

# Mark Scheme (Results)

## Summer 2010

GCE

### GCE Spanish: Unit 4 Research, Understanding and Written Response in Spanish (6SP04/01)

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1. Translation from English into Spanish

|  | English                | Spanish (accepted answer)  | Rejected Answer       |
|--|------------------------|--|-----------------------|
| 1.   | I shall never forget   | No olvidaré nunca / nunca, jamás olvidaré, voy a olvidar<br>No me olvidaré nunca de        |                       |
| 2.   | my first experience    | mi primera experiencia / práctica  |                       |
| 3  | of work in Spain       | de trabajo / laboral en España   |                       |
| 4  | I had just finished    | Acababa de terminar / hacer / acabar / pasar. Apenas había terminado                       |                       |
| 5  | my exams               | mis exámenes / examinarme  |                       |
| 6  | when I received        | cuando recibí  |                       |
| 7  | a letter from my uncle | una carta / correspondencia de mi tío  | letra                 |
| 8  | who has lived in Spain | que vive. reside en España / que ha vivido en España / que lleva cinco años. que ha vivido |                       |
| 9  | for five years.        | desde hace cinco años / viviendo en España. cinco años en España                           | por / para cinco años |
| 10   | He was inviting me     | Me invitaba, convidaba / estaba invitando. Estaba invitándome                              |                       |
| 11   | to spend the summer    | a / para veranear / pasar el verano  |                       |
| 12   | with him.              | con él.  | el without accent     |
| 13   | If I had been given    | Si me hubieran, hubiesen dado / si se me hubiera, hubiese dado, si me hubiera              |                       |
| 14   | permission             | permiso dejado, permitido  |                       |
| 15   | to leave               | para / de salir, irme, marcharme, partir (SA)  | ir                    |
| 16   | three weeks earlier,   | tres semanas antes,  | más temprano / pronto |
| 17   | I would have been able | habría / hubiera, hubiese podido podría, pudiera, pudiese haber sido capaz de              |                       |
| 18   | to take                | coger / comprar / sacar / tomar cogido / comprado / sacado / tomado                        |                       |
| 19   | a cheap flight.        | un vuelo barato / económico  | avión , viaje más     |
| 20   | However                | Sin embargo / no obstante  | Pero                  |
| 21   | I travelled            | viajé  |                       |
| 22   | by coach               | en autocar, autobús, bus, guagua, omnibus, camión (MEX)                                    | por autocar           |
| 23   | and then               | y luego, después, entonces   |                       |
| 24   | spent five weeks       | pasé, me quedé, estuve cinco semanas   |                       |
| 25   | working                | trabajando   |                       |
| 26   | in my uncle's business | en la empresa / el negocio / la compañía de mi tío.  |                       |
| 27   | I hope                 | Espero que, Ojalá que  | Deseo que             |
| 28   | it may be possible     | sea posible  |                       |
| 29   | to return              | volver, regresar   |                       |
| 30   | next year.             | el año que viene / el año próximo / el próximo año   | en el año que viene   |
| Spelling errors and omission of essential accents would render a section incorrect. 30 marks divided by 3 (refer to the mark scale for the mark to be keyed into epen) |                        |  | Mark<br>10            |

Please see page 4 for mark scale to be used for this question.

Mark Scale to be used with Question 1

| Raw mark<br>out of 30 | Final mark<br>candidate<br>receives |
|-----------------------|-------------------------------------|
| 30-29                 | 10                                  |
| 28-26                 | 9                                   |
| 25-23                 | 8                                   |
| 22-20                 | 7                                   |
| 19-17                 | 6                                   |
| 16-14                 | 5                                   |
| 13-11                 | 4                                   |
| 10-8                  | 3                                   |
| 7-5                   | 2                                   |
| 4-1                   | 1                                   |

For examples if a candidate gets 15 segments correct, the final mark they receive is 5 out of 10.

## Question 2: Discursive and Creative Writing

| Question Number | Answer   | Mark |
|-----------------|--|------|
| 2(a)            | This will give the candidate the opportunity to write a dialogue and they may well produce idiomatic language. Answers will vary but will probably focus on the mother's concerns about teenage behaviour and the son's or daughter's reassurance. | (45) |

| Question Number | Answer  | Mark |
|-----------------|---|------|
| 2(b)            | This account will presumably be mostly narrative and should be written in the past. Answers will vary and will range from an attempt at a horror story to a perfectly simple reason for the intrusive noise from outside the house. | (45) |

| Question Number | Answer   | Mark |
|-----------------|--|------|
| 2(c)            | Candidates will assume the role of a young athlete and give an account of the difficulties he/she is facing during training for the Olympics. Candidates will probably mention problems of funding and lack of facilities. | (45) |

| Question Number | Answer   | Mark |
|-----------------|--|------|
| 2(d)            | Candidates must present a balanced argument, considering points for and against the two options. They will probably mention the cost of student tuition fees and whether or not a university education better equips them for the world of work. They should also consider the advantages of going to university or starting work. There should be a clear structure and an informed conclusion. | (45) |

| Question Number | Answer  | Mark |
|-----------------|---|------|
| 2(e)            | Candidates must present a balanced argument, considering points for and against the statement. They may compare the present with the past and comment on the link between religion and politics and may well consider extreme religious views and the consequences of them. They should also reflect on the positive aspects of faith and religious belief. There should be a clear structure and an informed conclusion. | (45) |

| Question Number | Answer  | Mark |
|-----------------|---|------|
| 2(f)            | Candidates must present a balanced argument, considering points for and against the proposition. They may refer to legislation, health issues, to both passive and active smoking and to the problems of addiction. They may also comment on human rights and freedoms. There should be a clear structure and an informed conclusion. | (45) |

| Question Number | Answer  | Mark |
|-----------------|---|------|
| 2(g)            | Candidates must present a balanced argument, considering points for and against the statement. They may refer to the destruction of the environment by human activity and to environmental consequences such as global warming, rise in sea levels and the possible disappearance of habitats for wild life. They should also mention factors that may be beyond human control. There should be a clear structure and an informed conclusion. | (45) |

| <b>Mark</b> | <b>Range and application of language – Creative/discursive essay (A03)</b>  |
|-------------|---|
| 0           | No rewardable range and application of language.  |
| 1-2         | Inadequate range of lexis and structures; very limited ability to manipulate language.  |
| 3-4         | Restricted range of lexis and structures; limited ability to manipulate language.   |
| 5-6         | An adequate range of lexis and structures; successful manipulation of language/attempts to handle complex structures not always successful. |
| 7-8         | A wide range of appropriate lexis and structures; successful manipulation of language.  |
| 9-10        | Rich and complex language; very successful manipulation of language.  |

| <b>Mark</b> | <b>Accuracy of the target language – Creative/discursive essay (A03)</b>  |
|-------------|---|
| 0           | Language so inaccurate that no reward is possible.  |
| 1           | Accuracy only in the simplest form; a high incidence of basic error.  |
| 2           | Communication impaired at times by basic errors, eg agreements, verb forms; some familiar language is accurate.               |
| 3           | A number of major errors made, without impairing communication significantly; familiar forms and structures usually accurate. |
| 4           | Few errors, mostly of a minor nature.   |
| 5           | High degree of accuracy with minimal and minor errors.  |

| <b>Mark</b> | <b>Understanding and response (Creative essay) (A02)</b>                               |
|-------------|--|
| 0           | No rewardable understanding or response.   |
| 1-3         | Largely irrelevant; minimal use of stimulus.   |
| 4-6         | Some relevant points made; unimaginative use of stimulus.                              |
| 7-9         | Satisfactory understanding of question and response to stimulus.                       |
| 10-12       | Good to very good understanding of question and response to stimulus.                  |
| 13-15       | Very good to excellent understanding of question and imaginative response to stimulus. |

| <b>Mark</b> | <b>Understanding and response (Discursive essay) (A02)</b>                                |
|-------------|---|
| 0           | No rewardable understanding or response.  |
| 1-3         | Minimal understanding of question or relevant discussion.                                 |
| 4-6         | Limited understanding of question.  |
| 7-9         | Satisfactory understanding of question; some implications of questions addressed.         |
| 10-12       | Good to very good understanding of question; main implications of question addressed.     |
| 13-15       | Very good to excellent understanding of question; implications of question fully grasped. |

| <b>Mark</b> | <b>Organisation and development – Creative/discursive essay (A02)</b> |
|-------------|---|
| 0           | No rewardable organisation and development.                           |
| 1-3         | Minimal organisation and development; answer largely disorganised.    |
| 4-6         | Limited organisation and development; structure lacks coherence.      |
| 7-9         | Organisation and development not always logical and clear.            |
| 10-12       | Organisation and development logical and clear.                       |
| 13-15       | Extremely clear and effective organisation and development of ideas.  |

### Question 3: Research Based Essay

| Question Number | Answer  | Mark |
|-----------------|---|------|
| 3(a)            | Candidates must focus on a specific region or city and give information about its customs and traditions. | (45) |

| Question Number | Answer  | Mark |
|-----------------|---|------|
| 3(b)            | Candidates must select a specific event that occurred during the historical period they have chosen and explain its significance. | (45) |

| Question Number | Answer   | Mark |
|-----------------|--|------|
| 3(c)            | Candidates must describe the social changes that have happened in the Spanish-speaking society they have chosen and explain the reasons for those changes. | (45) |

| Question Number | Answer   | Mark |
|-----------------|--|------|
| 3(d)            | Candidate must focus on the stylistic techniques used by the author or film director they have chosen to study and explain how they contribute to the success of the book or film. | (45) |

| Mark  | Reading, research and understanding (A02)  |
|-------|--|
| 0     | No rewardable material presented.  |
| 1-6   | Minimal understanding; almost no evidence of reading and research.                                   |
| 7-12  | Limited understanding; little evidence of reading and research.                                      |
| 13-18 | Adequate understanding; some evidence of reading and research.                                       |
| 19-24 | Good to very good understanding; clear evidence of in-depth reading and research.                    |
| 25-30 | Very good to excellent understanding; clear evidence of extensive and in-depth reading and research. |

| Mark | Organisation and development (A02)   |
|------|--|
| 0    | No rewardable organisation and development.  |
| 1-2  | Limited organisation and development; structure almost wholly lacking in coherence.  |
| 3-4  | Some organisation and development; may be rambling and/or repetitive.  |
| 5-6  | Adequate organisation and development of material; development patchy and/or ambiguous.  |
| 7-8  | Good organisation and development; material well planned and sequenced with minor lapses.  |
| 9    | Very good organisation and development; material very effectively marshalled and developed within a carefully planned framework. |

| Mark | Quality of language (A03)  |
|------|--|
| 0    | No rewardable language.  |
| 1    | Very basic level of communication; language often breaks down because of lack of linguistic knowledge and/or ability to use structures; very inaccurate.   |
| 2    | Some communication achieved on a basic level but often lacks comprehensibility; limited linguistic range; basic sentence construction; register often inappropriate.                             |
| 3-4  | Satisfactory communication; inaccurate language occasionally impedes comprehensibility; fair range of appropriate lexis; structures often well handled.  |
| 5    | Good communication; errors rarely impede comprehensibility; language mainly accurate and appropriate; good range of lexis and structures; good handling of complex structures and use of idioms. |
| 6    | Very good communication; language almost always fluent, varied and appropriate; wide range of lexis and structures; high level of accuracy.  |

The Section C RBE Assessment grid for Organisation and Development - the 5-6 box - the word 'unambiguous' should read 'ambiguous'. As per specification.



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