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Mark Scheme

Summer 2019 (Results)

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)	**The only correct answer is A** ***B*** *is not correct because she does not work* ***C*** *is not correct because she was not given money* ***D*** *is not correct because they give her money sometimes*	**(1)**
1 (b)	**The only correct answer is D** ***A*** *is not correct because cinema is not mentioned* ***B*** *is not correct because she does not buy anything at school* ***C*** *is not correct because makeup is not mentioned*	**(1)**
1 (c)	**The only correct answer is B** ***A*** *is not correct because her grades are high, not her* ***C*** *is not correct because she has less money* ***D*** *is not correct because popularity is not mentioned*	**(1)**
1 (d)	**The only correct answer is C** ***A*** *is not correct because she is not looking for friends* ***B*** *is not correct because she has good grades* ***D*** *is not correct because her friends' ages are not mentioned*	**(1)**
1 (e)	**The only correct answer is D** ***A*** *is not correct because he offered help, the parents did not* ***B*** *is not correct because the parents did not ask, he offered* ***C*** *is not correct because he did the tasks so the parents would not have to*	**(1)**
1 (f)	**The only correct answer is A** ***B*** *is not correct because he earned money easily* ***C*** *is not correct because he does not complain about them* ***D*** *is not correct because he ironed clothes rather than went shopping for them*	**(1)**

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Question Number	Answer	Mark
2 (a)	G	**(1)**
2 (b)	J	**(1)**
2 (c)	K	**(1)**
2 (d)	L	**(1)**
2 (e)	M	**(1)**
2 (f)	E	**(1)**

Question Number	Answer	Mark
3	A - Merche	**(1)**
	B – Sandra, Rafael	**(2)**
	C - None	
	D - Sandra	**(1)**
	E – Rafael, Merche	**(2)**
	F - Rafael	**(1)**
	G - Sandra	**(1)**

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Question Number	Answer	Accept	Reject	Mark
4(a)	2	Dos Un par	Muchos	**(1)**
4(b)	6	Seis (años)		**(1)**
4(c)	Enseñar <u>a patinar/andar en monopatín</u> *(idea of teaching skating/ skateboarding for 1 mark)* AND (Ayudar/ le ayudó a) levantarse cuando se cayó *(idea of holding/ helping up for 1 mark)*	(Enseñando) Cómo hacer monopatín Coger de la mano/ (la) cogió de la mano		**(2)**
4(d)	Madre: Enojo/enfado AND Hija: Miedo/ susto	Enfadada(o)/ furiosa Se enfadó Se enfadé No estaba contenta Nerviosa(o)	(me) enfadé Quiso volver a casa *(unless followed by porque tuvo miedo etc)*	**(2)**
4(e)	(Se) rió/ reír(se)	Desprecio (Las) risas Risa Tiene risas Riendo/ reindo	Any verb form starting 'ris' e.g. risó/ risaba etc	**(1)**
4(f)	Madre: Orgullo AND Hija: Seguridad/confianza	Orgullosa/ agradecida/ contenta Contenta/ feliz / segura (de poder…)	gracias	**(2)**

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4(g)	Dar las gracias/ agradecer(le) (al joven)	Decir gracias Piensa/ para decir que los jóvenes son una buena/ positiva parte de la comunidad	Lift that includes 'mi hija'	**(1)**

Question Number	Answer	Accept	Reject	Mark
5(a)	La madre (de la novia) estaba enferma	La madre (de la novia) no estaba (Esperando) la recuperación de la madre	Untargeted lift with no verb	**(1)**
5(b)	Había/ Era mucho trabajo AND (Un banquete tan grande) estaba pasado de moda	Representa(ra) un trabajo intenso No solían hacer tantos platos Es/era/fue/está/ estaba/ estuvo	Aunque representara un trabajo intenso (untargeted lift)	**(1)** **(1)**
5(c)	(La boda) tenía un significado especial (para Tita/John/ella)	(La boda) era especial	Tenía un significado especial para la novia	**(1)**
5(d)	ANY TWO OF: Había trabajado hasta tarde OR (Estaba) muy cansado *(needs a verb or must clearly refer to John)* OR Le dolían los dedos OR Era un entusiasta colaborador	(Era) uno de los últimos en terminar el trabajo *(needs a verb or must clearly refer to John)* (se) limpiaba las manos muerto de cansancio Tanto pelar verduras		**(2)**

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5(e)	La ropa (estaba) <u>preparada/lista/impecable</u> *(must include the idea of clothes being ready/perfect)* AND Será parte de la familia de Tita *(Must have idea of future or can be an infinitive)*	La camisa impecable(s) Lift "Miró el traje…impecables" *(if whole section "Miró…Tita" is given then only 1 mark is awarded)* Estará unido a la familia de Tita	Lift "Por fin seré…" unless introduced by 'piensa que' etc "es parte de la familia de Tita" (present tense)	**(1)** **(1)**
5(f)	El papel/la tinta era de la mejor calidad *(must include idea of the high quality)* AND Se necesitó una tarde para hacer cada una/mucho tiempo para hacerlas	Especial/ perfecto/ bello Lift of last 2 sentences of the text = 2 marks	Era una obra de arte	**(1)** **(1)**

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Question Number	Communication and Content
6	The candidate should have referred to the following bullet points: • deberes • profesores • obligatorio • año próximo 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: • una descripción de tu dormitorio • lo que hiciste con tu familia en casa ayer • lo que no te gusta de tu casa • dónde vivirás en el futuro.
	(b)	The candidate should have referred to the following bullet points: • quién tiene una mayor influencia en tu vida • por qué te gusta esta persona • algo que hizo un famoso que fue un mal/buen ejemplo • lo que harás para ser un buen modelo para niños más jóvenes.
	(c)	The candidate should have referred to the following bullet points: • un trabajo que te gustaría hacer • una experiencia de trabajo que tuviste • tu opinión sobre si es necesario ir a la universidad • lo que harás para lograr tus ambiciones. Maximum of band 7-8 if one bullet is missing. Maximum of band 5-6 if two bullets are missing. Maximum of band 3-4 if three bullets are missing. 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.

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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.

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Question Number	Answer	Mark
8 (a)	desfavorecidas	**(1)**
8 (b)	llegaron	**(1)**
8 (c)	necesitaban	**(1)**
8 (d)	venezolana	**(1)**
8 (e)	promover	**(1)**
8 (f)	dijo	**(1)**
8 (g)	pesimistas	**(1)**
8 (h)	nos preocupamos	**(1)**
8 (i)	primer	**(1)**
8 (j)	contribuirán	**(1)**

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