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Examiners' Report

Principal Examiner Feedback

Summer 2024

Pearson Edexcel GCE

In Spanish (9SP0)

Paper 01: Listening, reading and translation

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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 a translation 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.

In summer 2024, Q01 was a listening text based on information from the website of a wedding planner. It provided a fairly straightforward task as an opener to the paper. Most candidates were able to score at least 3 out of 4 marks.

Q02 was another listening passage with open response questions worth 5 marks. It was based on a TV report on the official figures about tourism in Malaga. For the first part of this question, candidates had to state exactly what the figure 16% referred to. There were three key ideas that needed to be included to get the mark (increase/ money/ tourism). Candidates who did not mention all three did not gain the mark. In Q2(c), the answer was a number and some candidates wrote 65 instead of 75. There were also some answers that included the number 75 but due to a poor choice of preposition, they suggested that the amount had increased by 75€ rather than to 75€.

Q03 was a longer listening passage adapted from an interview about immigration. For the first part of the question, many candidates correctly wrote *menores* or *inmigrantes menores*. Examiners were impressed that a few candidates answered *MENAS* (menor extranjero no acompañado). In Q3(b), some candidates failed to score because they did not offer a time frame for their answer about the number of immigrants coming to Spain. For the number 10 000, it was necessary to specify *hoy* or *cada día*. For the second mark, they needed to specify *el próximo mes*. In Q3(c), some candidates failed to score because they either did not give the detail that politicians had offered to house immigrants *en su casa* or they did not mention immigrants at all, just lifting *acogerles*, which without context, was ambiguous. The other elements of this question were handled well by the majority of candidates.

It is important that every answer responds directly to the question, this means taking care to add all necessary details.

Q04 is divided into two sections: Q04(a) and Q04(b). The listening text on which the questions are based is also divided into two sections. The first 6 marks available are for open response questions about the first section, while another 6 marks are available to be earned for summaries of the subsequent interviews. The texts were based on a report and conversation about the media in Guatemala. Many candidates scored well on the first part. In Q04(a)(i), they mostly correctly communicated that the number of mobile phones is higher than the population. Many answers mixed up *más de* and *más que*, although this did not impact their mark. Q4(a)(iv) caused many more problems and a high proportion of candidates gave the wrong answer because they did not recognise the difference between *nos sobrepasa* and *no sobrepasa*. Only the first version makes sense in the context, but far more candidates answered as though they had heard the second.

When listening, it is a good idea to try joining or partitioning words in different ways until all possible meanings have been found. 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. Candidates should remember that this exercise is about providing a succinct summary of the key points. The instruction is: ***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. It is good practice to use bullet-points in the

answer, or to put one answer per line. Many candidates did lay out their answer clearly using numbering or bullet points. The first bullet point of each summary was communicated well. For the point about *material educativo*, many candidates lost a mark by not referring to Whatsapp and by just saying that the teacher used the internet. In fact, the teacher was very specific in saying that she could not rely on the internet, but that Whatsapp worked well. The majority of candidates scored a mark by stating that daily communication allowed the teacher to *resolver dudas*.

For the hospitals bullet point, few students managed to score. Many either referred to hospitals twice in their answers, or they focussed on rural clinics and not hospitals. This was a high demand question that required candidates to switch around the information given in the text. For the bullet point about patients, more candidates scored a mark although some missed out as they only wrote *no tendrían que pagar* without stating what they would not have to pay for.

Q05 was a multiple-choice reading task based on rationing in Spain during the first years of the dictatorship. Most candidates encountered few problems in gaining marks here.

For Q06, candidates had to select four correct statements out of a bank of nine. This question was based on a text about immigrants in Spain who have set up their own businesses. Candidates had little trouble in scoring 3 or 4 out of 4 here.

In Q07, candidates were given information about the Mexican rock band, Maná, and a concert in which they performed alongside Christian Nodal. To gain a mark in Q07(a), candidates had to show that they understood the implication of the audience being left speechless. Many simply copied the phrase *sin palabras*, but this did not show comprehension, so was not credited. Likewise, the last element of this question required candidates to infer that further collaborations were suggested by 'let's see what they will do in the future'. Most candidates managed to earn marks in the other questions which were about the similarities and differences between the two sets of musicians. A common mistake in Q07(c), was to say that they had both previously collaborated with *artistas colombianos*. This was only true for Nodal. Answers that just said they had both collaborated with other artists were correct.

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.

Q08 was a lengthy extract from a literary text (*La Familia de Pascual Duarte* by Camilo José Cela) about the birth of the narrator's sister. Almost all candidates scored in Q08(a). This was in contrast to Q08(b), where many candidates mixed up who shouted in pain (the mother not the narrator). The answer to Q08(c) in part relied on candidates knowing the meaning of the word *duelos*. The fact that the midwife also helped with deaths was not appropriate as an answer. Many candidates did correctly say that there was no doctor in the village, thus scoring at least one mark here. Q08(e) did not prove easy. There were two pieces of information to offer. Some candidates did not manage to convey that the father had been pacing up and down in the kitchen, instead making it sound either as though he had just passed through the kitchen or suggesting that he was cooking. Others failed to show the father's delayed return to the home or included sleeping with the animals in their answer.

Q09 was another long passage, this time about a well-known family that included three brothers who fought on opposing sides during the Spanish Civil War. The first question was often answered with a lift from the passage *ha dado pintores, políticos y hasta nombres a calles*, but this did not show comprehension so was not accepted unless it was manipulated in some way. The most common successful answer that examiners saw was *eran pintores y políticos*. Many candidates answered Q09(b) and Q09(c) correctly. There were many candidates who did not realise that Q09(d) was asking what the brothers lacked and that they could therefore not write *hambre* as an answer. At A Level,

candidates are often asked to take an extra step beyond simply recognising words in a text. Here, they needed to work out that if the brothers were hungry then they lacked food. Answers that mentioned water, needed to be specific about what kind of water was lacking (one of the brothers had plenty of water but it was not clean), so successful answers were fresh water or water for washing. Q09(e) also proved challenging with candidates needing to select which pieces of information suggested the passing of a number of years. The pilot's accident did not do this. Some candidates were very confused about whom the pilot married, suggesting Lola.

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 or even working out what the underlying message is by reading between the lines. It is often not enough to copy the words as they are printed.

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 about a music festival in Argentina. There are many ways to phrase a correct translation of each section and examiners allowed any version that was clear, complete and unambiguous. Most candidates scored around 10 marks out of 20. Common errors in the 20 sections were:

1. Vivid = 'You must live' and 'Have a vivid summer'.
2. The verb *arranca* was not commonly known and those who did recognise it sometimes put the verb at the beginning, which did not work in English.
- 3 & 4. Some used false friends such as: *scenarios* or *scenes* and *reunited*, *united* and *assistants*.
9. Very few got this question right, most chose the word 'folkore', which should have been folk music.
10. A tiny minority got this right. Most candidates offered 'gastronomical patio'.
11. hardly any candidates recognised this as a trade fair.
12. Many ignored the word *unos* and so did not translate 'some'.
- 13 & 14 Many mistranslated *puestos informativos* as 'informative posts' and *consciencia* as 'consciousness' instead of 'awareness'.
15. A surprisingly large number of candidates were unable to successfully render *espacios infantiles*.
16. There was often stilted phrasing here along the lines of 'according to the organisers informed'. This was not credited.
- 18,19,20 were not always rendered successfully. If 'for' was used instead of 'so that' for *para que* in box 18, box 20 would not work grammatically. Some candidates did not understand the meaning of *gozar*, thinking it meant 'watch' and also translated *espectáculos* as spectacles.

The quality of the English is important and candidates are advised to read the translation over at the end to check that it makes enough sense that someone who had not read the original text would be able to understand the English translation.

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, eg is the word you are listening to *no* or *nos*? Is that *sesenta* or *setenta*?

- 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.
- In open response comprehension questions, re-read the question after writing the answer to check that the information you give directly answers the question.
- Make sure your answer is clear, eg 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.