



Mark Scheme (Results)

Summer 2025

Pearson Edexcel International GCSE
In Spanish (4SP1) Paper 02R

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. 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

Summer 2025

Question Paper Log Number P79741

Publications Code 4SP1_02R_2506_MS

All the material in this publication is copyright

© Pearson Education Ltd 2025

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.

Marking principles

- Order of elements: if two responses are offered where only one mark is available, only the first element will be assessed. Preambles and re-working of the question do not count.
- Elements which contradict each other (vitiation) lose the mark (eg It is black and it is not black).
- Untargeted lifts will not be credited.
- Misspellings/grammatical errors are tolerated, provided they do not result in ambiguity.
- If a candidate repeats an error, credit is withheld in the first instance only

Question Number	Answer	Mark
1 (a)	B la basura	(1)
1 (b)	A hace calor	(1)
1 (c)	B hay contaminación industrial	(1)
1 (d)	B los sábados y los domingos	(1)
1 (e)	D visitando la costa	(1)
1 (f)	D los peces	(1)

Question Number	Answer	Mark
2 (a)	B futuro	(1)
2 (b)	M estadounidenses	(1)
2 (c)	F mejorar	(1)
2 (d)	I honrado	(1)
2 (e)	H admira	(1)
2 (f)	K difícil	(1)

Question Number	Answer	Mark
3A	Julia/ Quiara	(2)
3B	Malik/ Julia	(2)
3C	Quiara	(1)
3D	Julia	(1)
3E	None	
3F	Malik	(1)
3G	Quiara	(1)

Question Number	Answer	Accept	Reject	Mark
4(a)	jueves este jueves			(1)
4(b)	joyería		centro comercial	(1)
4(c)	(las) 3 (de la tarde)	15:00/ 15	tarde	(1)
4(d)	Any 2 of the following; (dos) mujeres OR maletas OR (un) hombre OR un coche (rojo)			(1) (1)
4(e)	(robar) pendientes/joyas AND (robar) (2) relojes			(1) (1)
4(f)	Any 2 of the following; (En) coche Or (En) tren Or (salieron) de prisa	Cogieron el tren	Se encontró el coche is an untargetted lift	(1) (1)

4(g)	Entrada/ Puerta principal (del centro comercial)		El centro comercial Las tiendas	(1)
-------------	---	--	---------------------------------------	------------

Question Number	Answer	Accept	Reject	Mark
5(a) Must have the idea that the boy likes the teacher but didn't before.	Su hijo quería al maestro/ Le quería/quiere Le gusta/se gusta AND Antes su hijo no quería conocer al maestro	No podían entender cómo le gustaba tanto su maestro, dado que al principio él no quería conocerle. = 2 marks No quería conocerle	No le gustaba mi maestro Reject any verb or pronoun in the 1st person	(1) (1)
5(b)	Para amenazarle	Como una amenaza/una advertencia La escuela era una amenaza terrible		(1)
5(c)	Algunos querían evitarlas Quieren escapar la guerra y la escuela	No quieren estar en ambos lugares La gente/las personas no quiere(n) ir a la guerra ni a la escuela	Untargetted lift Había historias de niños querían ir al campo para evitarla	(1)
5(d)	Any two of: Correr/corría/corrió/corriendo OR Mirar/miraba/miró/Mirando la colina OR Soñar/soñaba/sueña (con ir a Buenos Aires)	corre Sonar/sonaba/suena	Salía de la calle Seguía lejos He did not do these often but sometimes Corrí/mire/soñé Any verbs in the Yo form	(2)
5(e)	Contaba/hablaba/compartía historias del maestro/profesor de la escuela		Escuchaba las historias	(1)

	AND (Le) metía miedo	(Le) daba miedo/ le asustaba Dar miedo Meter miedo Crear miedo Hacerle ansioso Asustar	Su hijo le metió miedo	(1)
5(f)	Any two of: No durmió/duerme/dormir OR Escuchó/escucha/miró/mira el reloj toda la noche OR (dijo que) estaba enfermo	dormió contó cada hora era /se sentía/se sintió/siente enfermo	No dormí/duermo El reloj contó cada hora Les dijera a sus padres que estaba enfermo	(2)
Question Number	Communication and Content			
6	The candidate should have referred to the following bullet points: • costa • el año pasado • familia • hotel Maximum of 4 if one bullet not addressed. Maximum of 3 if two bullets not addressed. Maximum of 2 if three bullets not addressed. Candidate scores 0 if no bullets have been addressed.			
Mark	Descriptor			
0	No rewardable material.			
1	• Isolated examples of relevant information. • Only isolated words and phrases are communicated, as appropriate to the task.			

	Only isolated items are comprehensible.
2	- The response contains little relevant information with limited use of detail. There may be repetition. - Expresses simple ideas and opinions, as appropriate to the task. - Just about comprehensible overall but with sentences that are mostly unconnected.
3	- The response contains some relevant information with occasional use of detail. - Begins to show ability to express ideas and opinions and to inform, as appropriate to the task. - Coherent overall but logical flow and sequence of ideas is intermittent, which impedes clarity.
4	- Some detail and mostly relevant response to the task. - Shows some evidence of ability to express ideas and opinions and to describe, or inform, as appropriate to the task. - Coherent with logical flow and sequence of ideas, though there may be some lapses.
5	- Detailed and fully relevant response to the task. - Shows a clear ability to express ideas and opinions and to describe or inform, as appropriate to the task. - Coherent with logical flow and sequence of ideas.

Question Number	Linguistic knowledge and accuracy
6	Candidate scores 0 if no bullets have been addressed.
Mark	Descriptor
0	No rewardable language.
1	- Isolated examples of target language vocabulary and structures. - Uses very basic language to write words and phrases. - Isolated examples of accurate language.
2	- Uses very familiar and predictable vocabulary and structures, often repetitive. - Uses simple, familiar and predictable language to write short sentences or phrases. - Occasional correct phrases but frequent misspellings, inaccurate genders and incorrect verb forms.

3	• Uses familiar and predictable vocabulary and structures. • Some evidence of manipulation of language to produce sentences but this is not sustained. • Sometimes accurate in using straightforward language but there are major errors with verbs and tenses.
4	• Tends towards use of familiar and predictable vocabulary and structures. • Some evidence of manipulation of language to produce sentences. • Mostly accurate with some minor errors, e.g. spellings, genders and agreements and an occasional major error, e.g. with verbs and tenses.
5	• Uses a range of vocabulary and grammatical structures. • Language manipulated to produce fluent sentences. • Very accurate with only isolated minor errors, e.g. spellings, genders and agreements.

Question Number	Communication and Content
7	(a) The candidate should have referred to the following bullet points: • una persona que vive en tu barrio • lo que hiciste en tu barrio durante el último día festivo • si te gusta celebrar el Año Nuevo con tus vecinos • si vivirás en el mismo barrio en el futuro. (b) The candidate should have referred to the following bullet points: • si tienes un jardín o un balcón • tu opinión sobre si es importante tener un jardín • lo que hiciste al aire libre la semana pasada • la tecnología que habrá en las casas del futuro. (c) The candidate should have referred to the following bullet points: • por qué el uso de Internet es importante en tus estudios • una vez que tuviste problemas con Internet • cuánto tiempo pasas chateando en línea • si usarás las redes sociales más o menos en el futuro. Maximum of band 7-8 if one bullet is not addressed. Maximum of band 5-6 if two bullets are not addressed. Maximum of band 3-4 if three bullets are not addressed. Candidate scores 0 if no bullets have been addressed.

Mark	Descriptor
0	No rewardable material.
1-2	• The response shows minimal ability to express ideas relevant to the narrative, report or description required, and ideas hardly follow a logical sequence. • The response is rarely coherent and there is so much digression that the overall theme or purpose of the piece is greatly obscured.
3-4	• The response shows some basic ability to express ideas in a form that would be comprehensible to a sympathetic native reader, with only occasional evidence of ideas following a logical sequence. • The response is occasionally coherent and, while there is some digression, the theme or purpose is generally clear.

5–6	• The response shows a moderate ability to express ideas in a form that would be comprehensible to a sympathetic native reader, and some evidence of ideas following a logical sequence. • The response is sometimes coherent and there is digression from the topic but the overall theme or purpose is clear.
7–8	• The response shows a good ability to express ideas in a form that would be comprehensible to a sympathetic native reader, with much evidence of ideas following a logical sequence. • The response is mostly coherent and while there may be occasional ambiguity or digression from the theme, these appear to be aberrations in an otherwise pertinent response.
9–10	• The response shows an excellent ability to express ideas in a logical sequence and errors do not interfere with comprehension for a sympathetic native speaker. • The response is entirely coherent and while there may be minor ambiguities or digression from the theme, the response is confident, fluent, pertinent and purposeful.
Question number	Linguistic knowledge and accuracy
7	
Mark	Descriptor
0	No rewardable material.
1–2	• Very limited range and variety of vocabulary and grammatical structures, use of only one tense, with a high degree of repetition. • Very little evidence of correct spelling, verb formation, gender and agreement.
3–4	• Narrow range of vocabulary and grammatical structures, and a possible attempt at a second tense, though with a significant amount of repetition. • Occasional evidence of correct spelling, verb formation, gender and agreement.
5–6	• Satisfactory range of vocabulary and grammatical structures, and unsteady use of two tenses, though with some noticeable repetition. • Some evidence of correct spelling, verb formation, gender and agreement.
7–8	• Good range of vocabulary and grammatical structures, and secure use of at least two tenses, with little noticeable repetition. • Significant evidence of correct spelling, verb formation, gender and agreement.
9–10	• Excellent range of vocabulary and grammatical structures, and secure use of at least three tenses, including some complex lexical items and no noticeable repetition. • Very strong evidence of correct spelling, verb formation, gender and agreement.

Question Number	Answer	Accept	Mark
8 (a)	quería Must have the accent	había querido	(1)
8 (b)	visitamos		(1)
8 (c)	Hice	If they have added an accent to hice it is incorrect. We are testing grammatical verb transformations.	(1)
8 (d)	sonriendo	sonriendo	(1)
8 (e)	correcta		(1)
8 (f)	comen		(1)
8 (g)	mejores		(1)
8 (h)	voy		(1)
8 (i)	perder		(1)
8 (j)	usaré	Reject usare and also voy a usar. They have been asked to transform the verb usar not ir.	(1)

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom