

# Mark Scheme (Results)

June 2011

International GCSE

Spanish (4SP0)

Paper 02

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our website at [www.edexcel.com](http://www.edexcel.com).

If you have any subject specific questions about the content of this Mark Scheme that require the help of a subject specialist, you may find our **Ask The Expert** email service helpful.

Ask The Expert can be accessed online at the following link:  
<http://www.edexcel.com/Aboutus/contact-us/>

Alternatively, you can contact our Languages Advisor directly by sending an email to Alistair Drewery on  
[LanguagesSubjectAdvisor@EdexcelExperts.co.uk](mailto:LanguagesSubjectAdvisor@EdexcelExperts.co.uk).

You can also telephone 0844 576 0035 to speak to a member of our subject advisor team.

June 2011

Publications Code UG028785\*

All the material in this publication is copyright

© Edexcel Ltd 2011

## 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.

Question Number	Answer	Mark
<b>1(i)</b>	F	<b>(1)</b>

Question Number	Answer	Mark
<b>1(ii)</b>	E	<b>(1)</b>

Question Number	Answer	Mark
<b>1(iii)</b>	B	<b>(1)</b>

Question Number	Answer	Mark
<b>1(iv)</b>	G	<b>(1)</b>

Question Number	Answer	Mark
<b>1(v)</b>	D	<b>(1)</b>

Question Number	Answer	Mark
<b>2(a)</b>	familia	<b>(1)</b>

Question Number	Answer	Mark
<b>2(b)</b>	largo	<b>(1)</b>

Question Number	Answer	Mark
<b>2(c)</b>	coche	<b>(1)</b>

Question Number	Answer	Mark
<b>2(d)</b>	barata	<b>(1)</b>

Question Number	Answer	Mark
<b>2(e)</b>	amable	<b>(1)</b>

Question Number	Answer	Mark
<b>3(a)</b>	Paola	<b>(1)</b>

Question Number	Answer	Mark
<b>3(b)</b>	Claudia	<b>(1)</b>

Question Number	Answer	Mark
<b>3(c)</b>	Roxana	<b>(1)</b>

Question	Answer	Mark
----------	--------	------

Number		
<b>3(d)</b>	Isabel	<b>(1)</b>

Question Number	Answer	Mark
<b>3(e)</b>	Fernando	<b>(1)</b>

Question Number	Indicative content	Mark
<b>4</b>	This question will be assessed according to the standard assessment criteria for writing given below. This can also be found on page 16 of the Specification.	<b>(10)</b>

<b>Marks</b>	<b>Communication and Content</b>
<b>5</b>	The task is completed. The information is fully relevant. The message is comprehensible and well organised. It may show some originality.
<b>4</b>	The task is mostly completed. The information is relevant. The message is comprehensible. There may be minor omissions or ambiguity.
<b>3</b>	The task is mostly completed but with some ambiguity. Some of the information may not be fully relevant. The message is generally comprehensible overall.
<b>2</b>	The task may be only partly completed. Some of the information may have been copied from the text without any attempt to adapt it. The message may be incomprehensible at times.
<b>1</b>	The task has not been completed. There is little meaningful communication. Most of the text may have been copied without any attempt to adapt it. The message is mostly incomprehensible.
<b>0</b>	No effective communication.

<b>Marks</b>	<b>Knowledge and Application of Language</b>
<b>5</b>	Appropriate vocabulary for the task. Simple and more complex structures are generally used accurately. There may be minor lapses which do not impede communication.
<b>4</b>	Vocabulary and structures generally appropriate to the task. Some variety but correct usage is not always maintained. Basic errors are evident but they rarely interfere with communication.
<b>3</b>	Vocabulary and structures are quite simple but adequate to the task. Some variety may be attempted, but inaccurate language sometimes impedes communication. Genders, spellings, verb forms are inconsistent.
<b>2</b>	Simple vocabulary and structures only just adequate to the task. Much inaccuracy which impedes communication. Very limited verb forms. Genders and spellings are weak.
<b>1</b>	Only isolated examples of accurate language. Frequent errors which prevent communication. No awareness of language structure.
<b>0</b>	No language worthy of credit.

Question Number	Answer	Mark
<b>5(i)</b>	C	<b>(1)</b>

Question Number	Answer	Mark
<b>5(ii)</b>	B	<b>(1)</b>

Question Number	Answer	Mark
<b>5(iii)</b>	E	<b>(1)</b>

Question Number	Answer	Mark
<b>5(iv)</b>	F	<b>(1)</b>

Question Number	Answer	Mark
<b>5(v)</b>	D	<b>(1)</b>

Question Number	Acceptable Answers	Reject	Mark
<b>6(a)(i)</b>	(Es )importante/ (son) importantes		<b>(1)</b>

Question Number	Acceptable Answers	Reject	Mark
<b>6(a)(ii)</b>	(Piensan que) no hay trabajo /empleo /faltan empleos		<b>(1)</b>

Question Number	Acceptable Answers	Reject	Mark
<b>6(b)(i)</b>	(Tienen una) preocupación / (Están) preocupados		<b>(1)</b>

Question Number	Acceptable Answers	Reject	Mark
<b>6(b)(ii)</b>	Hay que competir / Tienen que competir / (Es) competitive/faltan empleos		<b>(1)</b>

Question Number	Acceptable Answers	Reject	Mark
<b>6(c) Any</b>	<b>2</b> (más) preparados (más) seguros (de sí mismos), (tendrán más) confianza (en sí mismos) (esperan/quieren tener un) mejor/buen salario		<b>(2)</b>

Question Number	Acceptable Answers	Reject	Mark
<b>6(d) Any</b>	<b>2</b> disciplinado trabajador dedicado ambicioso (querer) aprender / estudiar (cosas nuevas) ponerse metas		<b>(2)</b>

Question Number	Acceptable Answers	Reject	Mark
<b>6(e) Any</b>	<b>2</b> (el progreso) será lento/ no será rápido Perder/ás motivación no (habrá) progreso	- no tendrás un trabajo - suspenderás los exámenes	<b>(2)</b>

Question Number	Indicative content	Mark
<b>7</b>	Question 7 is marked out of 15 using the three grids in the following pages.	<b>(15)</b>

Marks	Communication and Content
<b>5</b>	<i>Very detailed and fully relevant response to the stimulus.</i> <i>Clearly able to narrate, describe, express opinions and expand, as appropriate to the task.</i> <i>Excellent communication; no ambiguity.</i> Excellent linking of the piece into a whole. Coherent and pleasant to read.
<b>4</b>	Detailed response to the stimulus, although there may be minor omissions. Evidence of description, opinion and expansion, as appropriate to the task. Meaning generally clear. Some lapses. Reasonable attempt to link the piece into a whole. Generally coherent. May be rather pedestrian or alternatively somewhat over-ambitious.
<b>3</b>	Suitable relevant information conveyed, although there may be some omissions and/or irrelevance. Evidence of ability to go beyond a minimal response, beginning to expand ideas and express opinions. Some ambiguity, especially if more ambitious language is attempted. Comprehensible overall. Some attempt at linking piece into a whole. Ambiguous in places.
<b>2</b>	Key information given; possibly major omissions and/or irrelevance, repetition. Level of response minimal with limited evidence of description or opinions. Some ambiguity. Just about comprehensible overall. Sentences written in isolation. Not easy to read.
<b>1</b>	Little relevant information conveyed. Level of response very limited. Much ambiguity and/or incoherence. Except for isolated items, would not be comprehensible to a native speaker.
<b>0</b>	No relevant communication.

<b>Marks</b>	<b>Knowledge and Application of Language</b>
<b>5</b>	Vocabulary and structures comfortably equal to the task. No repetition. Confident use of a variety of complex structures. Range of tenses appropriately used. Clear ability to manipulate language to suit purpose.
<b>4</b>	Evidence of a range of vocabulary and structures appropriate to the task. Some attempt to vary sentences by using more ambitious structures, although unlikely to be wholly successful. Tenses generally appropriately used. Some ability to manipulate language to suit purpose, albeit with mistakes.
<b>3</b>	Vocabulary and structures adequate to the task. Style basic, correct syntax when using simple, short sentences. Some longer sentences where syntax is not always correct. Evidence of correct formation of tenses, with some lapses. Some attempts to manipulate language, despite use of pre-learned language and/or set phrases at times; this may be only partially successful.
<b>2</b>	Limited vocabulary and structures, only just adequate to the task. Language basic and sometimes inappropriate. Sentences simple and usually short. There may be some simple subordination. Some evidence of correct formation and use of verbs/tenses, but frequent lapses. Pre-learned, set phrases predominate. Some attempts at enhancement of facts, but this is likely to be only partially successful.
<b>1</b>	Very limited language, which greatly restricts communication. Language very basic and frequently inappropriate. Little understanding of language structures and/or formation and use of tenses. Occasional almost correct phrase or short sentence, but this will be pre-learned.
<b>0</b>	No language worthy of credit.

<b>Marks</b>	<b>Accuracy</b>
<b>5</b>	High level of accuracy. Not faultless, but only occasional minor errors. Secure when using more complex language, though not necessarily faultless.
<b>4</b>	Generally accurate in straightforward language. Accuracy can be more variable when more complex structures are attempted.
<b>3</b>	Fairly accurate in simple language. Errors do not prevent communication. About half of what is written should be free of major errors; inaccuracy increases when more complex structures are attempted.
<b>2</b>	Frequent basic errors, but main points communicated. Some correct phrases, but frequent misspellings, inaccurate genders, incorrect verb endings.
<b>1</b>	Frequent basic errors and inaccuracies prevent communication. Isolated examples of correct language. Very little or no evidence of correct verb formation.
<b>0</b>	No language worthy of credit.



Further copies of this publication are available from  
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467  
Fax 01623 450481  
Email [publication.orders@edexcel.com](mailto:publication.orders@edexcel.com)  
Order Code UG028785 June 2011

For more information on Edexcel qualifications, please visit  
[www.edexcel.com/quals](http://www.edexcel.com/quals)

Pearson Education Limited. Registered company number 872828  
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual  




Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

