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# **Mark Scheme (Results)**

Summer 2017

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

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Summer 2017

Publications Code 6SP04\_01\_1706\_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.

## Research, Understanding and Written Response

### Section A: Translation

#### 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
<b>1</b>	<b>My parents</b> gave me <b>tickets</b> for the Drama Festival and <b>I went</b> with my boyfriend.	Mis padres <i>me regalaron</i> entradas <i>para el</i> Festival de Teatro y fui con mi novio.	<i>me dieron</i> <i>me obsequiaron</i> <i>me dejaron</i> boletos billetes tiquetes mi amigo Festival (on its own) Fiesta Feria drama asistí	<b>parientes</b> <i>mi</i> <i>regalaron</i> <i>mí</i> <i>regalaron</i> por <b>fue</b> <b>fuimos</b> <b>any other</b> <b>past</b> <b>tenses</b> <b>atendí</b>
<b>2</b>	What <b>he liked</b> most was the variety of <b>themes</b> that were presented.	<i>Lo que más le gustó</i> (a él) fue la variedad de temas que <i>se presentaron</i> .	<i>La cosa que más</i> <i>Las cosas que más le gustaron</i> <i>Lo que le gustó más</i> <i>Lo que le encantó</i> <b>fascinó</b> <b>le gustaba</b> <b>le ha gustado</b> <b>problemas, asuntos, materias, cuestiones, temáticas</b> fueron los <b>temas</b> <i>fueron (re)presentados / interpretados</i> <i>se mostraron / interpretaron</i> <i>fueron mostrados</i> .	<b>Me gustó</b> <b>amó</b> <b>adoró</b> <i>lo más</i> <i>lo que más</i> <b>le encantó</b> <b>tópicos</b>
<b>3</b>	I don't think that there is <b>another festival</b> like this, although	No creo <i>que haya</i> otro festival como éste, aunque <i>se están volviendo</i> o cada	No pienso / opino <i>que exista</i> <b>ningún otro festival/fiesta/feria</b> así, similar, parecido como este sin embargo, pero <i>se están haciendo/tornando/convirtiendo</i> <i>están llegando a ser</i> <i>se hacen</i> <b>cada vez más</b>	<i>que esté</i> <i>que sea</i> <i>que hay</i> <i>(and any form of the indicative)</i> <b>un otro taller, gala, celebración, festejo,</b>

	gh they are becoming <b>more and more popular.</b>	vez más populares.	<i>son <b>más y más</b> / son <b>cada vez más reconocidos</b></i>	<b>festivo, acontecimiento mas popular</b>
<b>4</b>	<b>If</b> I had had more <b>time</b> I would have talked to <b>some of the actors</b> .	Si <i>hubiera tenido</i> más tiempo, <i>habría hablado</i> con algunos de los actores.	<i>hubiese tenido hubiera/hubiese hablado conversado charlado platicado entrevistado a</i> <b>algunos/unos actores algunas/unas actrices artistas/intérpretes</b>	<b>Sí</b> <i>había/habría tenido hubo tuvo</i> <b>algún actor</b>
<b>5</b>	When I go back <b>next year I hope</b> I can do that. It would be <b>great!</b>	<i>Cuando vuelva</i> el próximo año espero que pueda <i>hacerlo.</i> ¡Sería genial!	<i>cuando venga/regrese/retorne</i> <b>el año próximo/ que viene tengo la esperanza de espero poder hacerlo. espero poder hacer eso. pueda hacer eso. lo pueda hacer. ojalá pueda hacerlo maravilloso/fenomenal/guay/fantástico/chévere</b> <i>¡Estaría muy bien!</i>	<i>Cuándo voy atrás estaría</i> <b>bien bueno</b>

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 **emboldened** 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
Q02(a)	<p><b>Escribe una conversación entre Diego y la persona que le ha llamado.</b></p> <p><b>Write a conversation between Diego and the person who has called him.</b></p>
<b>Suggested Answer</b>	
	<p>Candidates are expected to write a conversation between Diego and the person who has called him. 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 Diego. 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>
	<b>Mark</b>
	<b>45</b>

Question number	Question
Q02(b)	<p><b>Marcela llegó a casa de Felipe muy emocionada y le pidió que la acompañara inmediatamente a la ciudad. Felipe aceptó de mala gana.</b></p> <p><b>Continúa la historia explicando lo que pasó después.</b></p> <p><b>Marcela arrived in Felipe's house very excited and asked him to go with her to the city immediately. Reluctantly, Felipe accepted.</b></p> <p><b>Continue the story explaining what happened next.</b></p>

<b>Suggested Answer</b>	
	Candidates are expected to write about what happened after Marcela arrived in Felipe's house. She was very excited and asked him to go with her into town, he agreed reluctantly. 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 Marcela was excited and why Felipe did not want to go to begin with. Be prepared for anything that makes sense and is imaginatively written.
	<b>Mark</b>
	<b>45</b>

<b>Question number</b>	<b>Question</b>
<b>Q02(c)</b>	<p style="text-align: center;"><b>¡ZOOLOGICO GRATIS DURANTE UN AÑO!</b></p> <p style="text-align: center;"><b>¡Una familia podrá ganar entrada gratis al zoológico durante todo el año!</b></p> <p><b>Escribe una carta al zoológico local explicando por qué tu familia debería ganar la entrada gratis por un año.</b></p> <p style="text-align: center;"><b>FREE ENTRY TO THE ZOO FOR A YEAR!</b></p> <p style="text-align: center;"><b>One family could win free entry to the local zoo for a whole year!</b></p> <p><b>Write a letter to the local zoo explaining why your family should win the free entry for a year.</b></p>
<b>Suggested Answer</b>	
	Candidates must write a letter to the local zoo to win a free membership for a year. The letter should justify the reasons why the candidate's family deserves or needs the membership. It should present creative arguments, such as a present for a brother or sister in the family, their feelings about animals, the popularity of the local zoo, a specific attraction, etc.
	<b>Mark</b>
	<b>45</b>



## Discursive Essay

Question number	Question
Q02(d)	<p><b>Las redes sociales tienen más riesgos que beneficios. ¿Estás de acuerdo? Justifica tus opiniones.</b></p> <p><b>Social media have more risks than benefits. Do you agree? Justify your opinions.</b></p>
<b>Suggested Answer</b>	
	<p>Candidates must argue whether or not social media have more risks than benefits.</p> <p><b>Risks:</b> Candidates may argue that not setting up privacy settings on social media correctly can have potentially devastating consequences (trolling, bullying, etc.). They may also comment on the fact that cyber bullies can take advantage of the fact that there is no one who can effectively stop the bullying when it happens, since there is a protective screen to hide the bully from the victim/s. They could also argue (positively or negatively) that a person can find out that their partner has cheated (or thought about cheating) on them. Finally, they might argue that frequently checking social media is a distraction and wastes time.</p> <p><b>Benefits:</b> Candidates may argue that social media allow freedom of speech and expression. They could mention that people may find support for their problems through others who share their experiences on social media. Finally, they might mention that people can more easily keep in touch with family/friends who are far away, or even make new friends using social media. Social media are used to promote events e.g. demonstrations, protests.</p> <p>Candidates should present clear, logical arguments and reach an informed conclusion.</p>
	<b>Mark</b>
	<b>45</b>

Question number	Question
Q02(e)	<p><b>Deberíamos considerar tratamientos alternativos para complementar la medicina convencional. ¿Qué opinas? Razona tus ideas.</b></p> <p><b>We should consider alternative treatments to complement conventional medicine. What do you think? Justify your arguments.</b></p>
<b>Suggested Answer</b>	
	<p>Candidates must explore the reasons why alternative treatments should be considered to complement conventional medicine. They may argue that alternative approaches such as relaxation techniques, yoga, organic food, herbal remedies, etc. are more effective and have fewer side effects than conventional medicine.</p> <p>Candidates could mention the cost of treatments and how they don't always work and how some people take advantage of other people's needs in order to make money. Candidates could also mention how extensive research has led to more advanced medical treatments.</p> <p>They should present clear, logical arguments and reach an informed conclusion.</p>
	<b>Mark</b>
	<b>45</b>

Question number	Question
Q02(f)	<p><b>Hoy en día el turismo es una amenaza para el medio ambiente. ¿Estás de acuerdo? Justifica tus opiniones.</b></p> <p><b>Nowadays tourism is a threat to the environment. Do you agree? Justify your opinions.</b></p>
<b>Suggested Answer</b>	
	<p>Candidates must consider whether or not tourism is a threat to the environment. Candidates may start by defining what constitutes a threat to the environment, e.g. fumes and pollution from travel, littering by tourists, destruction of landscape to create better locations for tourists.</p> <p>They could consider whether the benefits of tourism to certain areas may actually outweigh the threats, e.g. improved infrastructure leading to less damage to the environment, better economy for that area/people leading to improved care for the environment, and heightened awareness of parts of the world through tourism.</p>

	Candidates should present clear, logical arguments and reach an informed conclusion.	
		<b>Mark</b>
		<b>45</b>

Question number	Question	
<b>Q02(g)</b>	<p><b>Si no hay trabajo en tu país, lo mejor es buscar trabajo en el extranjero. ¿Qué opinas? Razona tus opiniones.</b></p> <p><b>If there are no jobs in your country, it is best to look for a job abroad. What do you think? Justify your opinions.</b></p>	
	<b>Suggested Answer</b>	
	<p>Candidates must consider whether working abroad is a good idea if there is not enough work in their home country. They may mention that there may be better/more opportunities in other countries for certain lines of work. They may also refer to the fact that the cost of living could be lower in other countries, thus making it easier to live there. Candidates may comment on how positive it would be to experience other cultures, or that you can learn another language by moving abroad.</p> <p>They could also explore the negative effects that working abroad could have, for instance, they may mention that it could be expensive and difficult to move abroad, that you may not know anyone there which would make settling in difficult. They may also refer to potential homesickness, and the fact that it will be difficult not seeing friends and/or family easily.</p> <p>They must present clear, logical arguments and reach an informed conclusion.</p>	
		<b>Mark</b>
		<b>45</b>

**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
Q03(a)	<p><b>Región geográfica</b></p> <p><b>¿Cuáles son las creencias religiosas de la gente de la región o ciudad que has estudiado? Explica el impacto que han tenido en la región o ciudad.</b></p> <p><b>What are the religious beliefs of the people of the region or city that you have studied? Explain the impact that they have had on the region or city.</b></p>
	<b>Suggested Answer</b>
	<p>Candidates must explain the impact of religious beliefs on the region or city they have studied. Festivals and traditions of the region or city can be explored as well, as long as the religious context is explicit. Candidates must be able to give a detailed, informed and supported presentation of the importance of religious beliefs in this area. The impact of these beliefs could be on any aspect(s) of the region/city, i.e. its economy, people, politics, beliefs, environment, etc.</p> <p>They must present clear, logical arguments and reach an informed conclusion.</p>
	<b>Mark</b>
	<b>45</b>

Question number	Question
Q03(b)	<p><b>Estudio histórico</b></p> <p><b>Identifica un evento importante de la época que has estudiado y evalúa sus consecuencias.</b></p>

	<b>Identify an important event in the historical period that you have studied and evaluate its consequences.</b>	
	<b>Suggested Answer</b>	
	<p>Candidates must identify a key event from the historical period they have studied and evaluate its consequences.</p> <p>The candidate should present clear evidence of how the key event mentioned developed, and why it is important; the consequences presented could have affected the society at different levels, i.e. social, financial, political, environmental, etc.</p> <p>Candidates must avoid talking about more than one event.</p> <p>They must present clear, logical arguments and reach an informed conclusion.</p>	
		<b>Mark</b>
		<b>45</b>

<b>Question number</b>	<b>Question</b>	
<b>Q03(c)</b>	<p><b>Rasgos de la sociedad hispanohablante moderna</b></p> <p><b>Describe un problema reciente en la sociedad hispanohablante que has estudiado y analiza sus causas.</b></p> <p><b>Describe a recent problem in the Hispanic society that you have studied and analyse its causes.</b></p>	
	<b>Suggested Answer</b>	
	<p>Candidates must choose a recent problem in the Spanish-speaking society they have studied and analyse the causes of this problem within that modern society. Candidates should not refer to more than one problem, as this will not allow them to analyse it in enough depth.</p> <p>It is important to emphasise the causes of that problem, as some candidates may only describe the problem itself. Candidates could explore the sociological, economic, political, cultural and even educational origins of this issue.</p> <p>The candidate has to present clear evidence of what caused the problem.</p> <p>They must present clear, logical arguments and reach an informed conclusion.</p>	
		<b>Mark</b>
		<b>45</b>

Question number	Question
Q03(d)	<p><b>La literatura y las artes</b></p> <p><b>Identifica un momento clave en la vida de uno de los personajes principales del texto / película / obra que has estudiado y explica cómo afectó al desarrollo de ese personaje.</b></p> <p><b>Identify a key moment in the life of one of the main characters in the text / film / play that you have studied and explain how this moment affected the development of this character.</b></p>
	<b>Suggested Answer</b>
	<p>Candidates must identify a key moment in the life of one of the main characters in the text/film/work they have studied and explain how this moment affected his/her development. Candidates can explore the physical, psychological and social impact that this key moment had on his/her life.</p> <p>The evidence presented should show the effect that this moment had on the development of the character throughout the work. Candidates may refer to different aspects of the character and how these change (or not) throughout the film/text, i.e. his/her beliefs, personality, attitude to life, relationships, behaviour, etc.</p> <p>They must present clear, logical arguments and reach an informed conclusion.</p>
	<b>Mark</b>
	<b>45</b>

**TOTAL FOR SECTION C: 45 MARKS**

Question number	Question
Q03	<b>This is for the Research Based Essay.</b>
	<b>Mark</b>
	<b>45</b>

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 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 organization

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