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## Mark Scheme (Results)

Summer 2021

Pearson Edexcel International GCSE  
In Spanish (4SP1)  
Paper 02 Reading and Writing

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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.

Question Number	Answer	Mark
1 (a)	A	(1)
1 (b)	A	(1)
1 (c)	B	(1)
1 (d)	C	(1)
1 (e)	D	(1)
1 (f)	D	(1)

Question Number	Answer	Mark
2 (a)	L	(1)
2 (b)	G	(1)
2 (c)	E	(1)
2 (d)	K	(1)
2 (e)	D	(1)
2 (f)	J	(1)

Question Number	Answer	Mark
3	A - Lubna	(1)
	B - Amir	(1)
	C - Patricia	(1)
	D - none	(0)
	E - Patricia, Amir	(2)
	F - Patricia, Amir	(2)
	G - Lubna	(1)

*Bracketed items are not essential. Underlined items must be present for a mark to be awarded. Accept targeted lifts, reject untargeted lifts.*

Question Number	Answer	Accept	Reject	Mark
4(a)	Navidad <u>San</u> Fermín	Período(s) navideño(s)	Otras fiestas	(1)
		Navideños/ Navideñas	festivales	(1)
		Los sanfermines		
4(b)	Silla de ruedas		Una silla	(1)

			ruedas	
<b>4(c)</b>	Medianoche	12 Las doce	Medianoche if followed by a contradictory numerical time, e.g. "medianoche/ 22:00"	<b>(1)</b>
<b>4(d)</b>	Cerca del parque	(Una) calle  Fuera del parque	(En) el parque	<b>(1)</b>
<b>4(e)</b>	7/ siete	Una semana		<b>(1)</b>
<b>4(f)</b>	Llaves  <b>AND</b>  guantes	Monederos  Targeted lift: Las llaves y los guantes son lo que más a menudo se pierde = 2 marks	Carnet de identidad  Teléfono  Silla de ruedas	<b>(1)</b>  <b>(1)</b>
<b>4(g)</b>	Correo electrónico  Ir a la comisaría	En línea (Por) email  En persona  Yendo a la comisaría	Teléfono  Describir el objeto y dar tu número de teléfono (unless followed by "por correo electrónico o yendo a la comisaría")	<b>(1)</b>  <b>(1)</b>

*Accept incorrect grammar and spelling as long as the message is communicated without ambiguity.*

<b>Question Number</b>	<b>Answer</b>	<b>Accept</b>	<b>Reject</b>	<b>Mark</b>
<b>5(a)</b>	(Es/ hay)(lo) bueno y (lo) malo <i>(needs idea of both good and bad)</i>	Cosas buenas y cosas malas  Muchas cosas y también algo malo	Puede enseñar algo mejor  <i>Untargeted lift:</i> lo que puede enseñarse en	<b>(1)</b>

		cosas positivas y negativas	un colegio, y mejor <i>Untargeted lift:</i> también (se aprende) algo malo (unless it comes after an idea of something else being taught)	
<b>5(b)</b>	Los vecinos no podían verlos  <b>And</b> Estaban al aire libre	<i>Accept present tense or infinitive</i> (Estaban) protegidos <u>de los ojos de los vecinos</u>  Era (un lugar) privado  Nadie podía verlos  Estaban escondidos  (Respiraban/respirar/respirando) aire limpio  A causa del/ debido al/ hay/tienen aire limpio  El aire estaba limpio	Es donde hacen/ pueden hacer los ejercicios	<b>(1)</b>         <b>(1)</b>
<b>5(c)</b>	Su tío dice "suficiente"  <b>Or</b> Juanito está/ parece cansado	(Su tío piensa que) ha(n) hecho suficiente/ bastante  Juanito está sudando/suda	El anciano/tío limpia la cara de Juanito (without idea of sweating or tiredness)	<b>(1)</b>

		Juanito tiene la cara cansada/ un aspecto cansado		
<b>5(d)</b>	Está (muy) delgado  <b>Or</b>  Está sucio	Es (muy) delgado  Es sucio  Está buscando una nueva casa  (Piensa que) ha encontrado donde vivir	<i>Untargeted lift:</i> Aquel animal sucio	<b>(1)</b>
<b>5(e)</b>	Con sus ojos/ la mirada  <b>And</b>  Con la boca/ la cara/ la expresión	Targeted lift: miraba a Juanito con ojos que brillaban y la boca sonriendo = 2 marks	El perro se sentó a los pies del niño	<b>(1)</b>  <b>(1)</b>
<b>5(f)</b>	Amigable/ amistoso  <b>Or</b>  Cariñoso/ amoroso  <b>Or</b>  Simpático/ amable	tiene el amor en el corazón  confía en las personas  valiente  feliz / contento/ alegre  optimista  tranquilo	Con ojos que brillaban  Triste  Tiene miedo  Answers that begin with a physical description, e.g. es delgado y cariñoso ( <i>order of elements</i> )	<b>(1)</b>
<b>5(g)</b>	Ha encontrado un amigo  <b>And</b>  Ha encontrado donde vivir/ una casa	Ha encontrado un amigo y donde vivir = 2 marks  Piensa que Juanito es un	He encontrado un buen amigo ( <i>ambiguous</i> )  Es/era un buen amigo	<b>(1)</b>  <b>(1)</b>

		amigo/No tiene miedo (a Juanito)/ confía en Juanito	<i>(ambiguous subject)</i> Juanito es su dueño	
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Question Number	Communication and Content
6	<p>The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> <li>• salud</li> <li>• mis amigos</li> <li>• televisión</li> <li>• ayer</li> </ul> <p>Maximum of 4 if one bullet not addressed.  Maximum of 3 if two bullets not addressed.  Maximum of 2 if three bullets not addressed.  Candidate scores 0 if no bullets have been addressed.</p>
Mark	Descriptor
0	No rewardable material.
1	<ul style="list-style-type: none"> <li>• Isolated examples of relevant information.</li> <li>• Only isolated words and phrases are communicated, as appropriate to the task.</li> <li>• Only isolated items are comprehensible.</li> </ul>
2	<ul style="list-style-type: none"> <li>• The response contains little relevant information with limited use of detail. There may be repetition.</li> <li>• Expresses simple ideas and opinions, as appropriate to the task.</li> <li>• Just about comprehensible overall but with sentences that are mostly unconnected.</li> </ul>
3	<ul style="list-style-type: none"> <li>• The response contains some relevant information with occasional use of detail.</li> <li>• Begins to show ability to express ideas and opinions and to inform, as appropriate to the task.</li> <li>• Coherent overall but logical flow and sequence of ideas is intermittent, which impedes clarity.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Some detail and mostly relevant response to the task.</li> <li>• Shows some evidence of ability to express ideas and opinions and to describe, or inform, as appropriate to the task.</li> <li>• Coherent with logical flow and sequence of ideas, though there may be some lapses.</li> </ul>
5	<ul style="list-style-type: none"> <li>• Detailed and fully relevant response to the task.</li> <li>• Shows a clear ability to express ideas and opinions and to describe or inform, as appropriate to the task.</li> <li>• Coherent with logical flow and sequence of ideas.</li> </ul>

Question Number	Linguistic knowledge and accuracy
6	Candidate scores 0 if no bullets have been addressed.
Mark	Descriptor
0	No rewardable language.
1	<ul style="list-style-type: none"> <li>• Isolated examples of target language vocabulary and structures.</li> <li>• Uses very basic language to write words and phrases.</li> <li>• Isolated examples of accurate language.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Uses very familiar and predictable vocabulary and structures, often repetitive.</li> <li>• Uses simple, familiar and predictable language to write short sentences or phrases.</li> <li>• Occasional correct phrases but frequent misspellings, inaccurate genders and incorrect verb forms.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Uses familiar and predictable vocabulary and structures.</li> <li>• Some evidence of manipulation of language to produce sentences but this is not sustained.</li> <li>• Sometimes accurate in using straightforward language but there are major errors with verbs and tenses.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Tends towards use of familiar and predictable vocabulary and structures.</li> <li>• Some evidence of manipulation of language to produce sentences.</li> <li>• Mostly accurate with some minor errors, e.g. spellings, genders and agreements and an occasional major error, e.g. with verbs and tenses.</li> </ul>
5	<ul style="list-style-type: none"> <li>• Uses a range of vocabulary and grammatical structures.</li> <li>• Language manipulated to produce fluent sentences.</li> <li>• Very accurate with only isolated minor errors, e.g. spellings, genders and agreements.</li> </ul>

*There is no requirement for candidates to set out their answer as an email, article or blog.*

Question Number	Communication and Content
<b>7</b>	<p><b>(a)</b> The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> <li>• por qué tu tío(-a) debería visitar la ciudad</li> <li>• lo que tú hiciste la última vez que visitaste la ciudad</li> <li>• un problema en esta ciudad</li> <li>• cómo cambiará el centro de la ciudad en el futuro.</li> </ul> <p><b>(b)</b> The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> <li>• el tiempo que hace hoy</li> <li>• lo que tú hiciste la última vez que hizo mal tiempo</li> <li>• tu opinión sobre el verano en tu región</li> <li>• cómo cambiará el clima en el futuro.</li> </ul> <p><b>(c)</b> The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> <li>• lo que hiciste ayer con tu mejor amigo(-a)</li> <li>• algo que hace tu amigo(-a) que no te gusta</li> <li>• tu opinión sobre la importancia de los amigos</li> <li>• cómo ayudarás a tu amigo(-a) la semana próxima.</li> </ul> <p>Maximum of band 7-8 if one bullet not addressed.            Maximum of band 5-6 if two bullets not addressed.            Maximum of band 3-4 if three bullets not addressed.            Candidate scores 0 if no bullets have been addressed.</p>

Mark	Descriptor
0	No rewardable material.
1-2	<ul style="list-style-type: none"> <li>• The response shows minimal ability to express ideas relevant to the narrative, report or description required, and ideas hardly follow a logical sequence.</li> <li>• The response is rarely coherent and there is so much digression that the overall theme or purpose of the piece is greatly obscured.</li> </ul>
3-4	<ul style="list-style-type: none"> <li>• The response shows some basic ability to express ideas in a form that would be comprehensible to a sympathetic native reader, with only occasional evidence of ideas following a logical sequence.</li> <li>• The response is occasionally coherent and, while there is some digression, the theme or purpose is generally clear.</li> </ul>

5-6	<ul style="list-style-type: none"> <li>• The response shows a moderate ability to express ideas in a form that would be comprehensible to a sympathetic native reader, and some evidence of ideas following a logical sequence.</li> <li>• The response is sometimes coherent and there is digression from the topic but the overall theme or purpose is clear.</li> </ul>
7-8	<ul style="list-style-type: none"> <li>• The response shows a good ability to express ideas in a form that would be comprehensible to a sympathetic native reader, with much evidence of ideas following a logical sequence.</li> <li>• The response is mostly coherent and while there may be occasional ambiguity or digression from the theme, these appear to be aberrations in an otherwise pertinent response.</li> </ul>
9-10	<ul style="list-style-type: none"> <li>• The response shows an excellent ability to express ideas in a logical sequence and errors do not interfere with comprehension for a sympathetic native speaker.</li> <li>• The response is entirely coherent and while there may be minor ambiguities or digression from the theme, the response is confident, fluent, pertinent and purposeful.</li> </ul>
<b>Question number</b>	<b>Linguistic knowledge and accuracy</b>
<b>7</b>	
<b>Mark</b>	<b>Descriptor</b>
0	No rewardable material.
1-2	<ul style="list-style-type: none"> <li>• Very limited range and variety of vocabulary and grammatical structures, use of only one tense, with a high degree of repetition.</li> <li>• Very little evidence of correct spelling, verb formation, gender and agreement.</li> </ul>
3-4	<ul style="list-style-type: none"> <li>• Narrow range of vocabulary and grammatical structures, and a possible attempt at a second tense, though with a significant amount of repetition.</li> <li>• Occasional evidence of correct spelling, verb formation, gender and agreement.</li> </ul>
5-6	<ul style="list-style-type: none"> <li>• Satisfactory range of vocabulary and grammatical structures, and unsteady use of two tenses, though with some noticeable repetition.</li> <li>• Some evidence of correct spelling, verb formation, gender and agreement.</li> </ul>
7-8	<ul style="list-style-type: none"> <li>• Good range of vocabulary and grammatical structures, and secure use of at least two tenses, with little noticeable repetition.</li> <li>• Significant evidence of correct spelling, verb formation, gender and agreement.</li> </ul>
9-10	<ul style="list-style-type: none"> <li>• Excellent range of vocabulary and grammatical structures, and secure use of at least three tenses, including some complex lexical items and no noticeable repetition.</li> <li>• Very strong evidence of correct spelling, verb formation, gender and agreement.</li> </ul>

<b>Question Number</b>	<b>Answer</b>	<b>Accept</b>	<b>Reject</b>	<b>Mark</b>
<b>8 (a)</b>	primer			<b>(1)</b>
<b>8 (b)</b>	acompañó		acompañó	<b>(1)</b>
<b>8 (c)</b>	nuevos			<b>(1)</b>
<b>8 (d)</b>	pequeña	pequena		<b>(1)</b>
<b>8 (e)</b>	estudiábamos	estudiabamos		<b>(1)</b>
<b>8 (f)</b>	va		irá	<b>(1)</b>
<b>8 (g)</b>	estudiará		va a estudiar estudiara	<b>(1)</b>
<b>8 (h)</b>	gustan	gustarán	gustaran	<b>(1)</b>
<b>8 (i)</b>	entiende	entenderá entendera		<b>(1)</b>
<b>8 (j)</b>	prepararse		preparar	<b>(1)</b>

