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Mark Scheme (Results)

Summer 2023

Pearson Edexcel International GCSE
In Spanish (4SP1)
Paper 2R: 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)	D	**(1)**
1 (c)	B	**(1)**
1 (d)	B	**(1)**
1 (e)	C	**(1)**
1 (f)	A	**(1)**

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

Question Number	Answer	Mark
3	A – Zaragoza, Ávila	**(2)**
	B - Valencia	**(1)**
	C - none	**(0)**
	D – Zaragoza, Ávila	**(2)**
	E – Valencia	**(1)**
	F – Ávila	**(1)**
	G - Ávila	**(1)**

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Question Number	Answer	Accept	Reject	Mark
4(a)	15	quince		**(1)**
4(b)(i)	(las) 8	Las ocho		**(1)**
4(b)(ii)	(Cerca de/ delante de/ afuera de/ en) un garaje	(estaba) saliendo de un garaje	Un coche estaba saliendo de un garaje	**(1)**
4(c)(i)	parque	Jardín público	jardín	**(1)**
4(c)(ii)	Pelota/ bola/ balón	niño jugando un niño que estaba jugando cerca (la conductora tuvo que) evitar la pelota	"tuvo que evitar la pelota" (no subject)	**(1)**
4(c)(iii)	Conductor(a)	Usuaria del patín La persona/mujer <u>en el patinete</u>	niño/ peatón	**(1)**
4(d)	(por la/s) carretera(s)			**(1)**
4(e)	carril(es) bici	Con las bicicletas Los espacios por los que viajan/van las bicicletas Zonas de bicicletas Espacios para bicicletas	Acera Zonas peatonales	**(1)**
4(f)	viajar rápido	Conducir / ir rápido Van rápido	Ir/van lento carretera	**(1)**
4(g)	Mirar el móvil	Caminar/ caminando/ caminan mirando el móvil	El móvil (on its own) No caminar mirando el móvil	**(1)**

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Question Number	Answer	Accept	Reject	Mark
5(a)	Las madres siempre dicen cosas buenas/ comentarios positivos de/a sus hijas	La madre dice/decía que ella es bonita, pero Alicia no se considera bonita	Eso es lo que (siempre) dicen las madres	**(1)**
5(b)	Miedo / sorpresa/ horror	Temor/ pánico Susto/ asustada Enfad o/ enfad ada Sorprendida Terror	Paró de respirar	**(1)**
5(c)	(Su/El) hermano/Miki	(un) niño (pequeño)		**(1)**
5(d)	Satisfecho	Alegre Contento Feliz Travieso	Triste Estaba riendo	**(1)**
5(e)	Su hermana sonrió/ estaba sonriendo/ sonríe AND Debería estar enfadada/ molestada/ asustada	Vió/ ve/ al ver (a) Alicia sonreír No había logrado/ conseguido enfadarla/ enojarla/ asustarla	 No quería mostrar que su hermano había logrado enfadarla	**(1)** **(1)**
5(f)	(Miki piensa que) su padre se irá pronto/ antes de que Alicia baje AND	Su padre sale/ se va temprano/ pronto		**(1)** **(1)**

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	Hace/tiene tantos/muchos viajes (de trabajo)	Viaja tanto/ mucho Siempre está viajando		
5(g)	(needs a clear indication of which occasion, either with tense or time phrase e.g. esta mañana/ ahora/ las últimas semanas) Esta mañana hay mucha gente (reunida/ a la mesa) AND La semana pasada Alicia estaba sola OR La casa estaba más tranquila	La familia está junta Tiene la familia (a su) alrededor Hoy es menos tranquila No había mucha gente (en la casa) El resto de la familia estaba de viaje/ estaba fuera El padre estaba de viaje y la madre y Miki estaban en la estación de esquí	La mesa está llena de comida Nadie estaba en casa Todo el mundo estaba fuera	**(1)** **(1)**

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Question Number	Communication and Content
6	The candidate should have referred to the following bullet points: • parque • pasatiempos • ayuda • la semana próxima 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.

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	• 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.

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Question Number	Communication and Content
7 (a)	The candidate should have referred to the following bullet points: • por qué decidiste practicar un nuevo deporte • dónde y/o con quién hiciste deporte • tu opinión sobre los polideportivos en tu región • si vas a seguir con este u otro deporte en el futuro.
(b)	The candidate should have referred to the following bullet points: • dónde y/o cuándo es la fiesta • lo que tú hiciste durante la fiesta el último año • lo bueno y/o lo malo de las fiestas • cómo cambiará la fiesta en el futuro.
(c)	The candidate should have referred to the following bullet points: • lo que comes en casa normalmente • una vez cuando visitaste un restaurante • tu opinión sobre la comida española • lo que tu familia cocinará si tu amigo (-a) visita tu casa.
	Maximum of band 7-8 if one bullet not addressed. Maximum of band 5-6 if two bullets not addressed. Maximum of band 3-4 if three bullets 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	Mark
8 (a)	cuestan		**(1)**
8 (b)	empecé	empezé	**(1)**
8 (c)	compraba		**(1)**
8 (d)	gustaban		**(1)**
8 (e)	encantadoras		**(1)**
8 (f)	leo		**(1)**
8 (g)	comprarme		**(1)**
8 (h)	primer		**(1)**
8 (i)	suyo		**(1)**
8 (j)	haciendo		**(1)**

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