

Mark Scheme (Results)

Summer 2015

Pearson Edexcel GCE

In Spanish (6SP01) Unit 1/1A and 1B

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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.

Topic Area: YOUTH CULTURE AND CONCERNS

Stimulus Card Number	
1A	Q3: En tu opinión, ¿qué aspectos negativos se asocian con los iPods?
	Candidates could mention any negative aspect such as distracting you when walking, cycling, on the roads. Bad for health and antisocial
	Q4: ¿Crees que las nuevas tecnologías mejoran la vida de los jóvenes? ¿Por qué (no)?
	Candidate could mention both the positive and/or negative role of new technology in young people's lives such as facilitating homework and research, staying in touch with friends and family and the dangers of the

Stimulus Card Number	
1B	Q3: ¿Cuáles son los aspectos negativos del teléfono móvil?
	Candidates could mention anything negative from the cost to purchase, theft issues, language used and cyber bullying, sextant etc
	Q4: En tu opinión, ¿qué otras nuevas tecnologías son importantes para los jóvenes? Y ¿por qué?
	Candidates could mention anything from ipads, social networks, any other device or application to any form of technology and explain its importance

Stimulus Card Number	
2A	Q3: En tu opinión, ¿cuáles son los principales motivos de conflicto familiar entre padres e hijos?
	Candidates may indicate they agree or disagree. For example they may say that no, friends influence more or they may agree and say that parents help children and support them through their difficult times
	Q4: En tu opinión, además de la familia, ¿qué otros valores tienen los jóvenes de hoy en día?
	Candidates may mention any cause of stress and probably will mention exam pressure, parental pressure, peer pressure, lack of sleep or money

Stimulus Card Number	
2B	Q3: ¿Crees que los padres influyen mucho en la vida de sus hijos? ¿Por qué (no)?
	Candidates may indicate they agree or disagree. For example they may say that no, friends influence more or they may agree and say that parents help children and support them through their difficult times
	Q4: En tu opinión, ¿cuáles son las principales causas del estrés en los jóvenes de hoy en día?
	Candidates may mention any cause of stress and probably will mention exam pressure, parental pressure, peer pressure, lack of sleep or money

General TOPIC AREA: LIFESTYLE, HEALTH AND FITNESS

Stimulus Card Number	
1A	Q3: ¿Crees que los jóvenes de hoy duermen lo suficiente? ¿Por qué (no)?
	Candidates may say yes or no but should justify their stance. They may mention that young people do not because they are constantly connected to the internet for example.
	Q4: En tu opinión, ¿qué pueden hacer los jóvenes para mantenerse sanos?
	Candidates can mention anything that might include reference to diet, exercise and social lives

Stimulus Card Number	
1B	Q3: ¿Crees que los jóvenes pasan suficiente tiempo al aire libre hoy en día? ¿Por qué (no)?
	Candidates may agree or disagree and reasons may include the sedentary lifestyle, the lack of interaction with each other and addiction to new technology
	Q4: En tu opinión, ¿qué influencia tienen los padres en la salud de sus hijos?
	Candidates may give any reason which might include peer pressure, thinking it makes them

Stimulus Card Number	
2A	Q3: En tu opinión, ¿cómo podemos persuadir a los jóvenes de que no fumen?
	Candidates will have ideas about how to stop young people from smoking and they may mention anti-smoking campaigns, showing them pictures of lungs/talking to older smokers etc
	Q4: ¿Qué otros problemas de salud afectan a los niños y jóvenes de hoy?
	Candidates can mention any other issue relating to young people which may include obesity, addictions, anorexia or other eating disorders, stress or any other

Stimulus Card Number	
2B	Q3: En tu opinión, ¿por qué fuman los jóvenes?
	Candidates may give any reason which might include peer pressure, thinking it makes them look older, fit in with friends who smoke, copy parents, or to rebel.
	Q4: ¿Piensas que los jóvenes se preocupan por su salud? ¿Por qué (no)?
	Candidates may agree or disagree with this statement. They may agree and say young people are beginning to eat healthier, exercise more and they also may disagree and say that lifestyles today discourage them from thinking about their health. They may talk about fast food, pre-prepared food, their busy lives or any other factor.

General Topic Area: The World around Us

Stimulus Card Number	
1A	Q3: ¿Crees que el ecoturismo es popular hoy en día? ¿Por qué (no)?
	Candidates will agree or disagree and explain why. They may agree and say people are becoming more aware of their environment or they may disagree and say cheap beach holidays are still the most popular.

	Q4: ¿Crees que el turismo daña el medio ambiente? ¿Por qué (no)?
	Candidates will either agree or disagree and explain why. They may say that it is as large hotels are required and more flights mean more pollution. They may disagree and suggest that people are becoming more

Stimulus Card Number	
1B	Q3: ¿Cuáles son los beneficios del ecoturismo?
	Candidates may mention anything from reducing the risk to the planet of mass tourism. Promoting the use of sustainable tourism is helping to raise awareness and protect the areas, plants and animals to where tourists like to travel or any other benefit
	Q4: ¿Crees que los turistas valoran la cultura de los países que visitan? ¿Por qué (no)?
	Candidates will either agree or disagree and say why. They may agree and say that lots of people visit unusual places and places where they can learn about new cultures or practice their language skills. They may

Stimulus Card Number	
2A	Q3: Aparte de las fiestas, ¿por qué crees que van tantos turistas a España?
	Candidates may mention the obvious reasons such as the weather and the beaches but could also mention the chance to practice their language, to experience the wide variety of culture across all of Spain, possibly the
	Q4: ¿Crees que los turistas respetan el medio ambiente del país que visitan? ¿Por qué (no)?
	Candidates will agree or disagree and give a reason. They could agree and say that nowadays tourists are a lot more aware and respectful. They may disagree and say it is usually the tourists who leave litter on the

Stimulus Card Number	
2B	Q3: En tu opinión, ¿cuáles son los beneficios de viajar al extranjero?
	Candidates may mention that this can broaden horizons, make the traveler more confident, more open minded, learn new languages, make friends or any other benefit
	Q4: En tu opinión, ¿qué impacto tiene el turismo en el medio ambiente?

	Candidates may mention the good or the bad. They can mention anything from cheap flights causing more pollution to the development of hotels along coastal areas, building airports and hotels destroying areas of
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General Topic Area: Education and Employment

Stimulus Card Number	
1A	Q3: En tu opinión, ¿es posible tener vida social y ser buen estudiante?
	Candidates can agree or disagree. They can explain how social life helps keep a student healthy and they can disagree and say how students do not have time to socialise
	Q4: En tu opinión, ¿cuáles son las asignaturas que deberían ser obligatorias y por qué?
	Candidates can mention any subject/s and give a reason. For example they may say Math's as it is essential for all aspects of life in the future and may say English also for the same reasons. Any subject with a

Stimulus Card Number	
1B	Q3: En tu opinión, ¿por qué no sacan buenas notas algunos estudiantes?
	Candidates can mention any reason/s ranging from lack of effort on the part of the student, poor teaching, difficult home life, distractions or for any other reasons
	Q4: ¿Qué cambiarías en tu instituto y por qué?
	Candidates can mention anything and may discuss the food, the lack of study or social space, the timetable or even some teachers. They are free to mention anything but must give a reason.

Stimulus Card Number	
2A	Q3: En tu opinión, ¿cuáles son los beneficios a largo plazo de los intercambios escolares?
	Candidates may mention a range of benefits from getting to know firsthand the culture and people from the country, lifelong friendships, and they may also refer to an exchange they have taken part in or know of and look at the benefits to those students. They may mention the confidence and linguistic ability in enhances

	Q4: En tu opinión, ¿aprender un idioma extranjero debería ser obligatorio? ¿Por qué (no)?
	They can agree or disagree. They should include a reason. Candidates may agree and suggest that UK is falling behind rest of Europe and needs to improve its language skills. They may disagree and suggest that making anything compulsory can be unhealthy and lead to resentment in the

Stimulus Card Number	
2B	Q3: En tu opinión, ¿qué se aprende participando en un viaje escolar?
	Candidates can mention anything from personal lessons about themselves, or about social benefits – getting on with others, sharing, taking turns, living with people other than your family.
	Q4: ¿Crees que los idiomas son importantes en el mundo laboral? ¿Por qué (no)?
	Candidates must agree or disagree and give a reason. They can agree and say how for example globalization has made the world of work a smaller place and the need to communicate is greater than ever.

Unit 1 Spoken Expression and Response

Assessment Criteria

Mark	Quality of language (Accuracy) (AO3)
0	No rewardable language.
1	Isolated examples of correct language; pronunciation and intonation often impede communication.
2–3	Many basic errors, impeding communication at times; pronunciation and intonation erratic, not always comprehensible.
4–5	Accuracy variable but errors rarely impede communication; pronunciation and intonation inconsistent but comprehensible.
6–7	Generally accurate but some errors in more complex language; pronunciation and intonation generally good.
8	Highly accurate with perhaps some very minor errors; pronunciation and intonation authentic.

Mark	Quality of language (Range of Lexis) (AO3)
0	No rewardable language.
1	Very basic lexis; minimal command of structure.
2–3	Lexis restricted; operates generally in simple sentences.
4–5	Adequate range of lexis; limited range of structures.
6–7	Good range of lexis with some examples of more complex structures.
8	Wide range of lexis and good variety of structures with only occasional limitation.

Mark	Response (AO1)
0	No rewardable language.
1–4	Little spontaneity; cannot develop responses; very reliant on examiner's language.
5–8	Few examples of spontaneous discourse; limited development of responses; often fails to respond appropriately to questions; needs prompting.
9–12	Some examples of fluent discourse but not always spontaneous or well developed; some hesitation in more complex areas; difficulty with some questions.
16	Frequent examples of spontaneous discourse ably developed; responds usually without undue hesitation; deals adequately with most questions.
17–20	High incidence of spontaneous, fluent discourse; able to respond readily to all questions; develops and sustains discourse well.

Mark	Understanding (Stimulus specific) (AO1)
0	No understanding of stimulus.
1	Limited answers to prescribed questions, demonstrating poor understanding of stimulus.
2	Satisfactory answers to prescribed questions, demonstrating adequate understanding of stimulus.
3	Detailed answers to prescribed questions, demonstrating good understanding of stimulus.
4	Full and detailed answers to prescribed questions, demonstrating excellent understanding of stimulus.

Mark	Understanding (General topic area) (AO1)
0	No rewardable language.
1–2	Hardly any relevant ideas and opinions, demonstrating poor understanding of general topic area.
3–4	Few relevant ideas and opinions, demonstrating limited understanding of general topic area.
5–6	Some relevant ideas and opinions, demonstrating satisfactory understanding of general topic area.
7–8	Many relevant ideas and opinions, demonstrating good understanding of general topic area.
9–10	Wealth of relevant ideas and opinions, demonstrating excellent understanding of general topic area.

Marking guidance for oral examiners

Unit 1: Spoken Expression and Response

Tests that are too short

A test is too short if it is less than 7 minutes 30 seconds (this includes a 30 second tolerance).

Drop down one mark band to the corresponding mark across the following assessment grids:

- Quality of Language – Accuracy
- Quality of Language - Range of lexis
- Response

e.g.

4-5	Accuracy variable but errors rarely impede communication; pronunciation and intonation inconsistent but comprehensible.
6-7	Generally accurate but some errors in more complex language; pronunciation and intonation generally good.
8	Highly accurate with perhaps some very minor errors; pronunciation and intonation authentic.

If a candidate would have scored 7 for Accuracy, they should be given 5, if they would have scored 6, they should be given 4. A similar adjustment should be made for Range and for Response. This will not affect the other assessment criteria 'Understanding – Stimulus specific' or 'Understanding – General Topic Area'.

Test that are too long

Once the 10 minute mark has passed, the examiner stops listening at the end of the next sentence/sense group.

Tests that do not move away from initial stimulus sub topic

Candidates are limited in the amount of marks they can score.

- 'Quality of Language - Range of lexis' – limited to a maximum of 3 marks
- 'Response' – limited to a maximum of 8 marks
- 'Understanding - General topic area' – cannot score more than 0

Spontaneity/Response

If a test appears to lack spontaneity in large part to the extent that significant sections *appear to have been pre-learned*, the mark for **Response** will be limited to a maximum of 8 marks. It may be that intonation is also impaired; however, poor intonation would not, on its own, suggest pre-learning.

Spontaneous use of language occurs when candidates use their knowledge of structures and lexis and apply it appropriately in response to unpredictable questions.

The unpredictability is created by the teacher/examiner responding to the candidates' views to elicit development. Unpredictability on the part of the teacher/examiner will facilitate a proper level of spontaneity.

Discourse

Discourse is a discussion where the candidate demonstrates the ability to interact within a subtopic. This means developing the subtopic area and exploring it in some depth.

Discourse describes the exchange of opinion and information on a subtopic between the candidate and the teacher/examiner. In practice, this means that each participant addresses the points made by the other. The candidate and the Teacher/Examiner should respond appropriately to each other's input, whether that be a question, a comment, a remark. To reach the full range of the marking criteria there will be frequent examples of this level of discourse.

Development

Development means appropriately expanding on an idea and point of view. This can be in the form of justification, illustration, exemplification, clarification, comparison of the candidates' ideas and views.

- Please note:

Understanding – Stimulus specific should only be used to mark **Section A** of the oral test.

Understanding – General topic area should only be used to mark **Section B** of the oral test. Candidates should be able to demonstrate their knowledge about the GTA and express ideas and opinions relevant to their research.

When marking the oral exam, examiners are advised to immediately allocate a mark for Section A, prior to allocating marks for the rest of the test (Section B).

It is important that the PE and team leaders can see clearly the justification for marks awarded and examiners should note briefly on the OR1 form the reason for any caps which are applied in marking an oral test.

If a score of '0' is awarded for any of the assessment grids, the oral recording should be referred to your Team Leader.