



Pearson

Mark Scheme (Final)

Summer 2018

Pearson Edexcel GCE
In Spanish (6SP04) Paper 01
Research, Understanding and Written
Response

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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.

Research, Understanding and Written Response

Section A: Translation

Question 1

The translation into target language is allocated **10 marks**. The text for translation will be divided into **5 sections**. Each section is worth **2 marks**

Section	English	Target Language	Acceptable alternatives	Reject
1	<u>Parents don't know</u> whether having <u>access to</u> so much <u>technology</u> benefits their children or not.	Los padres no saben <u>si tener</u> acceso a <u>tanta</u> tecnología <u>beneficia o no a</u> sus hijos.	<u>si acceder a mucha</u> <u>tiene beneficios / ventajas para</u> sus hijos <u>o no favorece o no a es beneficioso o no</u>	<u>El padre</u> <u>Los parientes</u> <u>Padres</u> <u>(without Los)</u> <u>conocen</u> <u>saber</u> <u>si</u> <u>si teniendo</u> <u>habiendo</u> <u>si el acceso</u> <u>acceso para</u> <u>tanto</u>
2	Some people think that <u>young people</u> felt <u>happier</u> and <u>less</u> vulnerable before <u>social networks</u> appeared.	Algunos piensan que los jóvenes <u>se sentían</u> más felices y menos vulnerables <u>antes (de) que aparecieran</u> las redes sociales.	Algunas personas piensan Alguna gente piensa Hay gente que piensa <u>los adolescentes</u> <u>la gente joven</u> <u>la juventud</u> <u>eran / era</u> <u>se sentía</u> <u>más</u> contentos <u>antes de la llegada / aparición de</u> <u>apareciesen</u>	<u>los niños</u> <u>los críos</u> <u>se sintieron</u> <u>mas</u> <u>aparecían</u>
3	However, everybody is aware of the <u>many cases of cyberbullying</u> and its consequences.	Sin embargo, <u>todos son conscientes</u> de los muchos casos de abuso cibernético y <u>sus consecuencias</u> .	No obstante <u>todo el mundo / la gente es consciente</u> <u>todos están al tanto</u> <u>saben</u> <u>incidentes</u> <u>ciberacoso / acoso</u> <u>en línea</u> <u>sus efectos</u> <u>sus secuelas</u>	<u>muchos son</u> <u>conscientes</u>

4	Schools have been educating students on <u>this issue</u> , but <u>it seems that the problem</u> is getting worse.	Los colegios <i>han estado educando</i> a los estudiantes sobre este tema, pero parece que el problema <i>está empeorando</i> .	Los institutos / coles sensibilizando alumnos <u>el tema asunto / problema esta problemática al parecer</u> <i>está / es cada vez (va a) peor sigue empeorando</i>	Colegios (without los) <i>han sido está consiguiendo</i>
5	If parents understood the <u>dangers of the internet</u> better, they could teach their children how to stay <u>safe online</u> .	<i>Si</i> los padres <i>entendieran mejor</i> los peligros de Internet, <i>podrían enseñar(les)</i> a sus hijos cómo <i>permanecer seguros</i> en línea.	<i>comprendieran riesgos del Internet / de la Internet / de la red educar ... sobre mantenerse tener cuidado en línea</i>	<i>Si entendieron pudieron pueden quedarse</i>

Only essential accents are penalised – e.g. trabajo / trabajó when their omission or mistaken inclusion affects the clear transmission of essential information or complex language.

Essential information is **boldened** in the English text. Candidates **must** communicate essential information in order to access marks but this basic communication is not sufficient in itself. Marks will be awarded according to the quality and accuracy of the translation.

Complex elements are *italicised* in the target language text.

In assessing the candidate's performance, the descriptions detailed below will be used.

Each section will be awarded one of the marks shown.

2	Essential information and relevant details are conveyed clearly and accurately. Simple grammatical elements and lexis are well translated. Complex grammatical elements and lexis, including word order, are generally accurate.
1	Essential information is conveyed comprehensibly with some weaknesses in the use of language. Simple grammatical elements and lexis are generally acceptable. Complex grammatical elements and lexis are attempted with limited success.
0	Essential information is not conveyed due to errors in simple grammatical elements and lexis. Complex grammatical elements and lexis are unsuccessful if attempted at all.

TOTAL FOR SECTION A: 10 MARKS

Section B: Creative or Discursive Essay

Question 2: Below are suggested ideas for the essays. Candidates may well come up with entirely different material which will be rewarded on its merits as a response to the task.

Creative Essay

Question number	Question
Q2(a)	Mira la foto y escribe una conversación entre estas dos personas.
	Suggested Answer
	<p>Candidates are expected to write a conversation between the two people in the picture. Candidates need to look at the picture and use the elements presented there as part of the stimulus. This question will give the candidates the opportunity to write a dialogue and they may well produce idiomatic language.</p> <p>Answers will vary, but may deal with an argument or something unexpected for them. Be prepared for anything that makes sense and is imaginatively written.</p> <p>If candidates do not write a dialogue, i.e. they write in reported speech or in essay form, they will not be able to access the 10-15 mark bands for organisation and development.</p>
	Mark
	45

Question number	Question
Q2(b)	<p>Daniel y Leticia encontraron un teléfono móvil en el suelo al salir de la estación de tren. Como era muy tarde y no había nadie en la estación, decidieron recogerlo.</p> <p>Continúa la historia explicando lo que pasó después.</p>
	Suggested Answer
	<p>Candidates are expected to write about what happened after two friends find a mobile phone on the ground when they are leaving the station.</p> <p>This account will presumably be mostly narrative and should be written in the past. Answers will vary, but may deal with an unexpected event or revelation. Candidates may explain why the mobile phone was left there and what the friends decided to do with it after they picked it up.</p> <p>Be prepared for anything that makes sense and is imaginatively written.</p>
	Mark
	45

Question number	Question
Q2(c)	<p style="text-align: center;">PROTESTAS CONTRA LA MONARQUÍA</p> <p style="text-align: center;">¡No más dinero para la familia real!</p> <p>Escribe un artículo para un blog sobre recientes protestas en contra de la monarquía.</p>
	Suggested Answer
	<p>Candidates must write an article for a blog about recent protests against the monarchy. Candidates could refer to any reasons for the public to be protesting against the royal family, for example, the amount of money the royal family spends and the misuse of it. It should be presented in a journalistic style.</p> <p>Candidates should avoid writing a discursive essay stating the pros and cons of having a monarchy, without referring to a protest.</p>
	Mark
	45

Discursive Essay

Question number	Question
Q2(d)	<p>Los colegios deberían preparar a los jóvenes para enfrentar la presión de grupo. ¿Estás de acuerdo? Justifica tus opiniones.</p>
	Suggested Answer
	<p>Candidates must argue whether or not schools should prepare young people to face peer pressure. Candidates may argue that schools invest a lot of time and resources in teaching students about how to avoid, and deal with, bullying either from their peers or social media. They may also comment on the fact that schools give students plenty of opportunities to develop their self-esteem and character along with promoting positive role models.</p> <p>Candidates may argue that teachers avoid dealing with issues like peer pressure due to the many other responsibilities they already have; they could mention that schools rely on parents to teach their children about choosing their friends carefully and, therefore, do not give enough importance to this problem.</p> <p>Candidates should present clear, logical arguments and reach an informed conclusion.</p>
	Mark
	45

Question number	Question
Q2(e)	Nunca se puede estar totalmente preparado para reducir el impacto de los desastres naturales. ¿Qué opinas? Razona tus ideas.
	Suggested Answer
	<p>Candidates must explore whether or not it is ever possible to be fully prepared for natural disasters. They may argue that some governments invest little money in preventing disasters like floods, landslides, forest fires, etc. They may also comment that sometimes people choose to wait and deal with the issues when they happen, which may end up being cheaper or more expensive, depending on the actual disaster.</p> <p>Candidates could also explain that insurance companies earn a lot from premiums, so they could contribute to do some research or prevention work.</p> <p>Candidates could mention that governments already have campaigns educating people about how to interact more positively with their local environment in order to prevent certain disasters. Candidates could also mention how extensive research has led to more advanced strategies to predict and avoid natural disasters and, when unavoidable, to minimise their effect on the local community.</p> <p>Candidates could say that some natural disasters are unavoidable and unpredictable, so there is nothing that the governments can do. They could also refer to disasters caused by human action, like big companies causing oil spills, which cause environmental damage.</p> <p>They should present clear, logical arguments and reach an informed conclusion.</p>
	Mark
	45

Question number	Question
Q2(f)	La tecnología nos ayuda a tener una vida más saludable. ¿Estás de acuerdo? Justifica tus opiniones.
	Suggested Answer
	<p>Candidates must consider whether or not technology helps us to have a healthier life. Candidates may argue that people are less active and therefore less healthy because of their use of technology, for instance they spend more time in front of their TV, game consoles, computers, mobile phones and tablets; in many cases this leads to addiction and psychological problems. They could also comment on the fact that many people prefer to do things online, like shopping, socialising and gaming, which implies that they stay at home and avoid any physical activity.</p>

	<p>They could consider the benefits of technology, for instance how research and technological advances have improved the quality of life of many ill people. They may refer to how technological devices that promote fitness are more accessible at a lower cost to a wider market. They can also mention how people have more access to information about health and lifestyle through the internet, which results in people making more informed decisions. Finally, they could refer to games that promote a healthy lifestyle, and apps that encourage people to go out and exercise and in doing so socialise and lead a healthier lifestyle at a more holistic level.</p> <p>Candidates should present clear, logical arguments and reach an informed conclusion.</p>	
		Mark
		45

Question number	Question	
Q2(g)	<p>Los eventos globales promueven la unión entre los países. ¿Qué opinas? Razona tus opiniones.</p>	
	Suggested Answer	
	<p>Candidates must consider whether global events such as the Olympics promote unity among countries. They may mention that during those events, values such as tolerance and diversity are promoted and that they present excellent opportunities for countries to work together, especially those who are involved in political or social problems. They may also refer to the fact that, during these events people from all over the world focus their attention on something positive. Candidates may comment on how positive it is to learn about the culture of the country hosting those events as it is an opportunity to showcase the best about themselves.</p> <p>They could also explore the negative effects. For instance, they may mention expense of putting on these global events, political reaction and social pressure. Candidates could also comment on how corruption surrounding this kind of events could create conflict between countries.</p> <p>They must present clear, logical arguments and reach an informed conclusion.</p>	
		Mark
		45

TOTAL FOR SECTION B: 45 MARKS

Discursive Essay or Creative Writing Assessment Grids

Mark	AO2: Understanding and Response: Creative Writing
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

Mark	AO2: Understanding and Response: Discursive Essay
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

Mark	AO2: Organisation and development
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

Mark	AO3: Range and application of language
0	No rewardable range and application of language
1 - 2	Inadequate range of lexis and structures. Very limited ability to manipulate
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

Mark	AO3: Accuracy of the target language
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

Section C: Research-Based Essay

The following is a brief outline of what would be expected for each question. These notes will be developed for the Standardisation Meeting, and additional information supplied.

Candidates have to choose one of the possible essays and write 240 to 270 words in Spanish.

Candidates may come up with different material which will be rewarded on its merits as a response to the task.

Question number	Question
Q3(a)	<p>Región geográfica</p> <p>Describe el desarrollo económico de la región o ciudad que has estudiado y evalúa hasta qué punto ha tenido un efecto en el medio ambiente o en la sociedad.</p>
	Suggested Answer
	<p>Candidates must describe the economic development of the region or city that they have studied and evaluate to what extent it has had an effect on the environment or society. Candidates could talk about different industries, such as agriculture, manufacturing, construction and tourism. Candidates must be able to give a detailed, informed and supported presentation of the effect(s) of those developments on the environment or society.</p> <p>They must present clear, logical arguments and reach an informed conclusion.</p>
	Mark
	45

Question number	Question
Q3(b)	<p>Estudio histórico</p> <p>Identifica uno de los problemas de la época histórica que has estudiado y analiza el origen del problema.</p>
	Suggested Answer
	<p>Candidates must identify one of the problems in the historical period that they have studied and analyse its causes. Candidates should present clear evidence of why the problem mentioned was important in that particular historical period. They have to present clear evidence of what caused the problem. Candidates could explore the sociological, economic, political, cultural and even educational causes of this issue.</p>

	<p>For instance, a common historical period chosen by candidates is the Cuban revolution and the dictatorship. One of the problems they could analyse is the economic crisis during the <i>período especial</i>. Candidates could mention that the origin of this problem was Cuba's reliance on support from the Soviet Union, and how, due to its collapse, Cuba lost access to all the resources coming from there, such as oil, technological support and medicine.</p> <p>Candidates must avoid writing about more than one problem, but should analyse the causes of that problem.</p> <p>They must present clear, logical arguments and reach an informed conclusion.</p>	
		Mark
		45

Question number	Question	
Q3(c)	<p>Rasgos de la sociedad hispanohablante moderna</p> <p>Identifica un cambio político reciente en la sociedad hispanohablante que has estudiado y analiza sus consecuencias.</p>	
	Suggested Answer	
	<p>Candidates must choose a recent political change in the Spanish-speaking society that they have studied and analyse its consequences. Candidates should not refer to more than one political change, as this is unlikely to allow scope for in-depth analysis.</p> <p>It is important to emphasise the consequences of that change, as some candidates may only describe the change itself. The consequences presented could have affected society in different ways, i.e. social, financial, political, environmental, etc.</p> <p>They must present clear, logical arguments and reach an informed conclusion.</p>	
		Mark
		45

Question number	Question	
Q3(d)	<p>La literatura y las artes</p> <p>Identifica la(s) principal(es) técnica(s) estilística(s) y analiza su relación con los personajes de la obra que has estudiado.</p>	
	Suggested Answer	
	<p>Candidates must identify the main stylistic technique(s) and analyse the relationship to the characters in the work. Candidates can explore different stylistic techniques such as linguistic elements, rhetorical devices, time, plot, symbolism and points of view.</p>	

	<p>Those analysing a text or a play could comment on the genre, choice of language, syntax and imagery; whereas those analysing a film could focus on the genre, visual and audio elements.</p> <p>The evidence presented should show the relationship that these stylistic techniques have to the characters in the work. Candidates should refer to more than one character as this will allow them to explore the effect of the technique(s).</p> <p>They must present clear, logical arguments and reach an informed conclusion.</p>	
		Mark
		45

TOTAL FOR SECTION C: 45 MARKS

Research-Based Essay Assessment Grids

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.

Remember that candidates cannot gain more than 12 marks for Reading, Research and Understanding if there is no evaluation shown.

If an essay scores a mark of 0 for Reading, Research and Understanding (A02), e.g. if it is wholly irrelevant, then it will consequently score a mark of 0 for Organisation and Development (A02) and Quality of Language (A03). All such essays will be referred to the Team Leader.

TOTAL FOR PAPER: 100 MARKS

Unit 4 - Online Marking Annotations

The following annotations will be applied by examiners to the marking of candidates' responses for the essays in both Section B and Section C.

Content related:

IR = irrelevant or rubric misunderstood

GO = good organisation

PO = poor organisation

HD = highly developed

LD = poor or limited development

L = length; i.e. the essay is too long; also denoted by two vertical lines in text at point where marker stops reading

Language Related:

BE = basic errors

ME = major errors

GR = good range/attempting complex structures

LR = limited range

CSA = complex structure attempted

CSS = complex structure successful

VA = very accurate