

Mark Scheme (Results)

Summer 2016

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

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please visit our website at [www.edexcel.com](http://www.edexcel.com).

Our website subject pages hold useful resources, support material and live feeds from our subject advisors giving you access to a portal of information. If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

[www.edexcel.com/contactus](http://www.edexcel.com/contactus)

## **Pearson: helping people progress, everywhere**

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2016

Publications Code 6SP04\_01\_1606\_MS

All the material in this publication is copyright

© Pearson Education Ltd 2016

## 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	Reject
1	Last August was quite special. I had already been preparing for the sailing <b>championship</b> for three months,	El agosto pasado fue bastante especial. Ya <i>llevaba tres meses preparándome para el campeonato de vela,</i>	El pasado agosto Ya me preparaba <i>desde hacía tres meses</i> <i>Hacía tres meses que me preparaba</i> torneo competición concurso copa competencia	El último <i>había estado por tres meses por el campeonato</i> me preparo
2	when I realised that my mother wanted to <b>compete</b> as a member of her company's team.	cuando <i>me di cuenta</i> de que mi madre quería competir como (un) miembro del <i>equipo de su empresa.</i>	<i>caí en la cuenta</i> <i>noté que</i> participar/ tomar parte / entrar <i>trabajo/ compañía / negocio / firma</i>	

3	Although we had always <b>avoided</b> going on a diet, this time it was <b>necessary</b> to do it.	Aunque <i>siempre habíamos evitado</i> hacer <b>dieta</b> esta vez fue <b>necesario</b> <i>hacerlo</i> .	<b>evitábamos</b> <b>soslayado</b> <i>solíamos</i> evitar <b>régimen</b> <b>era</b> <i>que lo hiciéramos / hiciésemos / hiciera / hiciese</i> <i>hacerla</i>	<b>adelgazar</b> <b>perder peso</b>
4	My mother said <b>she loved spending time with me</b> as we almost never see each other.	Mi madre (me) <i>dijo que</i> (a ella) le encantó <b>pasar tiempo con</b> <b>migo</b> dado que <i>casi nunca nos vemos</i> .	<i>ha dicho que</i> <b>le gustó mucho</b> <b>le encantaba</b> <i>apenas nos vemos</i> <i>no nos vemos casi nunca</i> <i>no nos vemos muy a menudo</i> <i>no nos vemos mucho</i>	<b>amó</b> <b>pasando tiempo</b> <i>jamás</i> <b>le encanta</b>
5	If we continued <b>training together</b> , we could take part in more competitions.	<i>Si siguiéramos</i> <b>entrenando juntos</b> , <i>podríamos</i> participar en más competiciones.	<i>siguiésemos</i> <i>continuaríamos / continuásemos</i> <b>juntas</b> <i>sería posible</i>	<i>Sí</i> <b>practicando</b> <i>pudiéramos / pudiésemos</i> <i>podimos</i>

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 tus padres, que prefieren que vayas a la universidad local, y tú, que quieres ir a una universidad lejos de casa.
	<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 living with friends far from home, the negative effects that it can have on the candidate's performance at university and the additional costs that it will involve. The candidate will possibly argue that all of his/her friends are leaving home and that that will add value to the whole experience of going to university; (s)he can mention how good it would be for his/her confidence, maturity and independence. If candidates do not write a dialogue eg they write in reported speech or in essay form they will not be able to access the 10-15 mark bands for organisation and development.
	<b>Mark</b>
	45

Question number	Question
Q02(b)	Cuando Rodrigo llegó a casa no quiso hablar y se encerró en su cuarto. Su hermana Luisa, llena de curiosidad, decidió abrir la maleta de Rodrigo. Se sorprendió mucho al encontrar...  Continúa la historia explicando lo que encontró Luisa y 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 item/s in Rodrigo's bag and how it/they surprised Luisa. Candidates should also mention what happened after Luisa looked in his bag. 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>CONCURSO DE ECOLOGÍA 2016</b></p> <p style="text-align: center;"><b>LOS GANADORES VIAJAN A HACER ECOTURISMO EN CENTROAMÉRICA</b></p> <p>Imagina que eres uno/a de los/las ganadores/as. Escribe un reportaje para una revista de ecología sobre tu experiencia en Centroamérica.</p>
	<b>Suggested Answer</b>
	<p>Candidates must write a report for an ecology magazine, as if they had won a prize to go on an eco-tourism holiday in any country or countries in Central America. They must describe their experience and mention different activities and/or sports that they took part in. The answer could focus on eco-tourism, what it entails, its benefits and importance. It is expected that candidates write a detailed description of their stay and they may also add their personal views and feelings about it.</p>
	<b>Mark</b>
	<b>45</b>

Question number	Question
Q02(d)	<p>Los países desarrollados deberían hacer más para apoyar a los países en vías de desarrollo. ¿Estás de acuerdo? Justifica tus opiniones.</p>
	<b>Suggested Answer</b>
	<p>Candidates must question whether or not developed countries should be doing more to support developing countries. They may argue that it is not their responsibility and that the governments in those countries have lots of problems due to corruption. They may also comment on the fact that the interference of world powers has caused unnecessary wars in developing countries. They could also argue that there are many people suffering in our country and that they must be cared for before looking elsewhere.</p> <p>Alternatively they may argue that it is only fair to do so as the uneven distribution of wealth has generated social unrest; they could mention how important the work that some charities are doing is and how people could do much more to support them and make a difference to those in great need. They could also refer to the fact that people could support those countries by changing their attitudes towards waste and consumerism. They should present clear, logical arguments and reach an informed conclusion.</p>
	<b>Mark</b>
	<b>45</b>

Question	Question
----------	----------

number	
Q02(e)	Si un hombre o una mujer practica un deporte a nivel profesional, los dos deberían tener el mismo salario. ¿Estás de acuerdo? Razona tus ideas.
	<b>Suggested Answer</b>
	<p>Candidates must explore the reasons why professional sports women should or should not have the same salary as their male counterparts. They may argue that it is not possible as professional women's sport attracts less revenue at the moment due to advertising, TV screening time, fan base and people's perceptions. They could say it is a vicious circle as people want to watch sports at the highest standard and companies want to sponsor the best athletes, but due to the lack of balance of media and commercial appeal, those highly talented sportswomen find it very difficult to enter this elite and therefore, attract the attention of both fans and sponsors.</p> <p>Candidates could mention how things are currently changing, and some examples they could mention are recent changes in cricket in the UK, and the awarding of prize money at Wimbledon and La Course (female equivalent of the Tour de France). They could also refer to the negative effects that the lack of equality in salaries has, such as young people's aspirations, perceptions of sport and stereotypes. They should present clear, logical arguments and reach an informed conclusion.</p>
	<b>Mark</b>
	<b>45</b>

Question number	Question
Q02(f)	Los animales no deberían utilizarse para el entretenimiento de los seres humanos. ¿Estás de acuerdo? Justifica tus opiniones.
	<b>Suggested Answer</b>
	<p>Candidates must consider whether or not humans should use animals for entertainment purposes. Candidates may start by defining what constitutes entertainment involving animals, eg. owning a pet, zoos, circuses, animals in TV and films, advertising, animal show and competitions, etc. They could consider the fairness and justification or not of using animals in these contexts. They may want to discuss positive and negative issues that arise such as animal rights, welfare and abuse.</p> <p>Some examples could be horse-drawn carriages, circuses, zoos and pseudo-sanctuaries, exotic animals as pets, animal actors, petting farms, rides, contests, exhibits, horse racing, bullfighting, hunting and other sports. Candidates may also explore the ethical aspects of having animals in talent shows and competitions. Candidates should present clear, logical arguments and reach an informed conclusion.</p>
	<b>Mark</b>
	<b>45</b>

Question number	Question
-----------------	----------

Q02(g)	Todos tienen el derecho a llevar símbolos religiosos en su vida diaria. ¿Estás de acuerdo? Razona tus opiniones.
<b>Suggested Answer</b>	
	<p>Candidates must look at whether everybody has the right to wear religious symbols in their daily life. They may refer to how banning religious symbols is an infringement of people's human rights and freedom; people should not be intimidated by a cross or a head scarf, because it is just one part of that person's life; candidates could also refer to other symbols such as Christmas symbols as an expression of Christianity and how people have learnt to live with them and incorporate them into their cultures without any problem.</p> <p>They could also explore the negative effects that carrying a religious symbol could have, for instance, they may mention how a person can be easily targeted with racist comments by wearing a hijab, a turban or a cross. They may also explore how it discriminates some sections of society, especially when women have to wear a full burqa. They could refer to how France has banned women from wearing burqas and the effect this is currently having on their society. They must present clear, logical arguments and reach an informed conclusion.</p>
	<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)	<p><b>Región geográfica</b></p> <p>Elige un tema social o político que haya afectado a la región o ciudad que has estudiado. Analiza los efectos positivos y negativos que ha tenido en la región o ciudad.</p>
	<b>Suggested Answer</b>
	<p>Candidates must choose a social or political topic that has affected the region/city they have studied and explain the positive and negative effects that this topic has had in the region/city. Candidates can choose any social or political topic, but must be able to give a detailed, informed and supported presentation of its positive and negative effects. These effects could be on any aspect(s) of the region/city, i.e. its economy, people, politics, beliefs, environment, etc.</p>
	<b>Mark</b>
	<b>45</b>

Question number	Question
Q03(b)	<p><b>Estudio histórico</b></p> <p>Identifica un personaje clave de la época histórica que has estudiado. Evalúa el impacto que tuvo en la vida social o política del país.</p>
	<b>Suggested Answer</b>
	<p>Candidates must identify a key person from the historical period they have studied and evaluate the impact (s)he had on the social or political life of the country. They should consider different aspects of their lives which impacted on the country, i.e. their role in that society, family background, education, political views, impact on people at the time, religious beliefs, artistic influences, etc. The candidates should present clear and</p>

	substantiated evidence of his/her influence on the country either at social or political level. If the person had a significant impact on both, social and political aspects of the country, it has to be clearly presented in the introduction, given that the question implies candidates have to choose one or the other.	
		<b>Mark</b>
		45

Question number	Question	
Q03(c)	<p>Rasgos de la sociedad hispanohablante moderna</p> <p>Escoge un acontecimiento social o cultural reciente en la sociedad hispanohablante que has estudiado y evalúa su importancia para esa sociedad.</p>	
	<b>Suggested Answer</b>	
	<p>Candidates must choose a recent social or cultural event in the Spanish-speaking society they have studied and evaluate the importance of this event for that modern society. Candidates should not refer to a series of events, as this will not allow them to analyse them in enough depth. It is important to emphasise the importance of that event for the society studied, as some candidates may only describe it. Candidates could explore the sociological, economic, political, cultural and even educational effects it has caused and could even evaluate if these have been positive or negative.</p>	
		<b>Mark</b>
		45

Question number	Question	
Q03(d)	<p>La literatura y las artes</p> <p>¿Cómo entendemos la sociedad de la época a través de los personajes del texto o de la película que has estudiado?</p>	
	<b>Suggested Answer</b>	
	<p>Candidates must explain how the characters in the text or film they have studied help us to understand the society at the time. It is important to analyse more than one character and to consider the main aspects of that society. Candidates could refer not only to the society portrayed in the text or film, but also the society in which they were written or produced, as well as the society in which the author or director lived, as they may have a direct influence on the text or film. If the text or film the candidate studied had only one character, it is important that the society is clearly described through this character, i.e. his/her beliefs, personality, attitude to life, etc.</p>	
		<b>Mark</b>
		45

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.

**TOTAL FOR SECTION C: 45 MARKS**

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