



Examiners' Report

Principal Examiner Feedback

Summer 2025

Pearson Edexcel GCSE

In Spanish (1SP0) Paper 3H

Reading and understanding in Spanish

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Paper 3: Reading and understanding in Spanish

Higher Level

June 2025 Examination

Principal Examiner's Report to Centres

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 the target language. Section C consists of one translation passage from the target language into English. Candidates have 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 Mariana's work.

Q01a) Candidates were asked why Mariana left her first job.

This was generally well answered.

Successful candidates answered that working nights was a problem for her. There were several different ways of wording this that resulted in a correct answer such as that she couldn't handle the night shifts or had to work all night.

Less successful answers suggested that Mariana had to work late, or that her job was too far away.

Q01b) Candidates were asked where Mariana works now.

Overall, this question proved to be challenging for many candidates.

Successful candidates identified that she worked in a travel agency or as a travel agent. Candidates suggesting that she worked for a holiday agency were also awarded the mark.

Less successful answers suggested that she worked as an agent or for an agency without any reference to travel or holidays. 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.

Q01c) Candidates were asked why Mariana wants to study languages.

This question was handled well overall with large numbers of candidates correctly identifying that she was learning languages in order to speak/communicate with

clients/customers. A variety of different wording was accepted as long as the candidate demonstrated understanding of the fact that Mariana wanted to learn languages because her clients spoke different languages and she wanted to facilitate communication.

Less successful candidates suggested that Mariana wanted to speak to more people in general, wanted to teach people languages or in order to get more customers.

Question 2

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

Q02a) Candidates were asked why Ramón's father wanted them to move house.

Successful candidates identified that his father does not like the city/city life.

Less successful responses suggested that he wanted them to move to a different part of the city or focused on the idea that their house was too small or was dirty.

Q02b) Candidates were asked what Ramón's mother says about the grandparents.

This question was challenging for some candidates.

There were two possible correct responses here: either that the grandparents lived nearby or that they help his mother out a lot.

Some candidates suggested the grandparents live near the new house, which constituted an incorrect answer. Others, assuming that the grandparents were elderly, incorrectly stated that Ramón's mother had to help them a lot which is the opposite of what we learn in the text.

Q02c) Candidates had to identify how we know that Ramón's mother is unhappy.

Overall, this question proved very challenging to large numbers of candidates because they did not recognise the word *llorando*.

Successful candidate wrote that she was crying. The mark scheme also allowed a mark to be awarded if a candidate suggested that the mother had told Ramón that she did not want to move/did not like Tiersa/didn't want to leave her parents.

Less successful candidates focused on the idea that the town they were moving to was too far away or that she was contesting the move. Many misunderstood *contestó* and suggested that Ramón's mother had been involved in an argument with his father. Some candidates simply used synonyms for the word unhappy and suggested the Ramón's mother was upset or frustrated

Q02d) Candidates were asked to identify one detail about why Ramón's mother dislikes the town of Tiersa.

This question proved difficult for many.

Successful answers demonstrated the understanding either of the fact that the town is far away or that there is very little to do there. A number of different wordings were accepted as long as candidates expressed clearly the idea that there was not much to do there or that there were very few things to do.

Less successful answers were ambiguous because they stated that there were little things to do there, which has a different meaning. *Pocas cosas* was sometimes misunderstood to

mean small houses, or to have something to do with the coast or costs. Others suggested that the town was boring without giving sufficient detail to be awarded a mark.

Question 3

This question required candidates to read Gonzalo's blog about a job search online.

Q03a) Here, the candidates were asked to identify what job Gonzalo does.

Overall, this question caused some confusion.

Many candidates did not recognise the word *enfermero* and therefore suggested Gonzalo was a doctor or that he worked in a hospital or infirmary.

Q03b) Candidates were asked what Gonzalo had to do to find a new job.

Many students identified either that he used an app or that he had to fill in a form. There were many different correct versions of this including that he completed a short questionnaire, submitted or sent in an online job application.

In less successful responses, a number of candidates' answers were too vague, simply saying that he applied or that he looked on the apps.

Q03c) Candidates were asked for one detail about what Gonzalo says about the job he's looking for. Whilst this question proved challenging for some, most candidates were able to identify that Gonzalo was looking for a part-time job or that he wanted a job in a private clinic.

Incorrect answers included ideas about working with private clients, in a hospital or in a clinic without the idea that it was a private one.

Q03d) Candidates were asked what the best thing is about these jobs.

Many candidates were able to identify that you could work in Spain or overseas. Answers in both the present and future tense were accepted as were references to different parts of Spain.

Less successful candidates referred to working indoors, outdoors or from home. The word *dentro* proved difficult for some candidates, who guessed that Gonzalo would be working as a dentist.

Q03e) Candidates were asked for one detail of how you can get more information about jobs.

This question proved challenging for a large number of candidates.

Successful candidates identified that you could speak with someone in the office on your phone. Acceptable answers also included speaking with an employee over the phone or calling the office/company from your mobile or that you could phone someone at the company to answer all your questions on the phone.

Less successful answers involved the idea that you could speak to the employer or with people in general without qualifying that it was an employee in the office or that you could ask questions on the app.

Question 4

Candidates were asked to read a literary text extract from *Sira* by Maria Dueñas and answer a series of multiple-choice questions.

Overall, this question was well answered by many candidates.

The most successful answer was (iv)

The least successful answer was (v)

Question 5

Candidates read a text about schools.

Q05a-d) Candidates were asked to answer four gap-fill questions by choosing the correct person from Nora, Laura, Carmen or Matilde.

Overall, these questions were well answered by many candidates.

Q05e) This question required candidates to identify what Nora wants to introduce at school.

Successful candidates were able to identify that Nora thought it would be a good idea to introduce projects instead of homework.

Candidates who suggested that Nora wanted more or better projects were not awarded the mark because the key idea here was that Nora was saying there were no projects at her school. Answers including visiting museums or school trips were not awarded a mark either.

Q05f) This question required candidates to identify why Laura thinks exams are important.

Overall, this question was answered very well. Most candidates understood that Laura felt that exams either help you to be responsible or that they help you to manage your time.

Question 6

This question required candidates to read about the BiciBús project.

Q06i) Here candidates were required to indicate the three correct answers in a multiple-choice question.

Q06ii) This question required candidates to identify how the police were supporting the project.

Most correctly stated that officers on bikes were riding/travelling with them or that they were ensuring the safety/security of the children involved with the BiciBús project.

A common misconception was that this was an actual bus and that the policemen were travelling inside/on the bus with the children.

Q06iii) This question asked the candidates to identify what advantages were mentioned by Doctor Ferrer and was extremely well answered by the majority of students, most of whom were able to identify that the doctor suggested it was healthy/ safe/a healthy way to travel or similar.

Some candidates incorrectly referred to the environmental advantages of the *Bicibús*, which are not mentioned in the text.

SECTION B

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

Question 7

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 were (iii) and (v)

Question 8

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).

Overall, this question was handled very well by many candidates.

The least successful answer was (e)

Question 9

This question required that candidates to read Raúl's letter about problems he experienced during a recent hotel stay.

Q09a) Here, candidates needed to identify why Raúl had to change room.

Many candidates were able to correctly lift from the text that *había otro cliente*. Others correctly stated that *la habitación estaba ocupada*.

Some candidates focused on the idea that the room had to be changed because it did not look like the room he had originally reserved, and these answers were not awarded a mark.

Q09b) In this question, the candidates needed to identify what Raúl says about other rooms he looked at.

Many candidates understood and correctly lifted from the text *no se parecían en nada a la que reservé*. Answers in the first person were awarded a mark, but it was pleasing to see that many candidates were also able to change the verb to the third person *reservó*.

Many incorrect answers were ambiguous because they did not refer to the room that Raúl had originally reserved. Other incorrect answers suggested that he chose one of the other rooms with *elegí una de ellas*.

Q09c) Candidates were asked to identify why Raúl had to go to reception.

Successful candidates were able to identify that there were no towels in the room or that housekeeping had forgotten to leave him some towels. Other correct answers suggested that the cleaning service was not good enough or that Raúl went down to reception because nobody there answered the phone.

Less successful answers contained untargeted lifts such as *decidí bajar a buscarlas yo mismo* or *varias llamadas* which did not answer the question.

Q09d) In this question, candidates were required to identify what Raúl thought of the hotel employees.

This was generally well answered with most correctly targeting the *falta de formación*.

Some candidates used an untargeted lift such as *el servicio no era suficiente or la experiencia que tuve fue muy mala* which were not awarded a mark. Some candidates misunderstood the word *falta* thinking that it meant fault so answers suggesting that the staff were at fault were not awarded the mark.

Q09e) in this question, candidates were asked to identify what Raúl thinks the hotel should do.

Overall, candidates did well here with many managing to lift *devolverme el dinero* or similar. Pleasingly, many candidates were also able to convert the pronoun.

Incorrect answers focused on the idea that Raul intended to share his opinions online about his unsatisfactory stay at the hotel.

A handful of candidates this year once again answered in English and no marks were awarded even if they had identified some key ideas because the questions required them to answer Spanish.

SECTION C

Question 10

This question asked the candidates to translate a Spanish text consisting of four sentences into English.

Overall, candidates performed extremely well in question 10 this year and we saw some pleasing translation skills:

Los problemas del medioambiente son serios.

The first sentence was generally well translated by most candidates although some did not recognise *medioambiente*. Some candidates mentioned global warming, climate change or the planet. Less successful translations suggested problems about college, school, littering or outside.

Overall, most candidates managed the first sentence very competently.

En mi colegio es obligatorio reciclar todos los papeles y la semana pasada fuimos a buscar basura en el parque.

The second sentence provided slightly more challenge to the candidates.

The word *papeles* was not always recognised and *todos* was also challenging. However, the vast majority of candidates did a good job of rendering the idea that it was compulsory to recycle every piece of paper at school.

As cognates, most candidates correctly rendered both *reciclar* and *obligatorio*.

A number of candidates translated the correct verbs, but the tenses were wrong as they did not recognise *la semana pasada*. This resulted occasionally in an incorrect future tense rather than a past tense.

Buscar basura was well-translated overall, with a variety of different wording which made reference to picking up litter, collecting the trash, cleaning up the litter or litter- picking. Less successful translations of this revealed that some candidates did not recognise either *buscar* or *basura*. When this occurred, candidates made suggestions such as plant trees, or we threw away rubbish.

Siempre apago mi ordenador cuando termino para ahorrar energía.

This was by far the most challenging sentence in the translation.

Candidates struggled with the verbs *apago*, *termino* and *ahorrar*. It was surprising that a number of candidates did not recognise the word *ordenador* and that even if they worked out that *apago* meant switch off/turn off they suggested that it was lights, a hairdryer, hair straighteners, the shower, the oven or the central heating.

Some thought that *ahorrar* referred to creating energy rather than saving it.

En el futuro voy a trabajar en la protección de animales en diferentes países del mundo.

Most candidates handled the final sentence very well. Almost everyone had the time frame correct as they recognised *en el futuro* which generally meant that the tense was correctly rendered with either I am going to work or I will work with. The cognates *protección*, *animales* and *diferentes* meant that students were able to deduce correctly, even if they did not know the exact meaning of *países*. This meant that most candidates translated the final sentence as animal protection in different places/parts/areas of the world.

Summary and advice to centres

A number of marks were lost due to candidates being unfamiliar with vocabulary such as *la semana pasada*, *cerca de*, *por las noches*, *cosas*, *lejos*, *buscar*, *basura*, *ordenador*, *países*, *apago* and *ahorrar*.

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.

