



Examiners' Report

June 2023

GCE Spanish 9SP0 01

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Introduction

Paper 9SP01 is composed of three distinct sections: Section A is listening; Section B is reading and Section C is translating from Spanish into English. In Section A and B, there are both multiple-choice and open response questions to be answered in Spanish. The translation in Section C is the only question where English is required. Texts are drawn from the 12 sub-themes from the specification and include fiction and non-fiction, literary, historical and contemporary texts. Over the 10 questions, most of the 12 sub-themes will be covered.

Question 2

Q01 was a listening text based on a report about a festival in the Canary Islands. Parts (i) and (iv) were almost always answered correctly and many candidates scored full marks.

Q02 was an open-response question worth 5 marks based on a radio programme about immigration policy. This question was generally well answered although in Q02(a), there were instances where 'tras lados' was given for 'traslados', which was not credited.

In Q02(b), misspellings of 'cooperación' or 'cooperar' were sometimes too ambiguous to score, e.g. 'corporación'.

Q02(c) was often answered correctly, though some candidates wrote exactly what they heard on the audio track without adapting the words to fit the question. Those who wrote 'a todos los inmigrantes llegados a nuestras costas se les debe hacer una prueba de salud', did not score a mark because 'nuestras' is first person (i.e. referring to the person who wrote the answer: the candidate) and this is never correct.

In Q02(d), a significant proportion of candidates either misheard or misunderstood 'decenas' and offered answers such as '100s' or '1000s'.

Texts are often written from the point of view of the speaker or writer, meaning that they will be in the first person. Keeping that first person in your answer, is unlikely to earn a mark.

2 Escucha este programa de radio sobre la inmigración. Contesta las preguntas en español.

(a) ¿Qué dice el gobierno sobre los inmigrantes que llegan a la península desde Tenerife? Da **dos** ideas.

(2)

- Son casos esporádicos

- Siempre de personas susceptibles de recibir asilo

(b) ¿Qué oferta hacen los partidos de oposición?

cooperar para vincular la política de ^{inmigración} exterior con la política (1)

(c) ¿Por qué supone la logística un problema?

llegados a

(1)

se los inmigrantes de las costas se les debe

hacer una prueba de salud

(d) ¿Cuántos inmigrantes han llegado hoy en avión?

(1)

una decena



This candidate scored full marks.

Notice how in Q02(c), the candidate has made a small but important modification to the words from the passage, changing the sentence from first person ('nuestras') to 'las'.



Practise changing first person words into the third person, e.g.

mis to sus

yo to él/ella

descubrí to descubrió etc

Question 3

Q03 was a longer listening passage adapted from an interview about journalism.

Q03(b) was almost always answered correctly.

Q03(c) was a high demand question, with only a small proportion of candidates correctly identifying that the similarity between doctors and journalists is that the experience of both is needed by their websites.

The lift 'sin periodistas detrás de Internet no habrá periodismo' was often offered incorrectly as an answer to Q03(d).

Q03(e) and Q03(f) were mostly answered successfully.

The comprehension questions in this paper are all testing how well the candidate has understood the passage. Identifying roughly the area of the text where the information is to be found, is not enough for a mark at A level.

3 Escucha esta entrevista con Carmen del Riego, presidenta de la Asociación de la Prensa. Contesta las preguntas en español.

(a) ¿Hasta qué punto afecta Internet a la información?

(1)

Demigrar o dignificar la información



In these two responses, there is a clear contrast between the way Q03(a) has been answered. This candidate has transcribed a fragment of exactly what s/he has heard, proving that s/he recognises where in the text the information is to be found, but without displaying understanding.

3 Escucha esta entrevista con Carmen del Riego, presidenta de la Asociación de la Prensa. Contesta las preguntas **en español**.

(a) ¿Hasta qué punto afecta Internet a la información?

(1)

Internet no tiene el poder de afectar a la información



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Examiner Comments

This candidate has processed what s/he has heard and has written an answer that shows clear understanding.



ResultsPlus
Examiner Tip

Write an answer that you understand and that responds directly to the question, rather than transcribing phrases that are loosely connected with the question.

Question 4 (a)

Q04 is divided into two sections: Q04(a) and Q04(b). The listening text on which the questions are based is also divided into these two sections. The first 6 marks available were for open-response questions about the first section, while another 6 marks were available to be earned for summaries of the subsequent interviews. The texts were based on a report and interviews about equality in the workplace. Although many candidates scored well on Q04(a), weaker candidates struggled to express their ideas with sufficient clarity to earn marks on other sections. A common error was in Q04(a)(v), where candidates wrote that the economy rewards those who work full-time, but failed to relate this information to women and therefore did not gain a mark.

In all the comprehension questions, examiners are looking for a response that gives exactly the information requested in the question.

(v) ¿Por qué las mujeres trabajadoras se ven penalizadas en la economía española?

(1)

Porque premian a gente que trabaja a tiempo completo y como las mujeres no trabajan tantas horas pues se ven penalizadas



ResultsPlus
Examiner Comments

This candidate wrote the obvious part of the answer (that the economy rewards those who work full-time), but then linked it to the question, which was 'why are women disadvantaged by the Spanish economy?', thus earning the mark.



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Examiner Tip

Always read the question again after you have answered it, to make sure that you have given all the information required.

Question 4 (b)

In Q04(b)(i) and (ii), it is important to clearly link the summary to each of the three bullet points, so that examiners can tell what is being summarised.

Once again candidates tended to write far too much, in some instances transcribing practically the whole text and squeezing information above, below and next to the lines provided. Candidates should remember that this exercise is about providing a succinct summary of the key points. They are told: "Menciona tres detalles en la pregunta 4(b)(i) y tres detalles en la pregunta 4(b)(ii)".

Examiners are looking for three clear details and candidates risk failing to earn a mark if the examiner cannot unpick which piece of information relates to each bullet point. Sometimes, it was unclear whether candidates were referring to women or men in their answers.

This question asks candidates to find three key pieces of information in each section. Examiners do not want to sort through a version of the entire text in order to find the correct pieces of information.

(b) Escucha la conversación con dos expertos. Responde **en español**.

(i) Resume lo que dice Lino sobre:

- la progresión profesional de las mujeres (1)
- la opinión pública (1)
- la causa de la diferencia de salario (1)

Hay repercusión es para las mujeres a la hora de cobrar las pensiones y también en cuanto a expectativas de promoción. Cada vez es menos aceptable que haya una discriminación sea directa. Que un español y una española no cobren lo mismo por el mismo empleo y se está haciendo menos aceptable.

(ii) Resume lo que dice Sandra sobre:

- la importancia de las madres
- la vida laboral típica de un hombre
- una solución a la desigualdad

La brecha salarial viene principalmente de las horas extras, movilidad, nocturnidad, etc. Lo cual ~~es~~ ^{suele} ser mucho más problemático para las mujeres. (1)

(1)

Socialmente es muy importante ya que cuando las mujeres tienen hijos contribuyen a la economía reproductiva, que es la que sostiene la sociedad española del futuro. Generalmente los hombres pasan la mayor parte de su vida en empleos remunerados y suelen jubilarse más tarde.

Cerrar la brecha salarial depende (Total for Question 4 = 12 marks)

del trabajo que damos a la educación de cada sexo especialmente al ser madre.

TOTAL FOR SECTION A = 30 MARKS



This candidate has tried to squash in everything s/he heard on the audio track. This means that it is not a summary, and it is hard to pick out where the information regarding one bullet-point ends and the next starts. The examiner is looking for ONE piece of information for each bullet point, but here, the only way an examiner can tell which is which, is from the full-stops.

The first sentence is overly long, but contains the right information so scores a point.

The second sentence (which starts with 'Cada') does not include enough detail for the second bullet point, so does not score.

The third sentence (beginning 'Que un') refers again to the second bullet point and this time does score a mark.

The remaining sentence cannot be used as an answer because there have already been three attempts at an answer and this is all that is allowed in a 3-mark question.

(b) Escucha la conversación con dos expertos. Responde **en español**.

(i) Resume lo que dice Lino sobre:

- la progresión profesional de las mujeres

(1)

- la opinión pública

(1)

- la causa de la diferencia de salario

(1)

Hay diferencias a las expectativas de promoción

Es inaceptable que en español y un español no cobren lo mismo

La causa es las horas extra



ResultsPlus
Examiner Comments

By comparison, this candidate has given very brief but accurate answers and scored all 3 available marks.



ResultsPlus
Examiner Tip

In the summary question, make sure that it is clear which piece of information refers to each bullet point by: using bullet points yourself or putting one answer per line, by starting your answer with a reference to the bullet point or by writing 3 clearly separate sentences.

Question 6

Q05 was a reading text from an article about a band and their fans. Candidates had to select a correct ending to each of four sentences and they generally scored full marks here, although Q05(d) appeared to be slightly more difficult.

For Q06, candidates had to select four correct statements out of a bank of nine. This question was based on a text about Adolfo Suárez. Almost all candidates scored full marks.

Question 7

In Q07, candidates were given information about large families in Spain, including definitions and information about government benefits. In general, this question was answered successfully, but some frequent errors were in Q07(a) where candidates referred to the nationality of the families and Q07(b) where reference was made to the children rather than the parents as the question required.

In Q07(c), some candidates did not mention that the amount or level of benefit varies according to where a family lives.

In Q07(d), many candidates did not respond directly to the question which was to name activities; neither 'transporte público' nor 'reducciones en supermercados' is an activity and therefore did not score.

Questions are often written in a way that requires candidates to manipulate the information in the text. In this text, we are told that large families can benefit from discounts on public transport and in supermarkets. The question asks what activities can large families do?

(d) ¿Qué actividades puede hacer una familia numerosa sin pagar tanto como las otras familias? Da **dos** ideas.

(2)

Tener descuentos a la hora de viajar en transporte público
y tener reducciones en la compra del supermercado.



This candidate has understood the part of the text that contains the information needed to answer the question, but s/he has not directly answered the question that has been asked because these are not activities.



Candidates must respond directly with the type of information that has been asked for. This may involve some manipulation of the words from the text. It is often not enough to copy the words as they are printed.

(d) ¿Qué actividades puede hacer una familia numerosa sin pagar tanto como las otras familias? Da **dos** ideas.

(2)

Viajar en transporte público.

Hacer las compras en supermercados



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Examiner Comments

By contrast, this candidate has written very simple sentences that give exactly the information required.



ResultsPlus
Examiner Tip

Check what each question is asking for. If the question is '¿dónde?', you must mention a place. If the question asks '¿quién?', you must give a person or group of people. If the question asks for an activity, you must say what someone can DO, e.g., go shopping, travel by bus.

Question 8

Q08 was a long passage based on a 2007 article about an eco-tourism project set up in Melilla. Most candidates scored in the first three elements, with Q08(a) and Q08(c) being the most accessible.

Very few candidates scored both marks for Q08(d), though. This was a high demand question, asking for evidence that professionals who completed the training would be of high quality. Some candidates referred to the application process, which was not correct, some gave a partial answer that did not reach the level of detail required. For the first mark, candidates had to identify two elements, i.e. that the training included both theoretical and practical phases and for the second mark, they needed to state that the training would give an understanding both of the tourist industry in general and also of that specific area.

(d) ¿Cómo sabemos que este proyecto creará profesionales de alta calidad? Da **dos** ideas.

(2)

~~Es:~~ Habrá una formación teórica, prácticas en empresas y entendimiento sobre la actual situación del turismo y la zona

(Total for Question 8 = 8 marks)



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Examiner Comments

This candidate has shown that s/he has understood all the features of this project that are likely to develop high quality professionals. The answer contains grammatical errors, but spelling and grammar are not being tested in this paper, so as long as the answer is clear and unambiguous, small mistakes can be tolerated.



ResultsPlus
Examiner Tip

Often there will be 1 mark for 1 piece of information, but occasionally, in a high demand question, there may be two ideas needed, e.g. a contrast or two elements of something.

Question 9

Q09 was another long passage, this time an extract from a literary text about an immigrant delivery driver who was dismissed following a woman's complaint.

Most candidates scored a mark in the first question.

For the second question, many scored only one of the two marks available, by lifting the phrase 'abrió la puerta sólo en camiseta de dormir'. Those who said she was wearing a 'camiseta' did not score. To score a second mark, candidates had to refer to the man's second visit and answers needed to state that he had returned or was still there, but many did not do this.

Q09(c) was generally answered well, although some responses were too vague about who had said what.

Q09(d) was the most challenging element, with candidates needing to identify what the man did that could be considered as harassment. Those who mentioned that if he went to prison, his wife and children would be left without support did not score unless they linked this to making the mother feel guilty. Some able candidates referred to this as 'chantaje emocional'. Some candidates explained what was motivating the man, rather than how his actions could be construed.

The final part of this question, Q09(e), was often answered successfully and awarded 2 marks. A mark was missed by those who lifted an incomplete idea, e.g. 'había encontrado trabajo en una frutería', rather than 'le había encontrado...', making it sound as though the father had found himself a job.

Candidates can use words and phrases from the text, but this needs to be done with care as too much or too little of the text could lead to a phrase that does not communicate accurately. Effective answers are often made up of words from the text used alongside the candidate's own words.

* (b) ¿Por qué la madre se sintió incómoda las dos veces que abrió la puerta? Da **dos** ideas.

(2)

El primer vez solo llevó una camiseta de dormir cuando abrió la puerta y el segunda vez porque él es ecuatoriano

(c) ¿Sobre qué mintió la madre?

Vuelva a su casa

(1)

Dice que el supermercado arreglará el problema:

"Verán que pueden hacer"

(d) ¿Por qué se podría considerar que el ecuatoriano acosaba a la madre? Da **dos** ideas.

(2)

el ecuatoriano no se movía cuando la madre le pedía.

usa la posibilidad de ^{su} deportación para que la madre sienta tristeza

(e) ¿Qué contraste hay entre los pensamientos y las acciones del padre? Da **dos** ideas.

(2)

pensaba

~~quería~~ que no quería ^{ayudar} al ecuatoriano porque

acosaba a ~~la~~ madre pero la padre había encontrado trabajo en una frutería para el ecuatoriano.

(Total for Question 9 = 8 marks)



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Examiner Comments

In this example of Q09(b-e), the candidate makes sure that all the information given is clear by adding context to her/his answers.

In Q09(b), s/he has added 'el primer vez/ el segunda vez' (sic).

In Q09(c) s/he has added 'el supermercado'.

In Q09(e), we know it is 'el padre' who found the job for 'el ecuatoriano'.



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Examiner Tip

Although Spanish grammar allows it, using a verb without a clear subject can lead to ambiguity. Try to think whether someone who had NOT read the text, would understand who did what in your answers.

Question 10

Section C is a translation passage from Spanish into English, marked as 20 discrete sections. There were a number of sections aimed at each grade from E to A*, so that almost all candidates were able to score marks for some elements of the passage, and the vast majority of candidates attempted the whole passage. Only the strongest candidates were able to score above 18 marks. The passage was from the sub-topic of the Dictatorship and concerned the use of censorship in the film industry.

The first difficulty was the word 'doblaje' which was translated in many creative and not always successful ways, e.g. 'doubling', or frequently left in Spanish. Another issue in the first sentences was the word 'arma', which was not well known. The preposition was often missed in the translation of 'permitía ejercer' leading to 'allowed to exercise' which did not work with the rest of the sentence in English. The next section, 'control absoluto sobre los diálogos de las películas' was correctly rendered in English by most candidates, however, some other cinematographic vocabulary seemed unfamiliar, e.g. 'guiones', 'se estrenaban', 'títulos de crédito'. The hardest section appeared to be 'Los delegados eclesiásticos de la junta de censura', which was effectively translated by only a very small minority of candidates. By contrast, the phrase that came straight after this: 'tenían la última palabra en cuestiones de moralidad' was correctly translated by almost all candidates.

Many candidates obviously relied on (unreliable) cognates to make guesses about unfamiliar words. For example, 'persecución' was sometimes given as 'percussion' or 'prosecution'. Other examples were 'situaciones que se aproximaban al absurdo', which was very often translated as 'situations that approximated absurd' and 'la película juvenil', which was often incorrectly translated as 'juvenile film'. Likewise, 'se calificó' was given as 'qualified'. One of the hardest expressions to translate successfully was 'dio lugar', which was mostly given as 'gave place to', rather than 'led to'. Surprisingly, 'el hombre-mono' was correctly translated by a large number of candidates, although a significant number thought it must mean 'single man'. The end of the passage was generally translated effectively, although 'la sexualidad' was at times incorrectly written as 'their sexuality'.

There are many ways to phrase a correct translation of each section. Read your translation as if you were a friend who had not read the Spanish text; does it make sense?

10 Translate the following text about the dictatorship in Spain, into **English**.

(20)

El doblaje fue el arma más poderosa de la censura franquista, ya que permitía ejercer un control absoluto sobre los diálogos de las películas que se estrenaban en España. Un director, cansado de que sus guiones fueran continuamente modificados, propuso (sin éxito) que el nombre de uno de los censores apareciese en los títulos de crédito de su película.

Los delegados eclesiásticos de la junta de censura tenían la última palabra en cuestiones de moralidad. Esta persecución dio lugar a situaciones que se aproximaban al absurdo. La película juvenil *Tarzán* se calificó para adultos porque el cuerpo del hombre-mono podía «enfocar peligrosamente la atención de los adolescentes hacia la sexualidad».

Dubbing was the most powerful weapon of Francoist censorship, in that it allowed absolute control of ~~the~~ ^{the} dialogues of films that were released in Spain to be exercised. A director, tired of his scripts being continuously modified, proposed (without success) that the name of one of the censors appeared ⁱⁿ ~~on~~ the ^{credits} ~~ones~~ of his film.

The ecclesiastical delegates of the censorship board had the last word in questions of morality. This persecution ~~gave rise to~~ ^{gave rise to} situations that approached absurdity. The children's film *Tarzan* was classified as "for adults", because the body ^{of the} man-monkey could "~~focus dangerously~~ ^{focus dangerously} ~~the attention of adolescents towards sexuality~~" "dangerously focus the attention of adolescents towards sexuality."



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Examiner Comments

This candidate has managed to find an appropriate way to convey all the relevant information, thus earning a rare 20 marks.



If what you have written is unclear to you, it will almost certainly be unclear to the examiner. Think about the whole context of the passage, not just the few words you are translating. Try to imagine what would be appropriate or logical in the context of the topic of the passage, but do not skip over small words.

Paper Summary

Given the performance in this exam, candidates are offered the following advice:

- When listening, try joining or partitioning the words you hear in different ways, e.g., is 'tras lados' actually 'traslados'?
- Remember that Q04(b) is a summary, so you only need ONE piece of information for each bullet point; do not transcribe the whole passage. Make sure each idea is clearly separated by bullet points, full-stops or by being on a separate line.
- Re-read the question after writing the answer to check that the information given directly answers the question.
- Make sure your answer is clear, e.g., does your verb need a subject? Do you need to give any context?
- Use cognates with caution, sometimes they are 'false friends' because they do not always mean the same in Spanish and English.

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