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Examiners' Report

Principal Examiner Feedback

Summer 2024

Pearson Edexcel GCSE

In Spanish (1SP0) Paper 3F: Reading and  
Understanding

Foundation tier

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## **Paper 3: Reading and understanding in Spanish: Foundation Level**

1SP0 3F is assessed by means of a 45-minute examination. During this time, candidates are assessed on their understanding of written Spanish across a range of different types of texts. The examination consists of 10 questions and is out of 50 marks.

The assessment is divided into three sections, A, B and C. 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. 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 are provided with five statements about eating out, and they have to match the correct person to the statement about the item they are going to eat.

Most candidates were successful answering this question.

#### **Question 2**

This required that candidates read a text about staying in a hotel. Candidates are provided with twelve words in a box which they must match to what the text says to complete five sentences.

Most candidates were successful answering this question.

#### **Question 3**

Candidates were asked to read about volunteering in Costa Rica and answer short questions.

**Q3a (i)** Here, the candidates were asked how old do you have to be to become a volunteer.

Many candidates struggled with the number 20 (20+)

**Q3a (ii)** Candidates were asked. Where do they stay in Costa Rica

Many candidates did not recognise the word *piso*, and incorrectly referred to houses, camping, city, etc.

**Q3a (iii)** Candidates were asked when do volunteers work.

Most candidates were successful answering this question. Some candidates misread the question and answered: 'where do volunteers work?'

**Q3b (i)** Candidates were asked what is the advantage of being a volunteer.

There were two correct answers for this question: have incredible adventures and to help people.

Most candidates answered this question successfully writing have incredible adventures.

**Q3b (ii)** Candidates were asked In how many countries can the volunteers work.

Successful answers were in 30 counties.

Less successful answers just indicated in many countries, in many cities.

#### **Question 4**

Multiple choice questions with four options about a literary text extract from *Los ingratos* by *Pedro Simón* where David is talking about his mother's work

The most frequently correct responses were (iii) and (iv)

The most frequently wrong response was (v) where candidates failed to link *Mi hermana vendrá a ayudarme con la casa y vivirá con nosotros* with David and his mother are about to welcome a relative.

#### **Question 5**

Candidates read about a young musician.

**Q05a)** Candidates were asked what stopped Nico from joining the orchestra.

Successful candidates answered that Nico needed to stay in school, could not leave school yet, needed to finish his studies or that he had not yet finished his studies/school.

Less successful answers referred to him being expelled from school. Many candidates incorrectly stated that he did not finish school or that he had already left school.

**Q05b)** Candidates were asked what Nico did at the age of four.

Overall, this question was well-handled.

Successful candidates identified that Nico learnt to read music.

Less successful answers referred to Nico writing music or simply that he was learning music.

**Q05c)** Candidates were asked where he would like to study in the future.

This question proved to be very challenging for many candidates.

Successful answers identified that Nico wanted to study in Germany.

Less successful candidates struggled with the word Alemania. Others misread the word 'where' in the question and instead answered 'what' Nico wanted to do, saying that he wanted to continue his music studies.

#### **Question 6**

Candidates read a literary text extract from *El club de la canasta* by *Angel Burgas*. Many candidates found this question challenging.

**Q06a)** Candidates were asked when Martina first became interested in planes.

Successful candidates were able to identify that she became interested when she went on holiday or when she first went on a plane. Successful answers incorporated the idea of travel.

Less successful responses did not understand that it was during the journey that she became interested and therefore answered on holiday/vacation which was insufficient to be awarded the mark.

**Q06b)** Candidates were asked what Martina's parents said about Tenerife.

Successful candidates recognised *buen tiempo* as a reference to the good weather but many incorrectly thought it meant time, answering that her parents had a fun time or a good time in Tenerife. Other less successful responses included that the holiday was unique or interesting.

**Q06c)** Candidates had to identify the type of books Martina likes to read.

Many candidates identified that Martina likes science fiction. Less successful candidates suggested that she enjoyed fiction or fictional books.

**Q06d)** Candidates were asked why Martina's father finds her hobby strange.

This question proved difficult for many.

Successful answers demonstrated the understanding that planes were not a usual hobby for teenage girls/young people who generally are interested in fashion or famous singers.

Less successful answers lacked detail or suggested that Martina had wanted to be a famous singer or model when she was younger or that she liked planes since she was 3 years old.

## **SECTION B**

This section asked the candidates to respond to 3 questions in Spanish.

### **Question 7**

This question required candidates to read Omar's blog about protecting our planet.

Most candidates found this question very challenging. Candidates are provided with thirteen words in a box which they have to match to what the text said to complete six sentences.

The most frequently correct responses were (a) *tren*

The most frequent wrong responses were (c) *el lavaplatos* y (d) *poca*

### **Question 8**

Multiple choice questions with four options about *Un festival de música*.

The most frequently correct response was (i) *Hay un festival cada año*.

The most frequently wrong responses was (ii) *Se celebra en el ayuntamiento*

## Question 9

Candidates are required to read the comments made by four young people Gabriela, Jordi, Mónica and Nico about school rules and then choose the correct names to match up with the statements in 8a) to 8e).

The most frequently correct response was (a) *Debes llevar uniforme*

The most frequently wrong responses were (c) *Debes usar los cubos de basura*

## SECTION C Translation

Question 10 The passage consisted of five sentences to be translated into English:

This year once again, there were large numbers of very pleasing translations with candidates fully understanding the text and carefully rendering it in English.

Some of the elements which candidates found more challenging were as follows:

### ***Me llamo Lily y soy española.***

This sentence was generally very successfully rendered.

A few candidates translated *soy española* as I speak Spanish.

### ***Vivo cerca de mi mejor amiga.***

This sentence was generally successfully translated.

However, *cerca de* was unfamiliar to a number of candidates. Some simply rendered it as I live with my best friend. Others thought *cerca* was a place name or a person, resulting in I live with my best friend *Cerca* or I live in *Cerca* with my best friend. There were other alternative translations such as in the city, at the circus, in a flat.

*Vivo* was generally well-rendered but some candidates thought that people had been living with their friend for x number of years combining ideas from this sentence with ideas in the next sentence.

Most candidates recognised *amiga* but some thought it meant sister.

*Mejor* was generally well-rendered but a few candidates thought it meant older or younger. Overall, this resulted in a few candidates translating *mejor amiga* as younger/older sister.

### ***Es simpática y tiene quince años.***

This sentence provided more of a challenge.

A surprising number of candidates did not recognise the word *simpática* and did not know that *quince* means 15.

Many did not recognise *tener + años* and therefore communicated ideas about having lived with their friend for x number of years.

Some candidates found it challenging to deal with the verb *es* and liaised this sentence with the previous one, writing I live with my best friend which (is) nice...

*Simpática* was often translated as sympathetic or funny rather than kind/nice.

Others thought that Lily was describing herself, resulting in I am nice and 15 years old.

### ***La semana pasada fui de compras con ella.***

The time phrase *la semana pasada* provided challenge to some candidates. Many thought it was this week or next week, resulting in incorrect tenses being used in this sentence.

Large numbers of candidates recognised *fui de compras*.

*Con ella* caused great confusion with many candidates not recognising the pronoun and therefore thinking it was the friend's name, rendering it as with Ella, even though in the text the *ella* did not have a capital letter.

### ***A veces, vamos al cine y vemos películas extranjeras.***

Many students translated this with great success. Some struggled with *extranjeras* and omitted this word, but the sentence overall was correctly rendered.

Less successful translations involved the mistranslation of **a veces**, which was poorly understood in many cases. If the candidate chose to render it as 'often' then it resulted in a correct present tense being used. However, where candidates chose to translate it as yesterday or last week the verb changed to a past tense.

Most candidates recognised *cine* as cinema. Many candidates understood *vamos* but a few translated it as 'we will go' perhaps because they were expecting to have a future tense in the last sentence.

*Vemos películas* was generally well handled. There were some candidates who unfortunately chose incorrect tenses in this sentence.

*Extranjeras* provided a far greater challenge. Pleasing translations other than the word foreign were from abroad, from different countries/places and in other languages. Some candidates simply omitted the word which resulted in an almost perfect translation.

Only a few candidates did not make an attempt to translate the text.

## **Summary and advice to centres**

A number of marks were lost due to candidates being unfamiliar with Key Stage 3 vocabulary such as numbers, months of the year and days of the week.

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.