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Examiners' Report  
Principal Examiner Feedback

Summer 2022

Pearson Edexcel GCSE

In Spanish (1SP0)

Paper 3H: Reading and understanding in  
Spanish

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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.

## **SECTION A**

### **Question 1**

Candidates were asked to read about Paco's holidays and answer short questions about it.

**Q01a)** Candidates were asked who Paco goes on holiday with.

Successful candidates answered that Paco goes on holiday with his family. If all three family members were mentioned, this was also accepted as a correct answer.

Less successful answers involved references to individual family members, such as his mum or his sister. A few candidates misread the question 'who...?' and instead answered 'where...?', resulting in the idea that Paco went to the beach or the coast or the seaside.

**Q01b)** Candidates were asked how Paco gets to the beach.

Successful candidates identified that Paco got to the beach on foot or that he walked there (from the hotel).

Less successful answers involved the mention of other modes of transport such as cars, buses, and taxis. Other unsuccessful answers involved the idea that the hotel was at the beach or that he got there through the hotel.

**Q01c)** Candidates were asked to identify what the weather was like.

Successful answers identified that the weather was hot. Wording was varied but any ideas suggesting this, such as the weather was warm, were accepted.

Less successful candidates focussed on the idea that Paco's sister 'le gusta tomar el sol' rather than 'hace calor' and so the suggestion that the weather was sunny constituted an incorrect answer. A small number of candidates did not recognise weather descriptions and made guesses at windy or cold. Order of elements applied, consequently hot & sunny was correct but sunny & hot constituted an incorrect response.

## Question 2

Candidates read a literary text extract from *Maestra de Pueblo* by Cristina Picazo.

**Q02a)** Candidates were asked why María was happy.

Overall, this question was handled well with successful candidates identifying that María had passed her exams. Any answers that suggested an understanding that María had been successful in her examinations constituted a correct answer so the idea that she did well or that her exams had gone great/fantastic were all awarded a mark.

Less successful answers revealed confusion over the perfect tense 'ha aprobado' with a number of candidates thinking that this meant that María had done/finished/taken her exams or approved her exams, without any indication that she had done well in them.

**Q02b)** Candidates were asked to explain what María dislikes about university life.

Successful candidates recognised either that María disliked studying (every night) or that she disliked driving (to university).

Less successful candidates incorrectly referred to the idea that the teachers were not nice or that her classes were noisy, which were the potential answers for Q2c.

**Q02c)** Candidates had to identify what makes María's job difficult.

There were two potentially correct answers here, either that the class/pupils were noisy or that the teachers were not very nice or were unpleasant.

Less successful candidates suggested that the pupils were either naughty or uncontrollable. Many misinterpreted 'ruidosa' as rude or mentioned long hours or hard work.

**Q02d)** Candidates were asked to identify why María was organising the Christmas party.

This question was well-handled overall but there was some confusion for a number of candidates. Successful answers referred to the fact that the headmistress told María to organise the Christmas party or decided that she should do it this year. If candidates referred to the headmaster, the head, the boss of the school, her boss, the principal or the head, these also were all awarded the mark.

Less successful answers referred to the director or manager or referred to the idea that María is the director this year or that she was chosen without mentioning who had made the decision.

### Question 3

This question required candidates to read José's blog about his job and identify key information.

#### Q03a)

Here, the candidates were asked to identify when José started his business.

Candidates needed to identify the fact that Jose had started his business 7 years ago. Successful candidates simply did this, but others identified that his business started after/when José had finished his studies or after/when his parents had helped him to open his business or after/when he had been unable to find a job. Successful candidates identified the when, not the why of the matter. There were, therefore, a number of correct responses, all of which were awarded a mark.

Less successful answers involved confusion over the number siete or referred to reasons why José could not find work.

**Q03b)** Here, candidates were asked to identify how José knows that his business is successful.

Candidates needed to identify that José's business is always busy with the most successful candidates demonstrating this through a wide variety of wording. Suggestions that they were always booked (up) or always had a lot of customers were all awarded a mark. Similarly, if candidates recognised that José had opened a petrol station this too was awarded a mark. Overall, this question was well handled by candidates.

Less successful answers involved focus being incorrectly placed upon the words 'todo es fácil'. Consequently, answers that identified that everything is easy/easier now or that things used to be more difficult, were not awarded a mark.

**Q03c)** Candidates needed to identify what you needed to have in order to get a job with José.

This question proved tricky for many candidates who mistranslated the word 'título' or 'equipo'.

Successful answers involved the idea that you had to have a qualification or that you needed to be able to work as part of a team. References to a degree, a certificate or a diploma were also awarded a mark.

Less successful candidates made reference to a title as they were unable to identify what was meant by a 'título' or that you had to have the correct equipment or be able to work with equipment.

**Q03d)** Candidates were asked to identify how José ensures the quality of his work.

Successful candidates were able to identify that José always uses the best or good quality products/brands/parts/materials or that his work is guaranteed for two years. There were many different ways to express the same answer,

including the idea that José only used premium products or the best equipment or that he only buys the best products to use. Similarly, variations which suggested that his work had a 2-year warranty or that he offered a guarantee were all awarded a mark.

Less successful candidates referred to the fact he checked or inspected his work every two years. Generalised or ambiguous reference solely to 'his products' without reference to them being of high quality were therefore not awarded the mark.

**Q03e)** This question asked candidates to identify what José wants to do in the future.

It proved to be challenging to many candidates. Successful candidates were able to identify that he wants to teach/ be a teacher. If candidates were able to identify that he wants to teach in a school/college or specifically in a business school, a mark was awarded.

Less successful candidates referred to a school of 'negotiation' or suggested that José wanted to go to school, to open a school/business of his own or to negotiate with schools.

#### **Question 4**

This required the candidates to read a literary text extract from Pedro Paramo by Juan Rulfo and respond to five multiple choice questions.

The most successful answers were (i) and (ii).

The least successful answers were (iv) and (v).

#### **Question 5**

**Q05a-d)** The candidates were asked to read an article about protecting the environment containing the comments of four individuals, Joaquín, Ramiro, Marcelo and Emilio and then choose the correct names to fill in the blanks.

**Q05e)** This question required candidates to identify why Ramiro likes the group he works with and proved challenging for many candidates.

Successful answers identified that he enjoyed that there were people of different ages in his group.

Overall, many candidates experienced difficulty in identifying 'personas de todas las edades' and focussed on the idea that they were all from different backgrounds or places. Other less successful candidates identified that they were all united in a shared goal to save endangered species or had many things in common. Some incorrectly suggested that they were all good people.

**Q05f)** This question required candidates to identify the example Marcelo gives of a way to recycle.

Wording varied greatly but the most successful answers identified that they he/you could take or bring your own (reusable) cup or mug with you. Some

candidates were also able to further qualify their answer by stating that this would be when you go to buy coffee or visit a cafeteria

Less successful answers revealed confusion as some candidates misread 'llevo mi propia taza' as I wear, leading to references about clothing. Other candidates incorrectly referred to helping to empty bins at the cafeteria, recycle your rubbish at the local cafeteria or throw your rubbish in the correct bin.

### **Question 6**

**Q06i)** This question required candidates to read a report and identify the three correct statements about shopping for clothes.

If candidates had selected more than the required three boxes, then the first three crosses were taken as their answers and any later selections were disallowed.

**Q06ii)** This question asked the candidates to read the report and identify why it is easier for young people to shop online.

There were several different ways to correctly answer this question, but successful candidates identified the idea that young people always have their mobile phones to hand. Wording varied and so the suggestion that young people use their phones for everything, use their phones all the time or that they can order from their mobile phones were all awarded a mark.

Less successful answers suggested simply that young people have phones, which was too general and lacked sufficient detail to be awarded a mark.

**Q06iii)** Here, candidates had to identify who buys second-hand clothes.

Candidates giving successful answers identified that it was people who wanted good quality clothes at discounted prices. Wording varied greatly but all successful candidates were able to identify that people wanted good/branded/quality clothing for/at/with discounts or cheaply. Answers such as 'good clothes going cheap' or 'big discounts on good clothes' were successful answers.

Less successful candidates answered that it was adults or older customers who bought second hand clothes.

## **SECTION B**

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

### **Question 7**

This question required candidates to read a blog about a fiesta and answer five multiple choice questions in Spanish.

The most successful answers were (i) and (iii).

The least successful answers were (ii) and (iv)

## Question 8

Question 8 required candidates to read the comments made by four young people, Gloria, Jesús, Matilde and Nacho, about mobile phones and then choose the correct names to match up with the statements in 8a) to 8e).

Overall, this question was handled very well by many candidates.

## Question 9

This question required that candidates read a text about los clubes extracurriculares and write their answers in Spanish.

**Q09a)** Here, candidates needed to identify the two activities which are good for children. Overall, candidates handled this question well.

Successful candidates answered in the target language and focused their answers on targeted lifts from the text. Successful answers identified that tocar un instrumento and (juegan al) ajedrez were key.

Less successful candidates became confused, resulting in untargeted lifts where candidates lifted too little, focussing solely on the idea 'mejora su memoria y .... más concentración'. Similarly, candidates who lifted ideas about el de debate or el de teatro were not awarded a mark.

**Q09b)** In this question, the candidates needed to identify what students needed to do during their interview.

Wording varied with successful candidates identifying that they needed to talk about the clubs/activities during their interview. Most candidates handled this question competently.

Less successful candidates incorrectly identified better possibilities of getting a place at the university of their choice without identifying the notion of needing to talk about the clubs at their interview. Some students answered 'son valiosos' or 'será algo muy valioso' but this was also an untargeted lift that was not awarded a mark.

**Q09c)** Candidates were asked to identify how these clubs could help in their job.

Successful candidates were able to establish that you learn how to talk in public. Successful answers contained targeted lifts such as (el de teatro o el de debate) les enseñan a hablar en público which were awarded a mark.

Less successful candidates gave answers which contained untargeted lifts, such as 'en público' without the inclusion of 'hablar' or quoted large chunks of the text for which a mark was not awarded.

**Q09d)** In this question, candidates were required to identify what parents thought about the homework club.

This question needed to demonstrate the understanding that the club was considered to be beneficial or that it was the most popular amongst the parents. Correct answers were worded in a host of different ways with successful candidates referring to the idea that the homework club was bueno, beneficioso,



beneficial, el mejor. Small grammatical errors were not penalised and so candidates who wrote 'lo gustan' or similar were also awarded a mark.

Less successful responses contained untargeted lifts such as 'según las respuestas' or 'respuestas que dieron' or referred to 'dieron una encuesta recientemente', none of which could be awarded a mark.

In Q9, a small number of candidates left their answer blank, and unfortunately, a number of candidates answered in English rather than in the target language as required in this question.

## **SECTION C**

### **Question 10**

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

The whole range of marks was represented in this question, and we saw that most candidates tried hard make sense of words and phrases they didn't know and looked for cognates. Overall, there were very few candidates who left large gaps in their work or who were unable to attempt this question and the vast majority of translations were of a pleasingly high standard.

#### **En la plaza del mercado hay un festival de música clásica.**

This sentence was well translated by most candidates, with most translating la plaza del mercado as either the market square or the square of the market. Some candidates translated plaza as place rather than square whilst others opted for town square as they were unsure of the meaning of mercado. Only a few candidates confused plaza with playa and in these cases made reference to a beach market.

#### **Voy todos los años porque me encanta este hermoso espectáculo.**

Successful candidates recognised voy as the present tense of ir and rendered it as I go or I am going. Many candidates handled todos los años but some mistranslated it as this/ last/ next year, which affected their choice of verb tense, often resulting in I am going this year, I went last year, or I will be going this/next year. Hermoso espectáculo proved to be more challenging for candidates: whilst several candidates translated it as a 'show' or 'performance', many others translated espectáculo as either a spectacle or thought it was the adjective and rendered it as spectacular. Hermoso was often translated as amazing, fabulous or great. A few confused hermoso with hermano and so some candidates mentioned a brother or even a sister in their translation.

#### **Este año espero cantar con unos alumnos de mi clase en el primer concierto que empieza a las ocho**

Successful answers conveyed the idea that this year the speaker was hoping to sing with his classmates in the first concert starting at 8 o'clock. Some candidates mis-translated este año as last year or next year, resulting in verbs in incorrect tenses. Many candidates correctly translated espero cantar as I hope

to sing. Less successful candidates translated *espero* as I am waiting to sing with. Most candidates successfully translated some classmates from my class, but a small number thought that *unos* referred to one student alone and translated it as sing with one of my classmates. Overall, candidates correctly rendered *primero* as first, but a few candidates mistook this for a reference to primary school. Most candidates recognised *empieza* and rendered it effectively with 'which starts at 8'. A small number of candidates thought it referred to age resulting in mistranslations such as 'since I was 8 years old'.

### **El año pasado vinieron muchas orquestas famosas de varios países.**

Whilst there were many excellent translations here, this sentence proved to be challenging for many candidates. Successful translations recognised the past tense and were able to identify *vinieron*, *orquestas* and *países*.

Less successful candidates were confused by *vinieron*, translating it as 'I saw', 'I met', 'they performed' or 'there were'. A few candidates were expecting a future tense and therefore translated into 'I will see' or 'I would like to see.' Many candidates found *países* confusing. Consequently, *países* was often mistranslated as places/times/ pieces (of music)/ people/instruments.

### **Summary and advice to centres**

A number of marks were lost due to candidates being unfamiliar with vocabulary such as *mercado*, *plaza*, *hermoso*, *espectáculo*, *primer* and *países*. Verbs such as *esperar*, *empezar* and *cantar* proved challenging for some students. Numbers are often a source of confusion and so this year the number *siete* was not always recognised. Some candidates did not recognise *hace siete años*. Adverbs of time also seem to have caused some confusion with *todos los años*, *este año* and *el año pasado* not always being recognised.

Candidates need to be advised to be careful with targeted lifts so that they focus on the key point involved. Some lifts were untargeted, causing some candidates to select irrelevant material. Likewise, the 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.

In question 10, it would be useful to give a reminder to the candidates that they need to check back through their work in order to ensure that the translation they have produced makes sense.

### **Conclusion**

Most centres had prepared their candidates well, so they had a good understanding of the requirements of this unit. The examiners marking this unit appreciated the efforts that the teachers had made to allow their candidates to reach their full potential.