



Examiners' Report

Principal Examiner Feedback

Summer 2025

Pearson Edexcel GCSE

In Spanish (1SP0) Paper 3F

Reading and understanding in Spanish

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Paper 3: Reading and understanding in Spanish

Foundation Level

June 2025 Examination

Principal Examiner's Report to Centres

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 school, 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 my flat. 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.

The least successful answer was (a) where candidates did not recognise the word *comedor*.

Question 3

This question required candidates to read what Rosario says about online shopping.

Q3ai) Candidates were asked to identify why people buy online.

Some candidates handled this question well and were able to identify that online purchasing was cheaper. Successful candidates included the required comparison in their answer. Less successful candidates stated that online purchasing was easier or faster, that the prices were cheap.

Q3aii) Candidates were asked to identify what Rosario purchased online.

This question proved to be less accessible to candidates. While successful candidates identified that Rosario purchased food or groceries, large numbers of candidates guessed the meaning of the word *comestibles*. The result of this was that many candidates

suggested that Rosario was buying cosmetics/ comics/ clothes/ collectables/accessories, none of which could be awarded a mark.

Q3aiii) Candidates were asked to identify what Rosario says about supermarkets.

Overall, the vast majority of students were able to identify that Rosario hates going to supermarkets. A few candidates were unable to understand *odio* and therefore suggested that she felt supermarkets were dirty, noisy or crowded.

Q3bi) Candidates were asked to identify what Rosario says about her son.

This question proved to be less accessible to candidates. Some were able to identify that Rosario's son like to buy things online or that he buys almost everything online. Less successful candidates incorrectly stated that he did not like shopping online or that he prefers to go to the shops. Other unsuccessful candidates stated that Rosario loved her son, that he was kind.

Q3bii) Candidates were asked to identify what Rosario likes doing when she goes shopping with friends.

Overall, this question was handled well by candidates. Successful candidates identified that Rosario likes to try on clothes, buy lots of clothes or browse the shops. Less successful candidates focused on the idea that she went for coffee with her friends, had something to eat or had great fun with her friends.

Question 4

Multiple choice questions with four options about a literary text extract from *Sira* by *María Dueñas*.

The most frequently correct response was (iv)

The most frequently wrong responses were (i) at 6.45 and (v) where candidates failed to link *todos llevan abrigos porque afuera es una tarde fría de invierno*. with Outside the school it is very cold.

Question 5

Candidates were asked to read about Mariana's work.

Q5a) Candidates were asked to identify why Mariana left her first job.

This question proved to be less accessible to candidates. Successful candidate identified that Mariana did not enjoy night shifts or that she did not want to work at night. Less successful candidates incorrectly stated that she did not like working in the evenings and had to work long hours.

Q5b) Candidates were asked to identify where Mariana works now.

The vast majority of candidates were able to identify that Mariana works in an agency, but this was not enough to award a mark as the correct answer was travelling / travel/ holiday agency. Some candidates picked up that she can work from home sometimes, and gave this as an answer, missing that she is working for the travel agency while working from home.

5c) Candidates were asked to identify why Mariana wants to study languages.

Overall, this question was handled well by candidates, most of whom were able to state that Mariana is learning languages in order to speak with her clients. Less successful candidates stated that she was learning languages to speak to people in general or to teach languages.

Question 6

Candidates read a literary text extract from *My new life* by Angel Burgas.

Q6a) Candidates were asked to identify why Ramón's father wants them to move house.

Overall, candidates handled this question well identifying that Ramón's father does not like the city or dislikes city life.

Q6b) Candidates were asked what Ramón's mother says about his grandparents.

This question caused some confusion for many candidates. Many got confused with who helps whom and often incorrectly wrote 'she helps them'. Some candidates understood correctly the word *cerca*, others did think that the grandparents lived with them.

Q6c) Candidates were asked how we know that Ramón's mother is unhappy.

Overall, this question proved very difficult for candidates. The vast majority did not recognise the word *llorando*. The mark scheme also allowed a mark to be awarded if a candidate suggested that the mother had told Ramón that she didn't want to move/didn't like Tiersa/didn't want to leave her parents.

Amongst the unsuccessful answers candidates offered were ideas that Ramón's mother is upset or sad or that she contests/argues against moving. Candidates who stated that she did not like the town, without identifying which town she disliked, created an ambiguity which resulted in no mark being awarded.

Q6d) Candidates were asked why Ramón's mother dislikes the town of Tiersa.

This question proved difficult for many. The most successful candidates identified that the town is either far away or that there is very little to do there.

Candidates who wrote that there were very little things to do were not awarded a mark because this has a different shade of meaning. Other less successful candidates thought that the word *aquí* referred to water or that the word *cosas* was a reference to houses or the coast.

SECTION B

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

Question 7

This question required candidates to read a magazine article about working in a radio.

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 response was (c) *simpática*

The most frequent wrong responses were (b) *tener experiencia* y (d) *cómo hablan*

Question 8

This question required candidates to read an advertisement in a magazine entitled *Proteger nuestras costas* and answer five multiple-choice questions in Spanish.

The most successful answers were (i) and (ii).

The least successful answers was (iii) and (v)

Question 9

This question required candidates to read the comments made by four young people Alfredo, Mamen, Fernando and Lola about young people and their families and then choose the correct names to match up with the statements in 8a) to 8e).

This question proved to be less accessible to candidates.

The least successful answers were:

(d) where candidates failed to link *Me levanto muy temprano para hacer el reparto de los periódicos* with *Trabajo fuera de casa para ganar dinero*.

(e) where candidates failed to link *Mi padre me paga mucho por pasar la aspiradora*. with *Estoy muy agradecido a mi padre*.

SECTION C

Question 10

This question asked the candidates to translate a Spanish text consisting of five sentences to be translated into English:

This year once again, there was a good number of very pleasing translations with candidates understanding the text and carefully rendering in it in English.

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

Voy al instituto en mi bicicleta.

This sentence was generally successfully rendered. However, some candidates translated *bicicleta* as *biblioteca* and wrote, I am going to the library. Others mistranslated the word “instituto” and put I am going to the institution.

Proteger el medioambiente es muy fácil.

This sentence was probably the most problematic. *Proteger* was sometimes missed out, A number of educated ‘guesses’ involved ideas about global warming, climate change or the planet. Sometimes *medioambiente* was mistranslating as media studies or social media. The word *fácil* also challenged some candidates - this word was often translated as difficult or hard, rather than easy.

Yo siempre reciclo todas las botellas.

This sentence was also problematic for most candidates. Whilst the majority acknowledged it related to recycling bottles, the following words seemed unfamiliar to several candidates: *Yo* was often translated as “you” so some candidates wrote: you should recycle all the bottles. A vast majority of candidates missed out *siempre*, or mistranslated it to often, simple, simply or in September. The word *todas* was not always recognised and often was translated as “every day”.

En mi casa usamos poco papel

This sentence was generally well translated by most candidates. Most of them used the correct verb form, acknowledging it was “we use”, and *en mi casa*, more often than not, was also translated correctly. *Poco papel* was often seen as “small paper”.

Ayer fui a las tiendas en autobús con mi hermano mayor.

Overall candidates handled the final sentence well, perhaps with omissions or mistranslation of ‘older brother’ but showed some ability to recognise the past tense. Some candidates translated the correct verb, but the tense was wrong as they did not recognise *Ayer*.

Summary and advice to centres

A number of marks were lost due to candidates being unfamiliar with vocabulary such as *la bicicleta, el instituto, medioambiente, fácil, yo, siempre, ayer, autobús, mayor* and *hermano*.

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.

Candidates should be reminded that the exam rubric requires that certain questions be answered in the target language and that failure to do so will result in a zero score for that answer. This year there were very few candidates who answered Q09 in English and who therefore scored no marks for that question.

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 some translations which were based on guesswork. Pleasingly, there were very few candidates this year who chose to leave sections completely blank - most candidates did make an attempt to translate the text.

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.