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Mark Scheme (Results)

Summer 2016

Pearson Edexcel International GCSE in Spanish (4SP0)
Paper 2: Reading and Writing

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Summer 2016
Publications Code 4SP0_02_1606_MS
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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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QUESTIONS

Question Number	Answer	Mark
1(i)	F	**(1)**

Question Number	Answer	Mark
1(ii)	G	**(1)**

Question Number	Answer	Mark
1(iii)	C	**(1)**

Question Number	Answer	Mark
1(iv)	B	**(1)**

Question Number	Answer	Mark
1(v)	A	**(1)**

Question Number	Answer	Mark
2(i)	G	**(1)**

Question Number	Answer	Mark
2(ii)	E	**(1)**

Question Number	Answer	Mark
2(iii)	D	**(1)**

Question Number	Answer	Mark
2(iv)	A	**(1)**

Question Number	Answer	Mark
2(v)	B	**(1)**

Question Number	Answer	Mark
3(a)(i)	Víctor	**(1)**

Question Number	Answer	Mark
3(a)(ii)	Julián	**(1)**

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Question Number	Answer	Mark
3(a)(iii)	Julián	**(6)**

Question Number	Answer	Mark
3(a)(iv)	Rosa	**(1)**

Question Number	Answer	Mark
3(a)(v)	Julián	**(1)**

Question Number	Answer	Mark
3(b)		**(10)**

Communication and content	**Mark**
• No rewardable material.	0
• Little meaningful communication; only occasionally comprehensible. • Most of the response may have been copied from the supporting passage without any attempt to adapt it.	1–2
• Limited communication; frequently lacking clarity. • Some of the response may have been copied from the supporting passage but with some attempt to adapt it.	3–4
• Mostly clear communication with some ambiguity. • The candidate's response is mostly independent; minimal reliance on the supporting passage.	5

Knowledge and application of language	**Mark**
• No rewardable material.	0
• Narrow range of basic vocabulary and structures. • Minimal accuracy in spelling and grammar.	1-2
• Adequate range of vocabulary and structures, with some repetition. • Some accuracy in spelling and grammar with errors.	3-4
• Good range of vocabulary and structures. • General accuracy in spelling and grammar, although there may be errors.	5

Question Number	Answer		Mark
4	B, C, E, F, J		**(5)**

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Question Number	Accept	Reject	Mark
5(a)	(Ir a la) escuela/ colegio/ instituto Salir Contacto con otros (any one)	(Deberías/ Es importante) quedarse en casa *unless this is part of a phrase saying that you must avoid school*	**(1)**

Question Number	Accept	Reject	Mark
5(b)	Pasan/ (se) transmiten/ (se) contagian fácilmente /rápidamente Pasan/ (se) transmiten/ entre personas Su/ la rápida transmisión (any one)	están producidas por virus o bacterias rápida transmisión	**(1)**

Question Number	Accept	Reject	Mark
5(c)	Deben vacunarse/tener una inyección/ necesitan una inyección Son menos capaces de recuperarse por sí mismas (any two) Rápida transmisión de una persona a otra	gente que tenga enfermedades crónicas tienen más enfermedades Tienen mayor/ gran riesgo de infecciones/ enfermedad Tienen enfermedades crónicas Son más vulnerables	**(2)**

Question Number	Accept	Reject	Mark
5(d)	Es(tá) desanimado Su comportamiento no es normal Tiene/ hay dolor Tiene/ hay una lesión El niño tiene dificultad en mover(se) No puede mover(se) (verb is essential, tense not important) (any two)		**(2)**

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Question Number	Accept	Reject	Mark
5(e)	Algunas enfermedades no tienen síntomas No hay/ no tiene(n) / no presenta(n) síntomas El niño parece bien		**(1)**

Question Number	Accept	Reject	Mark
5(f)	Lavar(se) las manos No tocar la boca/ los ojos **OR** (Any two of the following) Lavar(se) las manos después de toser Lavar(se) las manos después de sonarte la nariz No tocar la boca/ los ojos Lávate las manos No te lleves las manos a la boca/ los ojos	Sonar(te) la nariz	**(2)**

Question Number	Accept	Reject	Mark
5(g)	Ir/ visitar /consultar al medico Ir al consultorio	prevenir	**(1)**

Question Number	Answer	Mark
6	See below, sections a-c	**(20)**
6a	• Any household task is acceptable (even if completed outside home e.g. shopping) • Homework or leisure activities are not acceptable • Accept task completed regularly for second bullet (e.g. siempre lavo los platos) • Accept idea that “no es importante” for third bullet • Accept idea of what will happen, what should happen or that nothing will happen for fourth bullet • Wrong tense in bullets 3 or 4 creates “ambiguity”	

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6b	• Accept any town locations for second bullet (e.g. park, restaurant, shops) • No penalty for missing the "¿por qué?" in third bullet • Accept idea that have not used any services in third bullet • Wrong tense in bullets 2 or 4 creates "ambiguity"	
6c	• For second bullet accept advantages or disadvantages of writer's own family IF this has been described as large. • For second bullet the advantages or disadvantages must relate to the size of the family, i.e. "hay mucho ruido" is acceptable, but "son artísticos" is not. • Family should be mentioned in third bullet (i.e. going to cinema with friends does not cover the bullet) • Wrong tense in bullets 3 or 4 creates "ambiguity" • Wrong person's birthday in bullet 3 creates "ambiguity"	

Communication and content	Mark
• No rewardable material.	0
• Little meaningful communication; only occasionally comprehensible. • The response is barely relevant to the task.	1–2
• Limited communication; frequently lacking clarity. • The response is partially relevant to the task but there may be major omissions.	3–4
• Mostly clear communication with some ambiguity. • The response is mostly relevant and addresses some aspects of the task.	5–6
• Clear communication with occasional ambiguity. • The response is relevant and addresses most aspects of the task.	7–8
• Clear communication with no ambiguity. • The response is relevant and fully addresses all aspects of the task.	9–10

Knowledge and application of language	Mark
• No rewardable material.	0
• Narrow range of basic vocabulary and structures. • Very little use of tenses to vary sentences.	1-2
• Adequate range of vocabulary and structures, with some repetition. • Some use of tenses to vary sentences.	3-4
• Uses wide range of vocabulary and structures, including some complex lexical items. • Use of a range of tenses to vary sentences.	5

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Accuracy	Mark
• No rewardable material.	0
• Very little evidence of correct verb formation, gender and agreement. • Correct spelling is limited.	1-2
• Some evidence of correct verb formation, gender and agreement. • Spelling is accurate for some of the response.	3-4
• Strong evidence of correct verb formation, gender and agreement. • Spelling is generally accurate although there may be occasional lapses.	5

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