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Examiner's Report

Principal Examiner Feedback

Summer 2023

Pearson Edexcel GCSE

In Spanish (1SP0)

Paper: 3F (Reading and Understanding in  
Spanish)

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## Paper 3: Reading and understanding in Spanish 2023

### Foundation Level

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 shopping, and they have to match the correct person to the statement about the item they are going to buy.

Most candidates were successful answering this question.

##### Question 2

This required that candidates read a text about a restaurant. 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.

##### Question 3

Candidates were asked to read about going on holiday with friends and answer short questions.

**Q3a (i)** Here, the candidates were asked when does Ana go on holiday.

Successful candidates wrote *invierno*. Some candidates struggled here and wrote in the summer or in the school holidays.

**Q3a (ii)** Candidates needed to identify what is the best thing about Ana's hotel room.

Successful candidates identified the view as the correct answer. The mark scheme did not require candidates to write the view of the mountains.

Less successful candidates incorrectly referred to the size of the hotel and mentioned that the room was very big.

**Q3a (iii)** Candidates were asked what Ana is doing tomorrow.

Successful candidates wrote: Ana is going to her first skiing class.

Wording was varied but any ideas suggesting class/ lesson or skiing were accepted.

Less successful candidates recognised the word mountain and guessed an answer which seemed logical to them such as visiting / going to the mountains. Others thought that the *primera* was referring to primary and wrote going to her primary school.

**Q3b (i)** Candidates were asked what makes Ana's holiday expensive.

Successful answers conveyed the message of paying extra or paying more for food, drinks, or anything else. The 'extra' from the text implies unforeseen costs/higher than standard prices.

Less successful answers conveyed the message of paying for upgrades such as a better room or more food.

**Q3b (ii)** Candidates were asked what type of holiday Ana was planning for next year.

This question was well answered overall with most candidates identifying a sun or a beach holiday.

#### **Question 4**

Multiple choice questions with four options about a literary text extract from *Play* by Javier Ruescas

This question was well answered overall. The most frequently correct responses were (i) (ii) and (v).

The most frequently wrong response was (iv) where the candidates thought that Aáron wanted to work for a radio station.

#### **Question 5**

Candidates were asked to read about Car-free day in Barcelona.

**Q5a)** Candidates were asked why people were complaining about the high number of cars. Many candidates found this question challenging.

Successful candidates answered that people were unable to sleep or rest at night. The main focus was that their sleep was being disrupted.

Less successful answers referred to the presence of cars 24 hours a day or the fact that there was too much noise or not enough parking spaces.

**Q5b)** Candidates were asked for how long Barcelona closed its streets.

Successful candidates identified that it was for the morning, all morning, or the whole morning.

Less successful answers involved the mention of the whole day or for 24 hours or a week. Another popular misconception was that they closed the streets every morning.

**Q5c)** Candidates were asked how we know that the car-free day was not nationwide.

This was generally well answered, and candidates included either that the event was not celebrated in other cities or people went to work/ carried on with their normal activities.

Less successful candidates thought that *otras* meant eight and that there were 8 cities that did not celebrate car-free day.

## **Question 6**

Candidates read a literary text extract from '*Todo lo que era sólido*' by Antonio Molina.

**Q6a)** Candidates were asked why José is having a party.

There was a lot of confusion about this question. The mark was lost for failing to include the words success and business.

Most candidates guessed an answer which seemed logical to them such José was living/ or moving to the USA, had finished his studies/ his exams, was celebrating his retirement.

*Negocios* and *éxito* were incorrectly identified as negotiations and exit from/ leaving.

**Q6b)** Candidates were asked how many guests would be at the party.

Some candidates correctly recognised *Mil* as one thousand.

Less successful candidates thought the answer was 100 or one million. Other candidates focussed on 20, the number of chefs that would be cooking for the party and chose 20 as their answer.

**Q6c)** Candidates had to identify why Spanish food was being served.

Potentially correct answers here included that José was from Spain, was born there or that it was his nationality. Also correct was the idea that there were 20 Spanish chefs catering the event or that he had brought the ingredients over from Spain.

Less successful candidates suggested that he grew up or lived in Spain.

**Q6d)** Candidates were asked how the party would end.

This question proved difficult for many. Those who knew the vocabulary were able to successfully identify that there would be fireworks. Many candidates recognised *artificiales* but few made sensible guesses; fires, smoke, flames, cakes, food, even vaping was mentioned. Other candidates guessed at all sorts of other things that might be found at a party such as confetti, balloons, live music, food and speeches.

## **SECTION B**

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

### **Question 7**

This text refers to travelling in Europe. 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 responses were (a) *tren* and (b) *bueno*

### **Question 8**

Multiple choice questions with four options about Marta's job.

The most frequently correct response was (ii) *Sus compañeros son jóvenes.*

The most frequently wrong response was (iv) where candidates failed to link *Marta no está feliz porque su sueldo es bajo* with *lo único malo es que no gana mucho.*

### **Question 9**

Candidates are required to read the comments made by four young people, Ramón, Carolina, Manuel, and Juana about help in the community and then choose the correct names to match up with the statements in 8a) to 8e).

The most frequently correct response was (a) *Comparte su coche*

The most frequently wrong response was (b) *Ayuda a las personas que buscan trabajo*

## **Section C:**

### **Question 10**

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

#### ***Estoy en Madrid.***

Candidates struggled with *estoy*, often translating this as I live, I stay, I am staying, or I am from. Some candidates omitted the words: I am

#### ***Vivo con una familia que es muy simpática.***

Most candidates successfully translated *vivo* as I live or I am living.

Candidates also generally understood the word *familia*.

Many candidates struggled to translate the word *simpática*, with many students thinking it meant simple. Others realised that it was an adjective with positive connotations and chose to render it with words such as sympathetic, loving or friendly.

### ***Todas las mañanas tengo que ir al instituto.***

*Todas las mañanas* caused a number of difficulties for candidates. Many thought that *mañana* was a reference to tomorrow. The more successful candidates translated this as in the mornings as well as every morning which resulted normally in the correct tense being chosen for the verb which followed.

*tengo que ir* also cause difficulties for candidates. Less successful candidates translated it as I am going to, I went, I'm going to look at or I will be starting at a new school. Some more successful candidates translated this as I have school, but nonetheless missing out the verb to go.

al instituto was unfamiliar to many candidates who translated it as institution. References to college were accepted.

### ***Aquí, los alumnos no llevan uniforme.***

*Aquí* was problematic for candidates, many of whom omitted it completely. Others translated it as later, yesterday, although or at school. Depending on that choice, this led to the changing of tenses or the incorrect idea that the school had a non-uniform day rather than that the children didn't wear uniform.

*los alumnos* was generally not well translated by most of candidates. Most chose to translate it as I, you, we or they.

*no llevan uniforme* was handled relatively well by candidates who recognised uniform and worked out that it was a reference to having to wear uniform.

### ***El viernes pasado fui al nuevo Museo de Ciencias Naturales***

*El viernes pasado* caused great confusion for a number of candidates. Many thought it was a reference to *verano* and therefore translated it as last summer or next summer. Similarly, many candidates seemed to be unfamiliar with the days of the week in Spanish, with many translating it as Wednesday or Thursday.

Several candidates thought that this was a reference to in the past and they chose the correct tense for the verb in this sentence. Other students thought this was a reference to the future with many translating it as next Friday, next week, next month or next year.

*fui al* was generally well handled with many candidates correctly translating I went. Some candidates introduced the idea of a school trip and where this occurred, they sometimes chose the future tense instead of the past tense.

*nuevo* also cause difficulties for a number of candidates. Many thought this was a reference to the number 9 and so translated that they had visited 9 museums. A large number of candidates simply missed out the word completely.

*Museo de Ciencias Naturales*: the majority of candidates recognised the word for museum and also for science. The word natural was generally well understood

but a few candidates thought this was a reference to a National Museum. A few candidates translated it as a Natural History Museum whilst a few others made reference to a nature museum.

### **Summary and advice to centres**

A number of marks were lost due to candidates being unfamiliar with Key Stage 3 vocabulary such as numbers, months of the year and days of the week.

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.

### **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.