

Mark Scheme (Results)

Summer 2012

GCE Spanish (6SP04) Paper 01

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Question number	Question	Answer (Alternative renderings acceptable)	Reject
	My parents always encouraged me	Mis padres siempre me animaron / animaban/ han animado /motivaron/ inculcaron/ incentivaron/ impulsaron a	parientes empujaron/ me han fomentado
	from childhood	desde la/ mi infancia / niñez /mocedad pequeño(a) niño(a)	mi juventud
	to be concerned about	a preocuparme del / por/ a estar preocupado(a) concienciarme del/por a que me preocupara por	estar al tanto de ser preocupado / concienciado/ involucrado sobre
	the environment	el medio ambiente / medioambiente	el ambiente / el entorno
	by saving energy	ahorrando energía economizando energía mediante el ahorro	por / para ahorrar salvando / guardando / al ahorrar
	and recycling	y reciclando / el reciclaje de	
	the rubbish.	(la) basura / (los) residuos.	
	When I was older	Cuando era (más) mayor / mas viejo / me hice mayor / tenía mas edad	estaba / fui /más grande / de más edad
	I wanted	quería que	quise que
	my school friends	mis amigos(as) / compañeros(as) escolares / de colegio, del cole / de clase/ de (la) escuela / del instituto, insti	
	to follow	(me) siguieran / siguiesen	sigan
	my example	mi ejemplo (el ejemplo)	
	but their lack of support	pero su falta de apoyo	ayuda / soporte
	disappointed me.	me decepcionó / desilusionó.	decepcionaba
	When I see	Cuando veo / leo	
	reports in the newspapers	reportajes / artículos /noticias / informes	columnas / reportes papeles / revistas

		en los periódicos / diarios/ en la prensa	
about floods,		de / sobre (las) inundaciones,	
droughts		(las) sequías	
and other natural disasters		y otros desastres naturales / siniestros/ catástrofes	
and realise		y me doy cuenta de que	realizo
that they are caused		son causados / provocados	están
by climate change,		por el cambio climático / cambios climáticos/ cambios de clima/ cambios climatológicos	el cambio climatológico
sometimes		a veces, algunas veces, de vez en cuando	
I wonder		me pregunto / me cuestiono	cuestiono / pienso que
whether we in the developed world		si (nosotros) en el mundo desarrollado / en los países desarrollados	sí (accented)
could have helped		podríamos / podríamos haber ayudado / habríamos podido ayudar / hubiéramos podido ayudar/ hubiesemos/ pudiesemos haber ayudado a	
to prevent		prevenir / evitar	para
such catastrophes.		tales / semejantes catástrofes.	estas dichas

Spelling errors and omission of essential accents would render a section incorrect.  
30 marks divided by 3

**Mark**

**10**

**Mark Scale**

<b>30-29</b>	<b>10</b>
<b>28-26</b>	<b>9</b>
<b>25-23</b>	<b>8</b>
<b>22-20</b>	<b>7</b>
<b>19-17</b>	<b>6</b>
<b>16-14</b>	<b>5</b>
<b>13-11</b>	<b>4</b>
<b>10-8</b>	<b>3</b>
<b>7-5</b>	<b>2</b>
<b>4-1</b>	<b>1</b>

Question Number	Answer	Mark
<b>2(a)</b>	This will give the candidates the opportunity to write a dialogue and they may well produce idiomatic language. Answers will vary but will cover employment, education and perhaps youth concerns and will probably focus on the parents' anxieties about how time spent at work would impact upon his or her studies and exam results. The response from their son or daughter will probably emphasise the positive advantages of work experience and the opportunity of earning money and will argue that it is essential to find a balance between study and other activities.	<b>45</b>

Question Number	Answer	Mark
<b>2(b)</b>	This account will presumably be mostly narrative and should be written in the past. Answers will vary but will focus on an important interview. The most likely answers will describe a job interview or for a place in further education. However, be prepared for the unexpected – they may describe an interview for a place at drama school or ballet school or to become a member of an orchestra. The candidate will probably describe the place they are hoping to be offered, the experience of the interview and how they felt it went.	<b>45</b>

Question Number	Answer	Mark
<b>2(c)</b>	Candidates must imagine that they have spent the summer working on an activity course for underprivileged children. They must describe their experience and explain why they found it rewarding.	<b>45</b>

Question Number	Answer	Mark
<b>2(d)</b>	The essay will deal with the social problems of unemployment amongst young people and about antisocial behaviour as well as the discipline inculcated by compulsory community service. They should give clear, strong, logical arguments, perhaps supported by evidence, and reach an informed conclusion.	<b>45</b>

Question Number	Answer	Mark
<b>2(e)</b>	Candidates must look at whether or not their heroes and idols of popular culture – footballers, pop stars etc - have a right to complain about media intrusion into their private lives. They should present clear, strong, logical arguments, perhaps supported by evidence, and reach an informed conclusion.	<b>45</b>

Question Number	Answer	Mark
<b>2(f)</b>	Candidates must consider whether or not they approve of genetically modified food, assess the risks and present clear, strong, logical arguments, perhaps supported by evidence. They should reach an informed conclusion.	<b>45</b>

Question Number	Answer	Mark
<b>2(g)</b>	Candidates will consider whether the study of history teaches us anything useful. They will probably refer to specific historical events and decide whether or not there are lessons to be learnt. They should present clear, logical arguments and reach an informed conclusion.	<b>45</b>

### Discursive Essay or Creative Writing Assessment Grids

Mark	AO2: Understanding and Response: Creative Writing
0	No rewardable understanding or response
1 - 3	Largely irrelevant. Minimal use of stimulus
4 - 6	Some relevant points made. Unimaginative use of stimulus
7 - 9	Satisfactory understanding of question and response to stimulus
10 - 12	Good to very good understanding of question and response to stimulus
13 - 15	Very Good to excellent understanding of question and imaginative response to stimulus

Mark	AO2: Understanding and Response: Discursive Essay
0	No rewardable understanding or response
1 - 3	Minimal understanding of question or relevant discussion
4 - 6	Limited understanding of question
7 - 9	Satisfactory understanding of question. Some implications of questions addressed
10 - 12	Good to very good understanding of question. Main implications of question addressed
13 - 15	Very Good to excellent understanding of question. Implications of question fully grasped

Mark	AO2: Organisation and development
0	No rewardable organisation and development
1 - 3	Minimal organisation and development. Answer largely disorganised
4 - 6	Limited organisation and development. Structure lacks coherence
7 - 9	Organisation and development not always logical and clear
10 - 12	Organisation and development logical and clear
13 - 15	Extremely clear and effective organisation and development of ideas

Mark	AO3: Range and application of language
0	No rewardable range and application of language
1 - 2	Inadequate range of lexis and structures. Very limited ability to manipulate
3 - 4	Restricted range of lexis and structures. Limited ability to manipulate language
5 - 6	An adequate range of lexis and structures. Successful manipulation of language/attempts to handle complex structures not always successful
7 - 8	A wide range of appropriate lexis and structures. Successful manipulation of language
9 - 10	Rich and complex language. Very successful manipulation of language

Mark	AO3: Accuracy of the target language
0	Language so inaccurate that no reward is possible
1	Accuracy only in the simplest form. A high incidence of basic error
2	Communication impaired at times by basic errors eg agreements, verb forms. Some familiar language is accurate
3	A number of major errors made, without impairing communication significantly. Familiar forms and structures usually accurate
4	Few errors, mostly of a minor nature
5	High degree of accuracy with minimal and minor errors

Question Number	Answer	Mark
<b>3(a)</b>	Candidates must describe the most important economic resources for the region or city that they have studied and also demonstrate the importance of these resources for the region or city in question.	<b>45</b>

Question Number	Answer	Mark
<b>3(b)</b>	Candidates must choose a historical figure they have studied, assess his or her importance and give their reasons to explain why this figure was famous.	<b>45</b>

Question Number	Answer	Mark
<b>3(c)</b>	Candidates must outline the most important political events that have occurred recently in the Spanish-speaking society that they have studied and evaluate their significance in the development of that society.	<b>45</b>

Question Number	Answer	Mark
<b>3(d)</b>	Candidates must describe the character of one of the main characters in the text or the film that they have studied and evaluate his or her importance in the development of the work in question.	<b>45</b>

Question Number	Question	Marks
3	This is for the research-based essay.	45

Mark	AO2: Reading Research and Understanding
0	No rewardable material presented
1 - 6	Minimal understanding. Almost no evidence of reading and research
7 - 12	Limited understanding. Little evidence of reading and research
13 - 18	Adequate understanding. Some evidence of reading and research
19 - 24	Good to very good understanding. Clear evidence of in depth reading and research
25 - 30	Very good to excellent understanding . Clear evidence of extensive and in depth reading and research

Mark	AO2: Organisation and development
0	No rewardable organisation and development
1 - 2	Limited organisation and development. Structure almost wholly lacking in coherence
3 - 4	Some organisation and development. May be rambling and/or repetitive
5 - 6	Adequate organisation and development of material. Development patchy and/or unambiguous
7 - 8	Good organisation and development. Material well planned and sequenced with minor lapses
9	Very good organisation and development. Material very effectively marshalled and developed within a carefully planned framework

Mark	AO3: Quality of Language
0	No rewardable language
1	Very basic level of communication. Language often breaks down because of lack of linguistic knowledge and/or ability to use structures. Very inaccurate
2	Some communication achieved on a basic level but often lacks comprehensibility. Limited linguistic range; basic sentence construction. Register often inappropriate
3 - 4	Satisfactory communication. Inaccurate language occasionally impedes comprehensibility. Fair range of appropriate lexis. Structures often well handled
5	Good communication. Errors rarely impede comprehensibility. Language mainly accurate and appropriate. Good range of lexis and structures. Good handling of complex structures and use of idioms
6	Very good communication. Language almost always fluent, varied and appropriate. Wide range of lexis and structures. High level of accuracy

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