



Examiners' Report

Principal Examiner Feedback

Summer 2025

Pearson Edexcel GCE

In Spanish (9SP0)

Paper 1: Listening, reading and translation

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Report to Centres 9SP01 Summer 2025

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 2025, Q01 was a listening text based on a first-person account of the day that Franco died. 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 report about a new television competition for pairs of singers. Most candidates scored well here. The only issue for a small number of candidates was in Q02(a), where the idea of the contrast in each pair (young and older or famous and unknown) was sometimes omitted.

Q03 was a longer listening passage adapted from an interview about the changes in the speaker's local neighbourhood. In Q03(b) some candidates gave one idea in two different ways, rather than two distinct ideas, e.g. *Recibe gente de fuera* and *hay gente de Sudamérica/Marruecos*. This could only score one mark as the second idea (that the town had grown) was omitted. Q03(c) was the part that proved to be the most challenging. It required two pieces of information, but many candidates simply stated that Romania was mentioned because there are immigrants from that country in the town. They needed to add that this is due to Romania's membership of the EU. Q03(d) was designed to require simply the name of two locations. Some candidates failed to score because they added an additional detail that led to ambiguity. While *un parque* scored a mark *un parque cerca de su casa* did not, as the house is not considered a reference point. In Q03(f), the biggest problem for candidates was to make it clear that the immigrant population and locals were mixing; some answers that did not score gave the impression that immigrants were mixing with other immigrants. The other parts of this question were handled well by the majority of candidates.

Q04 is divided into two sections: Q04(a) and Q04(b). The listening passage 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 for summaries of the subsequent interviews. The summary section, Q04(b) proved more challenging than the comprehension questions in Q04(a). The passages were based on a report and conversation about blended families. Q04(a)(i) was generally answered well, but some candidates misunderstood and wrote *cuando uno de los padres no tiene hijos*. In Q04(a)(ii), many candidates scored only one mark as they failed to explain that the figure given was the current one; they did not mention *ahora* or *actual*.

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. Q04(b)(ii) was better answered than

Q04(b)(i). Surprisingly, there was a significant proportion of candidates who misheard *dieciséis* and wrote the answer as 17 or 18 for the first bullet point. For the second bullet point, many candidates misspelled *traicionando* as *tradicionando*, which caused too much ambiguity to score or mistakenly thought that parents were betraying their children. For the second bullet point of Q04(b)(ii), some candidates stated that parents look after their own children, rather than giving the more specific information that parents should take on the responsibility for their own children.

Q05 was a multiple-choice reading task based on an article from the 1990s about women and work. Most candidates encountered few problems in gaining marks here and scored at least 3 out of 4.

For Q06, candidates had to select four correct statements out of a bank of nine. This question was based on a blog post and comments about the cultural makeup of the Spanish men's national football team. Most candidates scored 3 out of 4 here, with statement A being missed most often.

In Q07, candidates were given information about the use of geolocation data in identifying tourist movements. Q07(a) caused considerable difficulty for candidates. Some misunderstood the question and referred to Spanish tourists travelling abroad. In Q07(b) candidates had to turn around the information in the text to give a correct answer. Those who used the words from the text *al menos 30 visitantes* did not score as this did not answer the question. The part that caused the most difficulty was Q07(c), where many candidates were unable to effectively express the idea that Mojácar had the highest proportion of tourists to residents. While mathematics was not needed to be able to answer this question correctly, where candidates had included figures or proportions, these needed to be accurate in order to score, therefore answers that referred to 2666 visitors (rather than 26 666) did not score, and neither did those that read *recibió 5 veces más turistas que habitantes*. In Q07(e), most candidates scored two marks, though a significant proportion missed a mark by mistaking *almerienses* for *alemanes*.

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 based on an article about the importance of the Catalan language. This was one of the most challenging questions on the paper. In Q08(a), although many candidates scored two marks, there were many who wrote the answers they expected to see, eg that the language is part of the region's identity, which is not what the text actually said. There were issues with expressing the concept of loyalty to the land, with *lealtad de* frequently offered instead of *lealtad a*. Spelling was also inconsistent. Examiners saw *fielidad*, *fielddad*, *lealidad*. In Q08(b), some students overlooked that they were asked what the regime wanted, rather than what the regime did not want, also it was common for candidates to write the same idea in two ways, rather than moving onto a second separate point, eg *Quería unidad absoluta y una sola personalidad*. Q08(c) was by far the most difficult part to be answered effectively. Many candidates failed to score as they wrote words from the text that did not directly answer the question, which was about what would have been seen in the streets. It is true that *los nombres debían castellanizarse* and *estaba prohibido realizar obras teatrales en catalán*, but students needed to work out from this information that what would have been seen would have been names in Castilian. In Q08(d) many candidates scored two marks or at least one; sometimes

they did not convey the idea that the authorities could not control or reach what happened in homes.

Q09 was a lengthy extract from a literary text (*El amor en los tiempos del cólera* by Gabriel García Márquez). This passage focussed on the visit of an official and a doctor to the home of a photographer who had died unexpectedly. Q09(a) was by and large handled well, though some candidates wrote that there was enough money in the house but did not add 'for the funeral'. In Q09(b) many candidates failed to score because they omitted referencing the doctor in their answer. The answer could only make sense if we were told who *saltaba por encima de las reglas*. With no other subject given, the subject would be assumed to be the Comisario, as he was mentioned in the question. Q09(d) was answered well by most, though some wrote about *ruedas*, which was obviously not a word they recognised. Q09(c) and Q09(e) both required inference and were only answered correctly by the strongest candidates. In Q9(e) few candidates were able to explain that the doctor's despair was about these children running the town in the future; many wrote about children (in general) being in control of the town or they lifted *estaba la imagen de la ciudad futura*, which did not answer the question. The second idea was given more successfully, mainly because a judicious lift from the text supplied a correct response.

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 are 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 15 marks. The passage was from a 1990's article about a reporter convicted for invasion of privacy. 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 12 marks out of 20. Examiners saw a real mixture of very good translations, showing both understanding and imagination and a good few from candidates who struggled with this section of the exam.

Common errors were with legal terms such as *juez*, *jurado*, *juzgado*, *declarado culpable*, *condenado*, *delito*. Also, in box 6, many candidates failed to notice that *una joven estadounidense* was a woman, while *estadounidense* was often translated as student or statesman; another stumbling block in the same box was *príncipe*, which was often translated as principal. Boxes 10-12 were particularly demanding as they covered a sentence with a relative clause in the middle (*que había sido contratado por Arriazu*). This broke up the phrase 'guilty of' in English and many candidates replaced the 'of' with 'for', making it seem as though the detective had been hired specifically for phone tapping, rather than having been found guilty of phone tapping. Candidates benefited from 'guilty' being marked as part of box 10 as most failed to score in box 12 anyway by saying 'intervention', rather than interception, interference or hacking of a phone line, so at least they got a mark for box 10 even if word order in the sentence as a whole was incorrect. Many candidates picked up marks towards the end of the passage, although *prensa del corazón* was not well-known and frequently translated as 'press of the heart'. Examiners were generous in accepting many versions of 'gossip press', 'romantic journalism' etc.

The quality of the English is important in this question 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:

- Be particularly careful with numbers. When listening, take care with those with similar sounds eg *seis* and *siete*. When copying, make sure you do not forget a digit (2666 is not the same as 26 666).
- Remember that you will often have to interpret the information given in the text, e.g. if you are told that something applies to AT LEAST a certain number, and you are asked what it does NOT apply to, then you need to turn it round to be those with LESS than that certain number.
- In open response comprehension questions, re-read the question after writing the answer to check that the information you give directly answers the question, because sometimes you have to infer the answer from the information you are given, eg if you are asked what happened, it will not be enough to say what someone wanted to happen.
- Make sure your answer is clear, e.g. does your verb need a subject? Do you need to make it clear WHO is doing the verb?

