



Pearson

Mark Scheme (Results)

Summer 2018

Pearson Edexcel GCE

In Spanish (6SP01) Paper 1B

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2018

Publications Code 6SP01_1B_1806_MS*

All the material in this publication is copyright

© Pearson Education Ltd 2017

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.

TOPIC AREA: YOUTH CULTURE AND CONCERNS

STIMULUS 1 (Teacher/Examiner version)

Las jóvenes y los videojuegos

3(a) En tu opinión, ¿los padres deben controlar el uso que sus hijos hacen de los videojuegos? ¿Por qué (no)?

Candidates could agree and give reasons such as it being a waste of time that prevents young children from playing more active games and socialising. Or they could disagree and say that games are now more interactive online and a good way to relax. They could say that it depends on the age of the child and the kind of game they play. Parents should check the content of the games and follow parental guidance.

4a Aparte de los videojuegos, ¿qué otras tecnologías son populares hoy? Y ¿por qué?

Candidates can mention any other technology, such as tablets and smart phones, and explain why they are popular. For example, social networks as a way to share information and photos with friends and stay in touch or organise their social lives.

3b. ¿Crees que los videojuegos fomentan la violencia en los jóvenes que los utilizan? ¿Por qué (no)?

Candidates can agree that they can provoke violence, as the content of the majority of games are violent and involve the use of weapons. They could also disagree and say that this idea has been proven incorrect and that they are simply a way to release tension and relax.

4b. . En tu opinión, ¿cuáles son las ventajas del uso de la tecnología?

Candidates could mention the speed of acquiring information and the ease with which they can contact friends and family from anywhere, or any other advantage of new technology. They could also say that they do not believe it has any.

El papel de los abuelos en la familia

3ª ¿Crees que los abuelos juegan un papel importante en la vida de la familia? ¿Por qué (no)?

Students can either agree or disagree. They can say that grandparents are very important as they provide support (and often money) to help their grandchildren. Equally, they can say that they are less important now because they often live far away and cannot help out with daily activities in the same way as in the past.

4(a) En tu opinión, aparte de los abuelos ¿a quiénes valoran los jóvenes hoy?

Students can say that young people value their friends, their siblings, their parents, their teachers or famous people. They may mention that friends have become the new family for many young people who consult their friends online more than they talk with their parents. Others may say that family is highly valued, as they will always be there and won't ever change, leave or let you down.

3b. ¿Crees que es una buena idea que los abuelos vivan con la familia? ¿Por qué (no)?

Students may mention that it is a good idea because they can help look after children, do babysitting and provide a different perspective to parents. Equally, the grandparents can be looked after in their old age. They could also say that grandparents would interfere and that homes today are too small for so many people living under the same roof.

4b. Aparte de la familia ¿qué otras cosas valoran los jóvenes de hoy?

Students can mention anything at all that young people value, from technology to friends, as long as they move away from family. They should discuss what young people value most and offer reasons. They could, for example, say that young people value their technology because it is a way of staying in touch with friends and provides access to music, videos, the internet and much more.

Las tapas en España

1. En tu opinión, ¿crees que ir de tapas es una costumbre saludable? ¿Por qué (no)?

3a ¿Crees que ir de tapas es una costumbre saludable? ¿Por qué (no)?

Students can agree or disagree. They could talk about sharing meals being good for your mental health due to the social aspect of tapas. Equally, they could disagree and say that it encourages you to eat more and more. They could mention that tapas are part of the Mediterranean diet and healthy, e.g. fish is often used and portion sizes are small. Or they could say that fried food is often served accompanied by alcohol, which is not so good for your health.

4a ¿Crees que los jóvenes comen bien hoy en día? ¿Por qué (no)?

Students can agree or disagree. They could mention that some are interested in healthy foods and pay special attention to avoiding unhealthy fast foods. Equally, they could say that they eat a lot of fast foods because it is quick, easy and cheap.

3b ¿Crees que es mejor comer en casa o comer fuera? ¿Por qué?

Students could mention that eating at home is better because it is cheaper and possibly healthier and you are more likely to control what you are eating. Equally, they could say that eating out is more of a treat, there is no need to prepare or wash up, there is a greater variety and it is more sociable.

4b ¿Crees que los jóvenes se preocupan por su salud hoy en día? ¿Por qué (no)?

Students can agree or disagree. They could mention that some are interested in healthy foods and pay special attention to avoiding unhealthy fast foods. Equally, they could say that they eat a lot of fast foods because it is quick, easy and cheap. Students can mention sport and keeping fit and any other aspects of a healthy life. They could say that they have other things to worry about like exams, jobs etc.

Los Juegos Olímpicos de Río 2016

3a ¿Crees que los Juegos Olímpicos animan a la gente a hacer más deporte? ¿Por qué (no)?

Students can either agree or disagree, mentioning arguments for and against. They could include ideas such as seeing sport on TV and how successful athletes can inspire young people with an interest in that sport to work harder. They could also say that many people enjoy watching sport but do not play the sport themselves. They could say that the impact of the Olympics is huge because the government are encouraged to invest more in local facilities around the country.

4 (a) En tu opinión, ¿Qué necesitan hacer los jóvenes para mantenerse sanos?

Students can mention anything that can help young people keep fit and healthy. This can include sport, but may also include what they eat and drink. They could say that young people could eat more healthily and avoid certain foods like junk food and alcohol. They could also mention physical and mental health and how activities like going out with friends and joining clubs can help young people stay fit and well.

3b ¿Crees que eventos como los Juegos Olímpicos tienen un impacto positivo para una nación? ¿Por qué (no)?

Students can agree or disagree. They could say that events like the Olympics are important because they bring the country together and it is a chance to put political and other opposing beliefs behind them and united with a common goal – to see their country's athletes win. They can disagree and mention the politics involved in such events, from the selection process to the attendance at the games, and the violence often associated with some fans who attend them. Equally, they could say that they encourage people to take part in more sport or that they are a waste of money. They may talk about the legacy of the Olympics.

4b ¿Crees que los jóvenes de hoy hacen suficiente deporte? ¿Por qué (no)?

Students could agree and say that this generation of young people are more aware than ever of the dangers of leading sedentary lives and that most young people play a lot of sport. They could disagree and say that new technology encourages young people to stay indoors, communicate via new technologies and play computer games.

TOPIC AREA: THE WORLD AROUND US

STIMULUS 1 (Teacher/Examiner version)

Las bicis “Boris” de Londres

3(a) En tu opinión, ¿cuáles son las desventajas de montar en bicicleta?

Students could mention any disadvantage of riding bikes such as the danger on the roads, especially in big cities, the air pollution and even theft of bicycles.

4(a) En tu opinión, aparte de montar en bici, ¿qué podemos hacer para proteger el medio ambiente?

Candidates can mention any way that the environment can be protected, except using bicycles. This could include using public transport, rather than the car, to reduce air pollution. Saving water, recycling and even participating in green tourism could also be mentioned

3b ¿Es muy popular el uso de la bicicleta entre los jóvenes? ¿Por qué (no)?

This will be a very personal answer and should allow the candidate to say whether bikes are popular with young people, giving a reason. For example, they could agree because they live in a rural location and this is the ideal way to travel. However, they could disagree because other forms of public transport are better, such as trams and buses.

4b En tu opinión, ¿la mayoría de la gente está interesada en la protección del medio ambiente? ¿Por qué (no)?

Candidates can disagree because people do not think about the environment when flying or going on holiday. They may mention that driving is convenient and it takes too much effort to recycle. In contrast, they may agree because public awareness is greater today and celebrities highlight this as an important issue nowadays. It has become part of normal life, such as buying a plastic bag in the supermarket, using unleaded petrol etc.

TOPIC AREA: THE WORLD AROUND US

STIMULUS 2 (Teacher/Examiner version)

La energía eólica

3(a) ¿Cuáles son los aspectos negativos de la energía eólica?

Students will have to mention any negative aspects of using wind energy. They may mention ideas such as the controversial nature of the location of some of the wind turbines, the destruction of nature due to their installation and the harm to wildlife such as birds. The storage of this kind of energy and the difficulties this can sometimes present could also be mentioned.

4(a) En tu opinión, ¿cuáles son las ventajas de usar energías renovables?

Students can mention any other forms of renewable energy and explain their advantages. For example, they could mention that solar energy is good, especially in hotter countries like Spain, because they provide a cheap source of clean energy with relatively little outlay. They could mention that renewable energies do not use up the world's resources and are limitless.

3b En tu opinión, ¿por qué en algunos países no se aprovecha la energía eólica?

Candidates would have to suggest reasons for not exploiting wind energy in some countries. This could include mentioning public opinion and the controversy over the location of the plants, as well as the cost of their installation and climate conditions.

4b Aparte de usar la energía renovable, ¿cómo podemos proteger el medio ambiente?

Candidates can mention any way that the environment can be protected, except using renewable energy. This could include using public transport rather than the car to reduce air pollution. Saving water, recycling and even participating in green tourism could also be mentioned

TOPIC AREA: EDUCATION AND EMPLOYMENT

STIMULUS 1: (Teacher/Examiner version)

La incorporación masiva de la mujer al mundo laboral

3(a) En tu opinión, ¿por qué es el teletrabajo una buena solución para algunas personas?

Students must give reasons for teleworking being a good option for some people. These could include providing a flexible working day to work around child care needs, enabling disabled workers to work from the comfort of their own home, providing a quiet place to work, away from open plan offices, and reducing commuting time, costs and also the need for large meeting rooms.

4(a) ¿Te preocupa la situación del desempleo hoy en día? ¿Por qué (no)?

They can agree and say that they are worried about the unemployment situation and whether it is important to go to University today if they will end up with a large debt and no job. Or they could disagree and say that, hopefully, the situation will have changed by the time they leave education. They could also say that they haven't experienced any issues with unemployment in their area or that people can always find work if they try hard enough.

3b En tu opinión, ¿existe la igualdad de género en el mundo laboral de hoy? ¿Por qué (no)?

They could agree and say that, to some degree, gender equality exists in that there are now laws in place to protect women's rights in the work place and more women are choosing to study at University and do get high powered jobs in the West. They could also disagree and mention the salary divide between men and women, which still exists in many fields of work, and the fact that in other countries women do not have the same rights as men. They may give specific examples and mention the imaginary glass ceiling.

4b ¿Crees que el sistema educativo te prepara bien para el mundo laboral? ¿Por qué (no)?

They could mention any transferable skills learnt at school that they think employers are looking for today, such as team work and independent working. They could also mention the subjects which they consider are most useful and vocationally orientated. Equally, they could highlight the failings of school curricula or suggest changes or improvements that would help, such as compulsory and better work experience and the elimination of some subjects.

TOPIC AREA: EDUCATION AND EMPLOYMENT

STIMULUS 2: (Teacher/Examiner version)

Escuelas en países en vías de desarrollo

3a ¿Crees que todos los niños tienen las mismas oportunidades educativas en tu país? ¿Por qué (no)?

Students can agree or disagree and say that there is or there is not equality of opportunity in education in their country. They could mention gender equality, but also other forms of inequality such as race, and financial. They could, for example, talk about better opportunities for children who attend private schools, or for some people who live close to better schools or grammar schools.

4(a) ¿Crees que los estudios universitarios garantizan un buen trabajo? ¿Por qué (no)?

Students may disagree because of the high unemployment rate and the way that degree courses are not sufficiently orientated towards preparing students for the world of work. Many graduates are unemployed. For some jobs a University degree is not required and work experience is better. Equally, they could mention that some jobs like medicine and law require a high level of academic training.

3b. ¿Es importante ayudar con proyectos educativos en países pobres? ¿Por qué (no)?

Students can either agree or disagree with the importance of taking part in a project to help improve education in poorer countries. They could mention fund raising that they know of, that is undertaken in their school or area. They could equally say that more investment is needed in our own education system and that money is not available to help schools overseas.

4b. En tu opinión, ¿son justas las altas matrículas universitarias? ¿Por qué (no)?

Students can agree that high University fees are justified in that Universities were not able to sustain development and provision with the cuts they endured from government subsidies. They could also argue that it is not fair to make the young pay for their education, as later on they would be paying taxes and this should be their way of paying back to society. Loans are another form of discrimination against the less well off.