



Mark Scheme (Results)

Summer 2016

Pearson Edexcel GCE
in Spanish (6SP01) Unit 1/1A and 1B

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- **General Marking Guidance**
- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.

GENERAL TOPIC AREA: YOUTH CULTURE AND CONCERNS

Stimulus Card number	
1A	Q3: ¿Qué opinas tú de las descargas ilegales de música?
	Candidates can offer any opinion relevant to illegal downloads. They could agree with them mentioning the cost of purchasing music or disagree with them highlighting the cost to the artist, or both
	Q4: En tu opinión, ¿qué papel juega la música hoy en la vida de los jóvenes?
	Candidates must offer a comment about the role music play and its importance or otherwise in the life of Young people today. They may make comparisons with the past.

Stimulus Card number	
1B	Q3: En tu opinión, ¿por qué es menos popular hoy la compra de música en disco compacto?
	Candidates can offer any opinion relevant to the purchase of music in Cds. They may mention the ease of purchasing music online and the lack of a need for physical CDs.
	Q4: En tu opinión, ¿qué peligros hay para los usuarios de Internet?
	Candidates must make reference to dangers but could say they do not feel there are any. They may mention the dangers of Internet theft or false identities and the availability of dangerous/influential material for young people.

Stimulus Card number	
2A	Q3: ¿Qué oportunidades hay para los jóvenes que quieren pasar tiempo juntos?
	Candidates can mention any form of social activity where young people can get together such as night clubs, sports centres and other societies.
	Q4: En tu opinión, ¿qué valoran más los jóvenes, sus amigos o sus padres? ¿Por qué?
	Candidates must state which they feel young people value most, either parents or friends or in deed they could mention that both are of equal importance. The question requires that the candidate gives a reason for their choice which could range from ideas that their friends or parents understand and support them, they spend more time with them, or they can rely on them.

Stimulus Card number	
2B	Q3: ¿Qué papel juega el móvil en las relaciones entre amigos?
	Candidates must give an indication of the role mobiles play in the communication between friends. They could mention arranging to meet, making plans or exchanging photos or sending messages.
	Q4: ¿Crees que los jóvenes de hoy dependen demasiado de sus amigos?
	Candidates must say if they think young people rely on their friends too much or not. They could say that friends play an important part in their lives and are there to help them or mention what life would be like without friends.

GENERAL TOPIC AREA: LIFESTYLE HEALTH AND FITNESS

Stimulus Card	
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number	
1A	Q3: ¿Crees que los cigarrillos electrónicos son populares entre los jóvenes de hoy? ¿Por qué (no)?
	Candidates must agree or disagree with the statement and give a reason. They may agree and say that young people are more health conscious than in the past or they may disagree and say that most young people see smoking anything as a bad habit.
	Q4: En tu opinión, ¿qué se puede hacer para disuadir a los jóvenes de fumar?
	Candidates can give an idea or several ways to stop young people from smoking such as anti-smoking campaigns or more information at school or they could say that nothing can be done as some young people will always want to do what is not good for them

Stimulus Card number	
1B	Q3: ¿Crees que los cigarrillos electrónicos deben estar permitidos en sitios públicos?
	Candidates can say that they think e-cigarettes should or should not be allowed in public places and also give a justification for their answer such as the difficulty for police to tell the difference between them and real cigarettes or the influence they have on those around them such as children.
	Q4: En tu opinión, ¿por qué empiezan a fumar los jóvenes?
	Candidates must offer a reason why young people start smoking. They may mention the influence of parents or friends who smoke, peer pressure, or the desire to rebel or appear older than they are.

Stimulus Card number	
2A	Q3: ¿Crees que muchos jóvenes llevan una vida muy sedentaria? ¿Por qué (no)?
	Candidates must offer an opinion as to whether they think young people live sedentary lives. They may mention the increase in the use of computer games and computers in general and the lack of outside play for younger children. Equally they may mention that this is only a minority and that some young people live active lives.
	Q4: ¿Qué opinas de la dieta de la mayoría de los jóvenes hoy en día?
	Candidates must comment on the diet of young people today. They could say positive things such as the popularity and awareness of healthy eating or they may mention the need for fast food due to busy lives and the cost of fast food compared to the more expensive healthy food. They could mention the increasing rates of obesity amongst young people.

Stimulus Card number	
2B	Q3: En tu opinión, ¿hay un problema de sobrepeso en tu país? ¿Por qué (no)?
	Candidates must say if they think that there is a problem of obesity in their country (which could be the UK or anywhere else) or not. They should offer a justification which could be the cost of eating healthily, the increase in sedentary lifestyles and the lack of sport and exercise.
	Q4: En tu opinión, ¿cómo podemos animar a los jóvenes a vivir una vida más activa?
	Candidates can mention any ideas for helping young people to live healthier lives. They could mention promoting sporting activities, raising awareness of the dangers of not leading a healthy life and government/school campaigns.

GENERAL TOPIC AREA: THE WORLD AROUND US

Stimulus Card number	
1A	Q3: En tu opinión, ¿de qué manera está cambiando el turismo hoy en día?
	Candidates can mention any way that tourism is changing today. They may mention that tourists are becoming more ecologically aware and showing greater interest in the country they visit. They could suggest that people are travelling more frequently and to faraway places due to the cost and availability of flights.
	Q4: ¿Crees que los turistas respetan el medio ambiente del lugar que visitan? ¿Por qué (no)
	Candidates may mention or repeat the idea of environmentally friendly tourists and give examples such as the use of local transport and local facilities. They may disagree and say that tourists often leave a lot of rubbish, make noise and destroy the places with graffiti, bad behaviour and excessive alcohol consumption.

Stimulus Card number	
1B	Q3: En tu opinión, ¿qué tipo de turismo será popular en el futuro?
	Candidates can mention any type of tourism that will be popular in the future. They could say that habits are unlikely to change and that beach resorts will always be popular. Equally they may mention that environmentally more friendly hotels and holidays and eco-tourism is becoming more and more popular.
	Q4: ¿Qué efecto tiene la situación económica en el turismo?
	Candidates may say that the economy has made a lot, some or no difference to tourism. They may say that tourism has suffered as people have less money or that people are going on holiday less. Equally they may mention that people are staying at home more or going abroad less. On the other hand they may say that some peoples' habits have not changed and that the economic crisis has not affected everybody. Some may mention the effect of the value of the euro or the pound on tourists.

Stimulus Card number	
2A	Q3: En tu opinión, ¿es popular el transporte público donde tú vives? ¿Por qué (no)?
	Candidates can say that public transport is or is not popular where they live. They should offer a reason such as the cost, frequency or cleanliness of the transport.
	Q4: ¿Crees que los conductores de coches se preocupan por el medio ambiente? ¿Por qué (no)?
	Candidates must say if they believe car owners worry about the environment. They can agree or disagree. They could argue that people who drive rarely think about the effect their journey will have on the environment or that more and more people are sharing cars to reduce CFC emissions.

Stimulus Card number	
2B	Q3: ¿Crees que el gobierno debe hacer más para promover el transporte público?
	Candidates may agree or disagree. They can say that the government is already doing a lot to promote the use of public transport and perhaps offer examples or they can say that the government is not doing much and offer ideas of what more can be done

	such as the congestion charge in London and other big cities.
	Q4: En tu opinión, aparte de usar el transporte público, ¿qué podemos hacer para proteger el medio ambiente?
	Candidates can offer any idea for what else people can do to protect the environment. They could mention ideas related to the home such as using less water or energy or government strategy to reduce the use of fossil fuels and more renewable energy.

GENERAL TOPIC AREA: EDUCATION AND EMPLOYMENT

Stimulus Card number	
1A	Q3: En tu opinión, ¿por qué algunos jóvenes no continúan estudiando idiomas?
	Candidates can express an opinion as to why languages are not always popular with young people. They may mention that some young people find them hard to learn or they are perceived as being difficult to achieve high marks. They may also say that in their schools languages are optional and other subjects are seen as more important
	Q4: Aparte de los idiomas, ¿qué otras asignaturas son importantes hoy en día? ¿Por qué?
	Candidates must say what subjects they consider to be important. They should provide an explanation for their choice of subject or subjects.

Stimulus Card number	
1B	Q3: En tu opinión, ¿cuál es la mejor manera de aprender un idioma extranjero?
	Candidates can offer any idea for good ways to learn a language. They could range from spending time in the country where the language is spoken to reading literature and/or writing to a friend from that target language country.
	Q4: ¿Crees que los jóvenes de hoy valoran mucho sus estudios? ¿Por qué (no)?
	Candidates must say whether they think young people think their education is important. They can agree or disagree but should provide a reason for their answer. They could say that young people do value their education as they realise how hard it is to get a job or equally they could disagree and say that young people don't always think about the future and prefer to live in the present.

Stimulus Card number	
2A	Q3: En tu opinión, ¿hasta qué punto existe igualdad entre los sexos en el mundo laboral?
	Candidates can say they believe that equality of opportunity does or does not exist in the world of work. They could mention that women still receive less pay on average or that they are still expected to do most of the domestic chores whilst working. They could also say that women now are able to occupy the same jobs as men and that many women have top jobs.
	Q4: ¿Crees que te beneficiaría trabajar en el extranjero? ¿Por qué (no)?
	Candidates will have to say whether they would benefit from spending time working abroad. They may agree and explain how this would broaden their horizons or increase their cultural understanding or they may disagree and say that there are more jobs in their own country.

Stimulus Card number	
2B	Q3: En tu opinión, ¿existen todavía trabajos tradicionalmente masculinos o femeninos?
	Candidates may say that jobs for men and women separately do still exist and give examples such as the majority of nurses and nursery workers being women and the majority of dustmen and caretakers etc being men. They may disagree and say that men and women now occupy all types of jobs
	Q4: En tu opinión, ¿cuál es la mejor manera de conseguir trabajo?
	Candidates can mention any idea for getting work such as studying hard, obtaining good qualifications or practical ideas such as using the Internet to search for jobs and gaining work experience in that field. .

Assessment Criteria

Mark	Quality of language (Accuracy) (AO3)
0	No rewardable language.
1	Isolated examples of correct language; pronunciation and intonation often impede communication.
2–3	Many basic errors, impeding communication at times; pronunciation and intonation erratic, not always comprehensible.
4–5	Accuracy variable but errors rarely impede communication; pronunciation and intonation inconsistent but comprehensible.
6–7	Generally accurate but some errors in more complex language; pronunciation and intonation generally good.
8	Highly accurate with perhaps some very minor errors; pronunciation and intonation authentic.

Mark	Quality of language (Range of Lexis) (AO3)
0	No rewardable language.
1	Very basic lexis; minimal command of structure.
2–3	Lexis restricted; operates generally in simple sentences.
4–5	Adequate range of lexis; limited range of structures.
6–7	Good range of lexis with some examples of more complex structures.
8	Wide range of lexis and good variety of structures with only occasional limitation.

Mark	Response (AO1)
0	No rewardable language.
1–4	Little spontaneity; cannot develop responses; very reliant on examiner's language.
5–8	Few examples of spontaneous discourse; limited development of responses; often fails to respond appropriately to questions; needs prompting.
9–12	Some examples of fluent discourse but not always spontaneous or well developed; some hesitation in more complex areas; difficulty with some questions.
13–16	Frequent examples of spontaneous discourse ably developed; responds usually without undue hesitation; deals adequately with most questions.
17–20	High incidence of spontaneous, fluent discourse; able to respond readily to all questions; develops and sustains discourse well.

Mark	Understanding (Stimulus specific) (AO1)
0	No understanding of stimulus.
1	Limited answers to prescribed questions, demonstrating poor understanding of stimulus.
2	Satisfactory answers to prescribed questions, demonstrating adequate understanding of stimulus.
3	Detailed answers to prescribed questions, demonstrating good understanding of stimulus.
4	Full and detailed answers to prescribed questions, demonstrating excellent understanding of stimulus.

Mark	Understanding (General topic area) (AO1)
0	No rewardable language.
1–2	Hardly any relevant ideas and opinions, demonstrating poor understanding of general topic area.
3–4	Few relevant ideas and opinions, demonstrating limited understanding of general topic area.
5–6	Some relevant ideas and opinions, demonstrating satisfactory understanding of general topic area.
7–8	Many relevant ideas and opinions, demonstrating good understanding of general topic area.
9–10	Wealth of relevant ideas and opinions, demonstrating excellent understanding of general topic area.

Marking guidance for oral examiners

Unit 1: Spoken Expression and Response

Tests that are too short

A test is too short if it is less than 7 minutes 30 seconds (this includes a 30 second tolerance).

Drop down one mark band to the corresponding mark across the following assessment grids:

- Quality of Language – Accuracy
- Quality of Language - Range of lexis
- Response

e.g.

4-5	Accuracy variable but errors rarely impede communication; pronunciation and intonation inconsistent but comprehensible.
6-7	Generally accurate but some errors in more complex language; pronunciation and intonation generally good.
8	Highly accurate with perhaps some very minor errors; pronunciation and intonation authentic.

If a candidate would have scored 7 for Accuracy, they should be given 5, if they would have scored 6, they should be given 4. A similar adjustment should be made for Range and for Response. This will not affect the other assessment criteria 'Understanding – Stimulus specific' or 'Understanding – General Topic Area'.

Test that are too long

Once the 10 minute mark has passed, the examiner stops listening at the end of the next sentence/sense group.

Tests that do not move away from initial stimulus sub topic

Candidates are limited in the amount of marks they can score.

- 'Quality of Language - Range of lexis' – limited to a maximum of 3 marks
- 'Response' – limited to a maximum of 8 marks
- 'Understanding - General topic area' – cannot score more than 0

Spontaneity/Response

If a test appears to lack spontaneity in large part to the extent that significant sections *appear to have been pre-learnt*, the mark for **Response** will be limited to a maximum of 8 marks. It may be that intonation is also impaired; however, poor intonation would not, on its own, suggest pre-learning.

Spontaneous use of language occurs when candidates use their knowledge of structures and lexis and apply it appropriately in response to unpredictable questions.

The unpredictability is created by the teacher/examiner responding to the candidates' views to elicit development. Unpredictability on the part of the teacher/examiner will facilitate a proper level of spontaneity.

Discourse

Discourse is a discussion where the candidate demonstrates the ability to interact within a subtopic. This means developing the subtopic area and exploring it in some depth.

Discourse describes the exchange of opinion and information on a subtopic between the candidate and the teacher/examiner. In practice, this means that each participant addresses the points made by the other. The candidate and the Teacher/Examiner should respond appropriately to each other's input, whether that be a question, a comment, a remark. To reach the full range of the marking criteria there will be frequent examples of this level of discourse.

Development

Development means appropriately expanding on an idea and point of view. This can be in the form of justification, illustration, exemplification, clarification, comparison of the candidates' ideas and views.

- Please note:

Understanding – Stimulus specific should only be used to mark **Section A** of the oral test.

Understanding – General topic area should only be used to mark **Section B** of the oral test. Candidates should be able to demonstrate their knowledge about the GTA and express ideas and opinions relevant to their research.

When marking the oral exam, examiners are advised to immediately allocate a mark for Section A, prior to allocating marks for the rest of the test (Section B).

It is important that the PE and team leaders can see clearly the justification for marks awarded and examiners should note briefly on the OR1 form the reason for any caps which are applied in marking an oral test.

If a score of '0' is awarded for any of the assessment grids, the oral recording should be referred to your Team Leader.