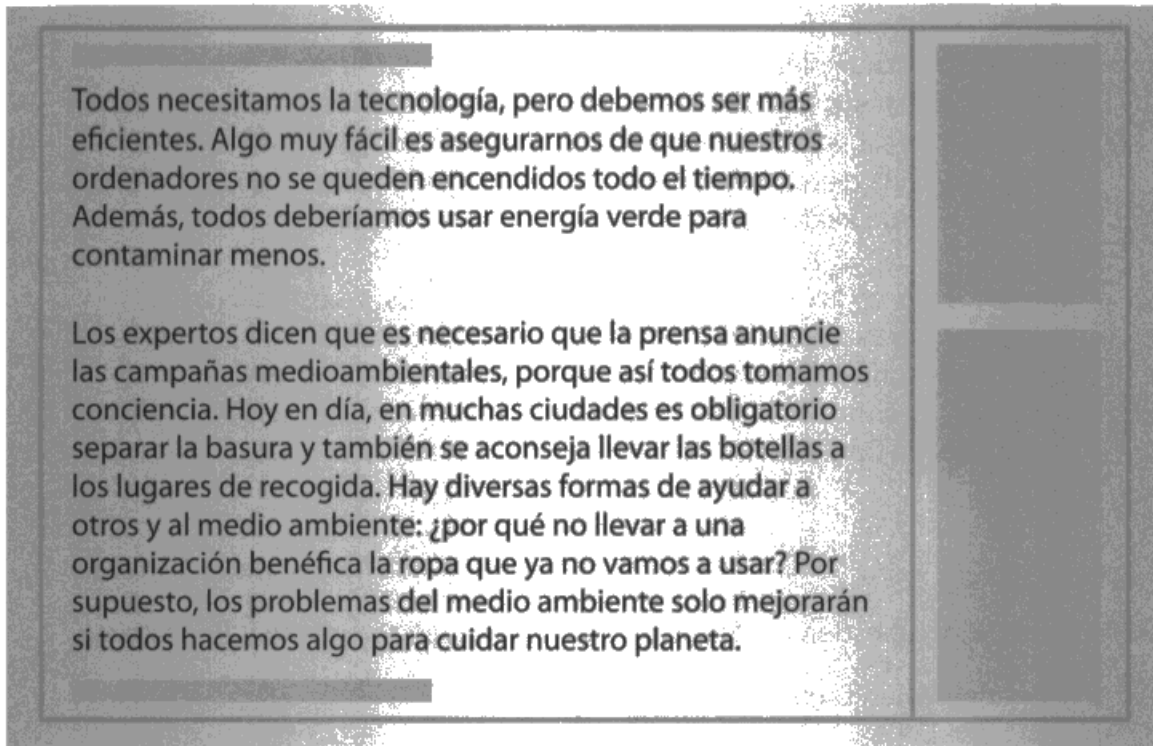
### Q03(e)

This question required candidates to identify what could be done to protect the planet in the future.

Correct answers conveyed the idea that people need all/everyone/all together, to act.

Less-successful candidates did not read the text carefully and missed the word *todos* (everyone).

3 Read this article about how we can help the environment.



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

(a) What does the article say about computers?

(1)

They shouldn't be left on all the time

(b) What do the experts say about environmental campaigns?

(1)

It's important that the press announce them

(c) What must people do in many towns? Give **one** idea.

(1)

separate their rubbish

(d) How can people help others as well as the environment? ~~clothes~~ ~~clothes~~

(1)

Give away old clothes that aren't used anymore

(e) How can we ensure that we continue to protect the environment?

(1)

If everyone does something.



This candidate receives all of the marks available for this question.

In Q03(c) 'to give away clothes that we do not use' is sufficient for 1 mark, although the words 'to a charity' are not mentioned.

5 marks

(a) What does the article say about computers?

(1)

we dont need them all the time

---

(b) What do the experts say about environmental campaigns?

(1)

they think its necessary to have environmental campaigns

---

(c) What must people do in many towns? Give **one** idea.

(1)

separate rubbish to recycle

---

(d) How can people help others as well as the environment?

(1)

give away clothes we dont use

---

(e) How can we ensure that we continue to protect the environment?

(1)

if we all do a bit to ~~our~~ create a clean ~~new~~ planet

---



**Q03(a)**

No marks are awarded to this part of the question because this candidate does not recognise *quedarse encendidos* and thinks that it means 'we do not need to use computers all the time'.

**Q03(b)**

This part of the question does not gain any marks because the answer refers to the need for everyone to be aware of their duty to the environment.

**Q03(c)**

This part of the question gains 1 mark.

**Q03(d)**

This part of the question gains 1 mark.

**Q03(e)**

This part of the question gains 1 mark.

3 marks



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

(a) What does the article say about computers?

~~they are not good~~ ~~that~~ ~~on~~ that has less pollution <sup>they use green energy!</sup>

(b) What do the experts say about environmental campaigns?

(1)

They are necessary

(c) What must people do in many towns? Give **one** idea.

(1)

Separate the rubbish

(d) How can people help others as well as the environment?

(1)

Wear charity ~~to~~ clothes

(e) How can we ensure that we continue to protect the environment?

(1)

If we always do something to aid our planet.



**Q03(a)**

No marks are awarded to this part of the question because this candidate does not recognise the phrase *asegurarnos de que nuestros ordenadores no se queden encendidos todo el tiempo* (make sure our computers do not stay on all the time) and instead focusses on the next sentence where 'green energy' is mentioned

**Q03(b)**

This part of the question does not gain any marks because it outlines the necessity to have environmental campaigns.

**Q03(c)**

This part of the question gains 1 mark.

**Q03(d)**

This part of the question does not gain any marks because the candidate recognises *organización benéfica* (charitable organisation) and *ropa* (clothing) and assumes, incorrectly, that the correct answer is to wear charity clothes, as opposed to donate clothes that we do not use, to a charity.

**Q03(e)**

No marks are awarded to this part of the question because the candidate does not convey the meaning that everyone has to do something to protect our planet.

1 mark

## **Question 5 (a)**

This question required candidates to identify what young people said about home-schooling.

The answer most frequently correct was Q05(c) linking *nunca fui a una clase tradicional* to 'never went to school'

The answer most frequently wrong was Q05(a), missing the link between *estudiar sin una campana que indicara el fin de la clase era lo mejor para mí* and 'hated working to a timetable'

## **Question 5 (e)**

This question required candidates to read the opinions of four home-schooled children to identify two ways in which they felt it had changed their lives.

The majority of the candidates gained at least one of the two marks available for this question.

### **Q05(e)(i)(ii)**

The most-successful candidates identified improved grades, more successful working life, less pressure, or greater enjoyment of learning, as one of the correct answers.

Less-successful candidates focussed on the idea that they did not need a degree or referred more vaguely to success, without sufficient detail about exam results or future job success.

Other candidates gave much more vague answers such as it is better for them, or they are not told off. These responses did not reveal a clear understanding of the ways in which home schooling had impacted the lives of home-schooled children.

(e) In what way has home schooling changed these students' lives? Mention **two** ideas.

(i)

(1)

Don't get in trouble anymore

(ii)

(1)

Improved grades



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Example 1

**Q05(e)(i)**

This candidate does not understand the impact that home-schooling has had in these children's lives.

**Q05(e)(ii)**

This part of the question gains a mark.

1 mark

(i)

They were not under pressure and learnt better  
(Polanco) getting better results. (1)

(ii)

They ~~found~~ <sup>now</sup> find learning to be more enjoyable  
(later on in their lives) (Total for Question 5 = 6 marks) (1)

(Nora).



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**Q05(e)(i), (ii)**

This candidate gains both marks available for this question.

2 marks

## Question 6 (a)

This question was an article about tourism in the Dominican Republic.

In Q06(a), candidates were asked to read seven statements and identify the three statements that are mentioned in the article.

Many candidates received 2 marks out of the 3 available for this question.

## Question 6 (b)

This question asked the candidates to identify two ideas about warnings given with regard to tourism in the Dominican Republic.

The question was challenging and only the most able candidates of the cohort received the two marks available for these questions.

(b) What warnings are we given about tourism? Mention **two** ideas.

(i)

(1)

There will be less drinkable water for the locals (because a large amount is used for the hotel swimming pools and gardens)

(ii)

(1)

The <sup>waters</sup> lakes in the countryside near tourist areas will be abandoned



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### Q06(b)(i)

This part of the question receives 1 mark because the candidate understands that the issue is with the drinking water.

### Q06(b)(ii)

No marks are awarded to this part of the question because this candidate confuses the words 'crops in the countryside' with 'lakes in the countryside'.



Candidates need to select information carefully.

They should check that their response is a coherent and logical answer to the question as it is asked.

(b) What warnings are we given about tourism? Mention **two** ideas.

(i)

(1)

Poor water ~~and~~ quality

(ii)

(1)

Dangerous



**Q06(b)(i), (ii)**

No marks are awarded for this question because the candidate guesses the pitfalls of tourism and refers to the poor quality of the water and the fact that it can be dangerous.

(i)

(1)

There is less potable water for the local population.

(ii)

(1)

Farming has been abandoned in the countryside next to the tourist zones

(Total for Question 6 = 5 marks)



**Q06 (b)(i) (ii)**

This candidate gains the two marks available for this question.

## Question 8 (a)

This question required candidates to recognise the vocabulary and process and interpret meaning in a gapfill exercise about shopping. Candidates were provided with five statements that they had to match to the correct name of the shop.

This question challenged most candidates. The most successful answer was Q08(a). The most frequent wrong response was Q08(c).

### Q08(a)

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

### Q08(b)

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

### Q08(c)

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

### Q08(d)

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

### Q08(e)

This question involved understanding the gap-fill text *tienen varios tamaños* (they have several sizes) and linking it with *vienen en todas las tallas* (they come in all sizes).



## Question 9

This question required that candidates read a text about youth unemployment in Spain and how it compares with other parts of the EU. They needed to identify the problems faced by Emilia, what Emilia had already done to resolve her job search issues and what she intended to do in the future.

This passage contained some complicated lexis and structures, as is appropriate for a question at this level.

This question was challenging for all but the most-able candidates. A few candidates left parts of this question blank.

### Q09(a)

Successful candidates answered in the target language and focussed their answers on targetted lifts from the text. Successful answers identified that *doble* (double) was key and that in Spain unemployment is double that of other EU countries.

Less-successful candidates confused the ideas, thinking that Spain had less or half the unemployment levels compared to the rest of the EU or targetted *ha avanzado mucho* (has advanced a lot) or the idea that *la economía ha crecido* (the economy has grown).

### Q09(b)

Successful candidates identified that young people did not want the types of job on offer, correctly lifting or summarising the idea of *no quieren los nuevos tipos de empleo* (they do not want new types of employment).

Less-successful answers contained untargetted lifts such as *no quieren* (they do not want to) or, on occasion, confused the word order of the target language. These answers stated *los nuevos empleos no quieren los jovenes* (new jobs do not want young people), which essentially is incorrect. This is suggesting that the jobs do not want them, which is not what the text states.

Other candidates identified incorrectly that there were no jobs, indicating that they had not understood there were more jobs available but that these jobs were not deemed acceptable by young people.

### Q09(c)

Successful answers identified that the jobs did not recognise Emilia's qualifications or that the jobs were too easy for the applicants.

Less-successful answers focussed on *Ministro Martinez* (Minister Martinez) or on the idea that young people had lost their jobs. Untargetted lifts using the wrong information were frequent here.

### Q09(d)

This question needed to demonstrate the understanding that Emilia had gone abroad, to Germany to find suitable employment.

Successful candidates referred to *me fui/se fue a Alemania/Berlin* (I went/went to Germany/Berlin) or lifted *decidí probar suerte fuera de España* (I decided to try my luck outside Spain).

Less-successful answers did not include the idea that Emilia moved away from Spain. Others contained untargetted lifts such as *decidí probar suerte fuera de España*, although the text does not mention that she applied for jobs.

### Q09(e)

Here, candidates needed to identify what Emilia was going to do now and show understanding that unlike her friend, who was suffering from homesickness, she intended to stay/remain in Germany.

Successful candidates provided answers such as *va a quedar/vivir/trabajar en Berlin*, indicating clearly that Emilia would stay in Germany.

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

(a) ¿Qué se dice del desempleo en los países europeos comparado con España? (1)

La situación del paro juvenil ha avanzado mucho

(b) ¿Qué problema tienen los jóvenes españoles a la hora de buscar trabajo? (1)

doble que en otros países.

(c) ¿Qué problema específico tuvo Emilia cuando buscaba trabajo en España? (1)

no ha mejorado tanto como el muestro.

(d) ¿Qué hizo Emilia para mejorar su situación? (1)

Heue trabajo importante

(e) ¿Qué va a hacer Emilia ahora? (1)

Trabaje en Berlin.



This candidate gains only 1 mark.

**Q09(a)**

No marks are awarded for this part of a question because this is an untargetted lift that does not answer the questions asked.

**Q09(b)**

No marks are awarded for this part of a question because the candidate mentions information relevant to the previous question.

**Q09(c)**

In common with many others, this candidate does not fully understand the question and focusses incorrectly on *Ministro Martinez* and the idea that young people had lost their jobs.

**Q09(d)**

It is not clear what this candidate is trying to say.

**Q09(e)**

This answer is correct.

1 mark



Candidates must make sure that the lifts from the text are targeted.

Some candidates lifted too little, thereby their answer was incomplete.

Other candidates lifted far too much and often one part of the answer negated the other.

(a) ¿Qué se dice del desempleo en los países europeos comparado con España?

(1)

Que el desempleo en otros España es casi el doble  
que en otros países

(b) ¿Qué problema tienen los jóvenes españoles a la hora de buscar trabajo?

(1)

Que los empleos que hay no son el tipo de empleos que quieren  
los jóvenes.

(c) ¿Qué problema específico tuvo Emilia cuando buscaba trabajo en España?

(1)

Que ninguno reconocía su título de ingeniero y no se presentaban  
ningún reto.

(d) ¿Qué hizo Emilia para mejorar su situación?

(1)

Se fue a Alemania

(e) ¿Qué va a hacer Emilia ahora?

(1)

Buscar trabajo en Alemania



Example 1

This candidate receives full marks.

**Q09(e)**

Although the candidate has not written specifically that Emilia is going to stay in Germany, the answer provided 'I will look for work in Germany' indicates that Emilia intends to remain in Germany.

5 marks

## Question 10

A translation from Spanish into English related to the theme *Future aspirations, study and work – Using languages beyond the classroom*.

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

Most candidates gained 4 or 5 marks out of the 7 available for this question.

### 10 Translate this passage into English.

Estudio español y decidí que necesitaba hablar este idioma fuera de clase. Tuve suerte, ya que conocí a Susana, una chica mexicana interesada en hacer un intercambio español-inglés. Nos reunimos a menudo y me doy cuenta de que cada vez hablamos mejor. Pronto tendremos nuestros exámenes y espero que saquemos buenas notas.

I study Spanish and decided that <sup>it</sup> was necessary to speak this language outside the class. I had ~~the~~ <sup>d</sup> luck, as I met Susana, a Mexican girl interested in doing an international exchange Spanish-English. We reunite often and I every time we speak it's better. Soon we must have our exams and I hope that I achieve good marks.

This candidate gains full marks.

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

Sentence 1

The candidate identifies the present tense of 'I study' combined with the past tenses of the remainder of the sentence, conveying the idea of needing to study the language outside of class.

Sentence 2

*Tuve suerte* is rendered correctly as 'I had luck'.

*Conocí* is recognised and translated as 'I met'

*interesada* is translated as 'interested in'

There is the harmless addition of the word 'international' before the word exchange.

Sentence 3

This candidate conveys the idea of meeting up regularly and that their speaking skills were improving. Although *me doy cuenta* (I realise) is not translated, this does not detract from the overall success of the translation.

Sentence 4

The candidate confuses 'we will take' with 'we must take' and 'we' with 'I' but is able to recognise the future tense or the subjunctive mood of *sacar* (take) and renders correctly that he/she hoped they would get good grades.

*Darse cuenta de algo* (realise something) proved to be a very challenging verbal phrase for many candidates.

## Paper Summary

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

- Candidates should look carefully at the interrogatives used in the question, to enable them to produce a response that is consistent
- When lifting material from the texts, candidates should be aware of the need to target their lift at the correct information or to manipulate language in order to answer the specific question asked
- Candidates should focus their attention on checking carefully that their writing is 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 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
- Probably, there will be words in the translation that the candidates do not know, even if they are in the 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

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