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Mark Scheme (Results)

Summer 2022

Pearson Edexcel International GCSE
In Spanish (4SP1)
Paper 2 Reading and Writing

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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.

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Question Number	Answer	Mark
1 (a)	A	**(1)**
1 (b)	B	**(1)**
1 (c)	D	**(1)**
1 (d)	D	**(1)**
1 (e)	C	**(1)**
1 (f)	B	**(1)**

Question Number	Answer	Mark
2 (a)	K	**(1)**
2 (b)	D	**(1)**
2 (c)	M	**(1)**
2 (d)	L	**(1)**
2 (e)	F	**(1)**
2 (f)	I	**(1)**

Question Number	Answer	Mark
3A	Rafa	**(1)**
3B	Rafa, Lucas	**(2)**
3C	Lucas	**(1)**
3D	Lucas	**(1)**
3E	Sara	**(1)**
3F	Lucas	**(1)**
3G	Sara	**(1)**

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Question Number	Answer	Accept	Reject	Mark
4(a)	colinas		Autopista Andalucía	**(1)**
4(b)	(la) docena	12 doce	112	**(1)**
4(c)	(Se) cerró	(se) cierra/ cerra Fue/ era/ estaba/ es/ está cerrada/o (Se) cerraron los carriles de la autopista Targeted lift: "Pasada una hora, se cerró toda la autopista"	Untargeted lift: "cerró toda"	**(1)**
4(d)	Any two of: (21) Bomberos Guardia Civil Policía local	policía	Autoridades Técnicos (de operaciones) Expertos (en medioambiente) helicópteros	**(2)**
4(e)	(Los) pueblos (cercanos)			**(1)**
4(f)	Temprano/esta mañana	Madrugada (por)la mañana (en) la mañana	Mañana (without esta/ la etc) Las 11 Antes de las 11	**(1)**
4(g)	0	Ninguno(s) Cero No había heridos Nadie Nada		**(1)**

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		No heridos	No (on own)	
4(h)	Actividad humana sequías	Humanos/ personas Causas naturales (ocurren) naturalmente Durante una sequía		**(1)** **(1)**

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Question Number	Answer	Accept	Reject	Mark
5(a)	Juanito confía en Santi/ su hermano	Juanito habla (mucho) con Santi Se contaban (muchas) cosas (se) hablan (mucho)	Comparten una habitación (le) contaba muchas cosas Hablándole a su hermano hablándose	**(1)**
5(b)	Tiene menos años que Juanito	Santi es menor/ más joven Juanito es mayor/ tiene más años No tiene 17 años Tiene menos de 17 años Es menos viejo/ anciano/ antiguo que Juanito	(Tiene) la misma edad (es) igual que Juanito	**(1)**
5(c)	**Any two of:** Lleva pantalón largo **OR** Se afeita **OR** Tiene novia (suya)	Accept any tense Le sale la barba Tiene barba Conocía a una chica	Trataba a su hermano de igual a igual era novia suya	**(2)**
5(d)	Juanito dice que pronto Santi tendrá barba **AND** Santi es casi tan grande como Juanito	<u>Juanito (le) dice/dijo</u> + "pronto te va a salir la barba"/ "Casi eres tan grande como yo"	Salir la barba "pronto te va a salir la barba"/ "Casi eres tan grande como	**(1)** **(1)**

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		Era lo mejor que le había dicho jamás	yo" with no introduction	
5(e)	Quiere ver a sus amigos **AND** Quiere escuchar música (en la plaza)	Ha quedado con unos amigos Juanito he quedado con unos amigos Hay música (en la plaza)	He quedado con unos amigos en la playa	**(1)** **(1)**
5(f)	**Any two of:** (Es) emocionante **OR** (admira que) su hemano es libre **OR** Desea/ deseó ser libre	Es una buena idea (es) positiva Está/es/estaba/ era/fue emocionado Santi deseó ser tan libre como su hermano	Untargeted lifts (with or without speech marks): ¡Qué emocionante! / ¡Cuánta libertad tenía Juanito! (Santi) se sintió nervioso	**(2)**

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Question Number	Communication and Content
6	The candidate should have referred to the following bullet points: • el lunes • deberes • ayer • tarde Maximum of 4 if one bullet is not addressed. Maximum of 3 if two bullets are not addressed. Maximum of 2 if three bullets are 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.

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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.

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Question Number	Communication and Content
7 (a)	The candidate should have referred to the following bullet points: • cómo ganas tu dinero • lo que hiciste con tu dinero la semana pasada • si te gustan las tiendas de tu región • lo que vas a comprar este fin de semana.
(b)	The candidate should have referred to the following bullet points: • lo que pasó en la clase de la profesora de la foto • si los profesores de tu colegio son estrictos o no • tu opinión sobre llevar uniforme • una regla que cambiará en tu colegio en el futuro.
(c)	The candidate should have referred to the following bullet points: • una descripción de la casa • tu opinión sobre el dormitorio en el que te quedas • lo que hiciste en la casa el sábado pasado • cómo será tu futura casa. 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.

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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.

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Question Number	Answer	Accept	Reject	Mark
8 (a)	comenzar			**(1)**
8 (b)	sigue			**(1)**
8 (c)	famosos			**(1)**
8 (d)	va	irá	ira	**(1)**
8 (e)	mexicana			**(1)**
8 (f)	pintó		pinto pintaba	**(1)**
8 (g)	están	estan		**(1)**
8 (h)	gusta	gustará gustaría gustaba		**(1)**
8 (i)	Esta		está	**(1)**
8 (j)	verás		veras	**(1)**

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