



Pearson
Edexcel

Examiners' Report

Principal Examiner Feedback

Summer 2024

Pearson Edexcel GCSE

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

Higher tier

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Summer 2024

Publications Code 1SP0_3H_pef_20240822

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Paper 3: Reading and understanding in Spanish: Higher Level

1SP0 3H assesses candidates' understanding of written Spanish across a range of different text types. The examination consists of 10 questions and the unit is worth 50 marks. The assessment is divided into three sections, A, B and C. The first 6 questions in Section A are set in English. Section B contains three questions set in Spanish. Section C consists of one translation passage from Spanish into English. Candidates had 60 minutes in which to complete their answers.

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 were asked to read about a young musician.

Q01a) Candidates were asked what stopped Nico from joining the orchestra.

This was generally well answered.

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.

Q01b) 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.

Q01c) Candidates were asked where he would like to study in the future.

This question proved to be a challenge for many candidates.

Successful answers identified that Nico wanted to study in Germany.

Less successful candidates struggled with the word Alemania, putting this as their answer. 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 2

Candidates read a literary text extract from El club de la canasta by Angel Burgas.

Q02a) 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.

Q02b) Candidates were asked what Martina's parents said about Tenerife.

Successful candidates recognised *buen tiempo* as a reference to the good weather, but others 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.

Q02c) Candidates had to identify the type of books Martina likes to read.

Most candidates successfully identified that Martina likes science fiction.

Q02d) 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.

Question 3

This question required candidates to read about an art competition.

Q03a)

Here, the candidates were asked to identify the theme of the art competition.

Overall, this question caused a lot of confusion. Many candidates did not identify that the theme of the art competition was the car race. Candidates often identified only cars or suggested a car festival. Other less successful answers referred to important moments or events in the region.

Q03b) Candidates were asked to identify two things that contestants needed to send with their drawings.

Overall, the vast majority of students identified two items that contestants needed to send in such as personal data/ information/ details, a recent photo or a registration form.

In less successful responses, a number of candidates' answers referred to an inscription or a photo of their artwork, a date of birth or personal dates.

Q03c) Candidates needed to identify what some art teachers would have to do.

The majority of candidates successfully identified that the art teachers had to choose a winner or winners, select the winning artwork or judge the art. Other successful responses conveyed the idea that the teachers had to be judges.

Incorrect answers included ideas about giving out prizes or simply looking at the artwork.

Q03d) Candidates were asked to identify where the exhibition would take place

Successful candidates were able to identify the town hall or made reference to city hall or even county hall.

Less successful candidates referred to an assembly hall or school hall.

A surprisingly large number of candidates misread the question and answered 'when' the exhibition was to take place, giving the incorrect answer in May.

Question 4

Candidates were asked to read a literary text extract from *Vacaciones al Sol* by Lourdes Miquel y Neus Sans and answer a series of multiple-choice questions.

The most frequently correct response was (i) The phone rings at midday.

The most frequently wrong response was (iv) where candidates failed to link *tengo una tienda de regalos* with runs her own business.

Question 5

Candidates read a text about Holiday destinations.

Q05a-d) Candidates were asked to answer four gap-fill questions by choosing the correct person from Isabel, Nadia, Carlota or Maya.

Most candidates got 3 or 4 marks.

Q05e) This question required candidates to identify why Isabel's children are getting on better.

Successful candidates were able to identify that the children were arguing less because they each had their own individual bedroom or did not need to share a room.

Candidates whose answers suggested that the children had a room together or that they had more or less space were not awarded a mark.

References to a dorm or dormitory were not awarded a mark as these are places where multiple people sleep and the text refers to the idea that Isabel's children have their own individual or separate rooms and are therefore getting on better.

Similarly, references to having a proper bedroom were not awarded a mark as it was a mistranslation of the Spanish word 'propio'.

Q05f) This question required candidates to identify why Carlota cannot use her computer.

Overall, this question was answered extremely well. Most candidates understood that Carlota had left her computer at her home in the city. Successful answers included the idea that she had chosen to leave her technology behind or was taking a break from technology.

Unsuccessful answers included that she had no wi-fi, no technology in her house or has turned off the technology in her home.

Question 6

Q06i) This question required candidates to read a report and identify the three correct statements about Electric cars.

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 required candidates to identify why electric cars are cheaper to insure.

Most correctly stated that there were fewer accidents or that the cars needed less repairs or had less breakdowns.

Q06iii) This question asked the candidates to identify how businesses support electric car drivers.

Many candidates understood that businesses were allowing e-car users to charge their cars for free. Wording varied considerably and included free chargers, free charging stations or that the businesses do not charge e-car owners to charge their cars.

Some candidates did not recognise the verb *cargar* and therefore inferred that free parking was available or was free.

SECTION B

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

Question 7

This question required candidates to read Ramiro's blog about *Un festival de música* and answer five multiple choice questions in Spanish.

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

The most frequently wrong response was (iv) where candidates failed to link *esta vez fui con mi primo* with *Ramiro fue con un pariente.*

Question 8

Question 8 required candidates 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).

Most candidates did very well in this question.

Question 9 This required that candidates read a text about online interviews, *las entrevistas de trabajo en línea*.

Q09a) Here, candidates needed to identify why it is important to be prepared before your interview.

Many candidates were able to correctly lift from the text that it was necessary *para tener éxito*. Others rephrased it in their own Spanish to say *para ser exitoso*.

Those who lost marks here lifted incorrect sections of the text and said *'te aconsejamos sobre lo que debes hacer or porque son muy populares'*.

Q09b) In this question, the candidates needed to identify what you should put in the room where you will be doing your interview.

Many candidates understood that you should have *un cuadro* or *solo debe haber un cuadro*.

Many incorrect answers involved references to *colores fuertes* or *cosas de colores demasiado fuertes* or contained untargeted lifts such as *debe ser clara*.

Q09c) Candidates were asked to identify why the clothes you wear to your interview are so important. Many candidates found this question quite challenging.

Successful candidates were able to identify that *la ropa que llevas es tan importante como lo que dices* or that *los directores piensan que es importante*. Some successful students were able to infer that it was *para dar/crear una buena impresión*.

Less successful answers contained untargeted lifts such as *como lo que dices (en la entrevista)* or *no olvides que los directores piensan*. In some cases, candidates had written large chunks of the text in the hope that the correct answer was contained within it.

Q09d) In this question, candidates were required to identify two things you might be asked to do during your interview.

This was generally well answered with most correctly targeting *encontrar* or *compartir documentos* or *rellenar formularios*.

Some candidates unfortunately used an untargeted lift such as *encontrar rápidamente y compartir* or lifted too much or too little from the text, resulting in an untargeted lift which did not correctly answer the question. These often incorporated the idea of *tienes que saber cómo hacerlo* or *cosas que debes saber*.

Every year a few candidates answer these questions in English rather than Spanish and they were therefore awarded no marks.

SECTION C

Question 10

This question asked the candidates to translate a Spanish text consisting of four sentences into English. Overall, candidates performed very well in question 10 this year and we saw some pleasing translation skills.

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

Soy Paula y no puedo vivir sin mi móvil.

The first sentence was generally well translated by most candidates although a number of them did not recognise *sin* as without.

Overall, most candidates managed the first sentence competently. Very few students did not understand *no puedo vivir* or the word *móvil*. A few unusual responses were I can't live without my cousin/ peers.

Cada noche lo uso porque mis amigos me llaman para chatear y ver fotos.

The second sentence provided greater challenge to the candidates.

Me llaman was not always recognised and the time expression *cada noche* was also problematic for some, causing a number of incorrect tense choices.

As cognates, the vast majority of candidates correctly rendered both *chatear* and *ver fotos* although a few thought that it referred to uploading or sending photos rather than looking at them.

A number of candidates translated the correct verbs, but the tenses were wrong.

También me ayuda con mis estudios porque busco información para hacer proyectos del instituto.

A large number of candidates knew the word *también*, but there were some who chose to omit it completely.

Me ayuda, much like *me llaman*, was something a number of candidates struggled with. The pronouns caused them some confusion. Many translated it as they help me (i.e. the friends referred to in the text) or sometimes as just it helps.

Many candidates translated *busco* as I find, download or I get information.

There were a number of incorrect tense choices in this sentence.

The second half of the sentence was poorly understood with many thinking that it meant I help friends with their studies.

Some thought *proyectos* was about protecting the school or that the information at the school was protected from them. Some suggested that they searched for information about how to protect their school.

Ayer, después de terminar mi último examen, descansé en mi dormitorio, jugando a videojuegos.

The last sentence was also challenging for a number of candidates and some candidates translated *ayer* as tomorrow or later followed by an incorrect future tense.

The word *último* was generally well understood.

The majority of students did translate this in the past tense but *descansé* proved quite challenging for some, often rendered as I went to/stayed in my room/dorm or I slept in my dorm/room.

Successful candidates included the idea of rest or relaxation.

Summary and advice to centres

A number of marks were lost due to candidates being unfamiliar with simple vocabulary such as numbers, time frames and common verbs and adjectives.

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 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. Whilst many candidates were extremely focussed and accurate, there were a number of candidates who chose to write an extended amount of irrelevant material. Pleasingly, there were very few candidates this year who chose to leave sections of the question completely blank.

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.