

Mark Scheme (Results)

Summer 2015

Pearson Edexcel GCE  
in Spanish (6SP04/01) paper 4

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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.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

**SECTION A: TRANSLATION Question 1**

The translation into target language is allocated **10 marks**. The text for translation will be divided into **5 sections**. **Each section is worth 2 marks**

Section	English	Target Language	Acceptable alternatives
1	Of all the <b>problems</b> that <b>worry teenagers</b> nowadays, it could be said that <b>unemployment</b> is the worst	De todos <i>los</i> problemas que preocupan <i>a</i> los adolescentes hoy en día <i>se podría decir</i> que el desempleo es el peor	cuestiones asuntos inquietan intranquilizan afligen estresan agobian los jóvenes las jóvenes la gente joven los chicos las chicas la juventud los chavales se puede decir sería posible podría decirse es posible decir podríamos decir el paro la falta de trabajo la falta de empleo
2	since it often leads to <b>poverty and antisocial behaviour</b> . However a friend of mine	<i>puesto que</i> a menudo <i>conduce a la</i> pobreza y <i>a la</i> conducta antisocial. Sin embargo un amigo <i>mío</i>	porque dado que debido a que como ya que lleva a resulta en (without "la") causa (without "la") miseria la actitud los hábitos al comportamiento un comportamiento incívico No obstante uno(a) de mis amigos(as)

3	who had been <b>out of work</b> for more than two years, <b>took part</b> in a training <b>programme</b> for young people	que <i>estaba en (el) paro desde hacía más de dos años</i> , participó en un programa <i>de formación</i> (profesional) para los jóvenes	llevaba más de dos años sin empleo sin trabajo parado desempleado tomó parte asistió a	acudió a siguió hizo un taller un proyecto un(os) curso(s) juvenil
4	and after having learnt new skills <b>now has a full-time job</b> with good prospects for the future.	y <i>después de haber aprendido</i> nuevas <i>habilidades</i> ahora tiene un empleo a tiempo completo con buenas <i>posibilidades</i> para el futuro.	luego tras haber aprendido aprender que hubiera aprendido adquirir adquirido técnicas destrezas competencias aptitudes salidas hoy en día actualmente	en la actualidad en este momento en el presente en estos días un trabajo un puesto a jornada completa trabajo de tiempo completo perspectivas expectativas oportunidades el porvenir
5	<b>He hopes that other young people</b> do what he did and <b>improve their chances in life.</b>	Espera que otros jóvenes <i>hagan lo que (él) hizo</i> y <i>mejoren sus posibilidades</i> en <i>la vida</i> .	desea que gente joven personas jóvenes chicos adolescentes	lo mismo que él igual que él sus oportunidades su(s) chance(s) su(s) vida(s)

Only essential accents are penalised - e.g. trabajo / trabajó when their omission or mistaken inclusion affects the clear transmission of essential information or complex language.

Essential information is **emboldened** in the English text. Candidates **must** communicate essential information in order to access marks but this basic communication is not sufficient in itself. Marks will be awarded according to the quality and accuracy of the translation.

Complex elements are *italicised* in the target language text.

In assessing the candidate's performance, the descriptions detailed below will be used.

Each section will be awarded one of the marks shown.

2	Essential information and relevant details are conveyed clearly and accurately. Simple grammatical elements and lexis are well translated. Complex grammatical elements and lexis including word order are generally accurate.
1	Essential information is conveyed comprehensibly with some weaknesses in the use of language. Simple grammatical elements and lexis are generally acceptable. Complex grammatical elements and lexis are attempted with limited success.
0	Essential information is not conveyed due to errors in simple grammatical elements and lexis. Complex grammatical elements and lexis are unsuccessful if attempted at all.

**TOTAL FOR SECTION A: 10 MARKS**

## Section B: Creative or Discursive Essay

**Question 2:** Below are suggested ideas for the essays. Candidates may well come up with entirely different material which will be rewarded on its merits as a response to the task.

### Creative Essay

Question number	Question
Q02(a)	Escribe una conversación entre tú, que quieres llevar un tatuaje, y tus padres, a quienes no les gusta nada la idea.
	<b>Suggested Answer</b>
	This will give the candidates the opportunity to write a dialogue and they may well produce idiomatic language. Answers will vary, but will focus on the parents' disapproval of tattoos and in particular the problems that may arise with school or a prospective employer. The candidate will possibly argue that his or her friends have had a tattoo done and it can be discreet.
	<b>Mark</b>
	45

Question number	Question
Q02(b)	Inés salió del aeropuerto llena de ilusión. Era la primera vez que había viajado sola al extranjero y esperaba pasarlo bien, pero nunca hubiera podido imaginar lo que iba a suceder.  Continúa la historia, explicando lo que pasó después.
	<b>Suggested Answer</b>
	This account will presumably be mostly narrative and should be written in the past. Answers will, vary but may deal with an unexpected problem or problems that conspired to spoil her visit to a foreign country. Alternatively, it could be an unexpected but positive experience that had a lasting effect upon her. Be prepared for anything that makes sense and is imaginatively written.
	<b>Mark</b>
	45

Question number	Question
Q02(c)	<p style="text-align: center;"><b>FESTIVAL INTERNACIONAL CAUSA POLÉMICA</b></p> <p>Imagina que eres periodista y estuviste en este festival. Escribe un reportaje sobre los eventos que causaron tanta controversia.</p>
	<b>Suggested Answer</b>
	Candidates must write a newspaper report as if they have attended any kind of festival (e.g. music, food, arts). They must mention what happened that was controversial, e.g. drugs, noise, overcrowding, traffic congestion, food poisoning, antisocial behaviour, litter/rubbish.
	<b>Mark</b>
	<b>45</b>

Question number	Question
Q02(d)	No vale la pena ir a la universidad porque no te prepara para el mundo del trabajo y acabas con muchas deudas. ¿Estás de acuerdo? Justifica tus opiniones.
	<b>Suggested Answer</b>
	Candidates must question whether or not it is worth going to university since it does not prepare you for the world of work and burdens you with lots of debt. They may argue that the university experience is more than simply preparation for work and consider other benefits of a university education. Alternatively they may argue that going to university will only saddle them with debt and there is no guarantee of finding a job when they complete their studies. They should present clear, logical arguments and reach an informed conclusion.
	<b>Mark</b>
	<b>45</b>

Question number	Question
Q02(e)	Es posible llevar una vida sana sin gastar mucho dinero. ¿Estás de acuerdo? Razona tus ideas.
	<b>Suggested Answer</b>
	Candidates must explore the possibilities to have a healthy life without spending too much money. They could refer to the cost of gym memberships and other exercising in general, organic food, growing and cooking your own food, as well as the cost of alcohol and cigarettes. They could also mention the free schemes implemented by the government (e.g. swimming). They should present clear, logical arguments and reach an informed conclusion.
	<b>Mark</b>
	<b>45</b>

Question number	Question
Q02(f)	Los padres deberían controlar cómo usan Internet sus hijos. ¿Estás de acuerdo? Justifica tus opiniones.
	<b>Suggested Answer</b>
	Candidates must consider whether or not parents should control the use of the Internet by their children e.g. time spent, devices used, webpages, etc. Candidates may well refer to how they access the unsavoury websites or the time spent on social media websites, and argue in favour of control. Alternatively, candidates may argue that they need unrestricted access in order to do homework, for personal safety and to maintain communication with their family and friends. Finally, they could explore the issues around cyberbullying. Candidates should present clear, logical arguments and reach an informed conclusion.
	<b>Mark</b>
	<b>45</b>

Question number	Question
Q02(g)	La construcción de líneas para los trenes de alta velocidad no puede ser justificada porque tiene un efecto adverso sobre el medio ambiente. ¿Estás de acuerdo? Razona tus opiniones.
	<b>Suggested Answer</b>
	Candidates must look at whether or not the construction of high speed rail links can be justified because of the adverse effect on the environment. They may refer to the effect on local communities or on wildlife and argue whether or not this can be justified in the name of progress and better connections. They must present clear, logical arguments and reach an informed conclusion.
	<b>Mark</b>
	<b>45</b>

TOTAL FOR SECTION B: 45 MARKS

## 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

### Section C: Research-Based Essay

The following is a brief outline of what would be expected for each question. These notes will be developed for the Standardisation Meeting, and additional information supplied.

Candidates have to choose one of the possible essays and write 240 to 270 words in Spanish.

Candidates may come up with different material which will be rewarded on its merits as a response to the task.

Question number	Question
Q03(a)	<b>Región geográfica</b> Describe una persona o personas de importancia de la región o ciudad que has estudiado. Explica el impacto que ha(n) tenido en la región/ciudad.
	<b>Suggested Answer</b>
	Candidates must describe an important person or persons in a region/city they have studied and explain the impact that this/these person/people has/have had in the region/city.
	<b>Mark</b>
	<b>45</b>

Question number	Question
Q03(b)	<b>Estudio histórico</b> ¿Cuál era una de las principales preocupaciones durante la época histórica que has estudiado? ¿Cómo afectó el desarrollo del país?
	<b>Suggested Answer</b>
	Candidates must outline <u>one</u> of the main concerns of the historical period they have studied and explain how it affected the development of the country.
	<b>Mark</b>
	<b>45</b>

Question number	Question
Q03(c)	<p><b>Rasgos de la sociedad hispanohablante moderna</b>  Describe uno de los cambios culturales o sociales más importantes en la sociedad hispanohablante que has estudiado y explica las consecuencias que tiene para esa sociedad contemporánea.</p>
<b>Suggested Answer</b>	
	Candidates must describe <u>one</u> of the most important cultural or social changes in the Spanish-speaking society they have studied and explain the consequences for that modern society.
	<b>Mark</b>
	<b>45</b>

Question number	Question
Q03(d)	<p><b>La literatura y las artes</b>  Describe uno de los protagonistas del libro o de la película que has estudiado y explica su papel en el desarrollo de uno de los temas de la obra.</p>
<b>Suggested Answer</b>	
	Candidates must describe <u>one</u> of the central characters in the film or text they have studied and explain his or her role in the development of <u>one</u> theme.
	<b>Mark</b>
	<b>45</b>

TOTAL FOR SECTION C: 45 MARKS

Question number	Question
Q03	This is for the Research Based Essay.
	<b>Mark</b>
	<b>45</b>

Mark	Reading, research and understanding (A02)
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	Organisation and development (A02)
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 ambiguous.
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	Quality of language (A03)
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.

Remember that candidates cannot gain more than 12 for Reading, Research and Understanding if there is no evaluation shown.

If an essay scores a mark of 0 for Reading, research and understanding (A02), e.g. if it is wholly irrelevant, then it will consequently score a mark of 0 for Organisation and development (A02) and Quality of language (A03). All such essays will be referred to the Team Leader.

**TOTAL FOR PAPER: 100 MARKS**

## Unit 4 - Online Marking Annotations

The following annotations will be applied by examiners to the marking of candidates' responses for the essays in both Section B and Section C.

Content related:

IR = irrelevant or rubric misunderstood

GO = good organisation

PO = poor organization

HD = highly developed

LD = poor or limited development

L = length; i.e. the essay is too long; also denoted by two vertical lines in text at point where marker stops reading

Language Related:

BE = basic errors

ME = major errors

GR = good range/attempting complex structures

LR = limited range

CSA = complex structure attempted

CSS = complex structure successful

VA = very accurate