GradeMax



Mark Scheme (Results)

Summer 2017

Pearson Edexcel International Advanced Level
In Spanish Advanced Subsidiary (WSP02) Unit 2
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.

SECTION A

Question Number	Answer	Mark
1 (a)	D	**(1)**

Question Number	Answer	Mark
1 (b)	C	**(1)**

Question Number	Answer	Mark
1 (c)	B	**(1)**

Question Number	Answer	Mark
1 (d)	A	**(1)**

Question Number	Answer	Mark
2 (a)	A	**(1)**

Question Number	Answer	Mark
2 (b)	C	**(1)**

Question Number	Answer	Mark
2 (c)	B	**(1)**

Question Number	Answer	Mark
2 (d)	C	**(1)**

Question Number	Answer	Mark
3 (a)	reducido	**(1)**

Question Number	Answer	Mark
3 (b)	motivación	**(1)**

Question Number	Answer	Mark
3 (c)	el crimen	**(1)**

Question Number	Answer	Mark
3 (d)	gobiernos	**(1)**

Question Number	Answer	Accept	Reject	Mark
4 (a)	One of: • (bastante/muy) emocionado • Le embarga la emoción			**(1)**

Question Number	Answer	Accept	Reject	Mark
4 (b)	(habrá) (dos) One of: • nuevas canciones • canciones inéditas			**(1)**

Question Number	Answer	Accept	Reject	Mark
4 (c)	Both: • Le da la oportunidad de dar/ comunicar su mensaje / Puede decir lo que quiere • Puede ser alguien diferente			**(2)**

Question Number	Answer	Accept	Reject	Mark
4 (d)	Para cuidar/ descansar/ proteger su voz			**(1)**

Question Number	Answer	Accept	Reject	Mark
4 (e)	(porque dice) … One of : • que **sólo** era una distracción • Así se acaba la historia			**(1)**

Question Number	Answer	Accept	Reject	Mark
4 (f)	Cómo amigos	Cómplices / camaradas		**(1)**

Question Number	Answer	Accept	Reject	Mark
4 (g)	Con métodos tradicionales / tradicionalmente	Sin utilizar tecnologías modernas		**(1)**

SECTION B

Question Number	Answer	Mark
5 (a)	B	**(1)**

Question Number	Answer	Mark
5 (b)	C	**(1)**

Question Number	Answer	Mark
5 (c)	B	**(1)**

Question Number	Answer	Mark
5 (d)	C	**(1)**

Question Number	Answer	Mark
5 (e)	D	**(1)**

Question Number	Answer	Accept	Reject	Mark
6 (a)	One of: • Productos naturales • Cien por ciento natural • Productos sin aditivos		'natural' 'Productos alimentarios'	**(1)**

Question Number	Answer	Accept	Reject	Mark
6 (b)	Usan frases como 'come bien, siéntete bien'	No sabemos porque solo es publicidad		**(1)**

Question Number	Answer	Accept	Reject	Mark
6 (c)	No entiende/sabe lo que es natural	Anything which relates to the author not knowing when a product is natural.	'No sabe/entiende' without a subject	**(1)**

Question Number	Answer	Accept	Reject	Mark
6 (d)	Any two of: • Crían • Cultivan • Manipulan • Cocinan • Preparan + object for each	Infinitive forms of verbs.	'Intervencion' without clarification	**(2)**

Question Number	Answer	Accept	Reject	Mark
7 (a)	Any one of: • Ayuda con su desarrollo / a desarrollar • Para adquirir competencias (la adquisición			**(1)**

Question Number	Answer	Accept	Reject	Mark
7 (b)	el 40% de los niños/ tantos niños de menos de dos años utilizan tabletas (regularmente)	40% de los menores de dos años accede de manera habitual a las tabletas		**(1)**

Question Number	Answer	Accept	Reject	Mark
7 (c)	Es/ Será muy importante / esencial / clave	Que todos los trabajos impliquen uso de la tecnología		**(1)**

Question Number	Answer	Accept	Reject	Mark
7 (d)	Any two of: • Situar/ poner los dispositivos en espacios comunes • Educar a los hijos cómo tratar a los demás • Vigilar la selección de juegos • Regular el tiempo de uso			**(2)**

Question Number	Answer	Accept	Reject	Mark
7 (e)	Deben ser un ejemplo			**(1)**

Question Number	Answer	Accept	Reject	Mark
7 (f)	Both • Hay pocos jóvenes adictos/El riesgo es pequeño • Se preocupan más por no estar conectado			**(2)**

Question Number	Answer	Accept	Reject	Mark
7 (g)	<u>dice que/ considera que / opina que /</u> <u>sugiere que</u> Any two of: • les ayuda con desarrollar habilidades • la toma de decisiones • analizar datos • observar • solucionar problemas • deben interactuar con los dispositivos			**(2)**

Question Number	<u>Answer</u>	Accept	**Reject**	**Mark**
8 (a)	repasa repasará			**(1)**

Question Number	Answer	Accept	Reject	Mark
8 (b)	pueden/podrían			**(1)**

Question Number	Answer	Accept	Reject	Mark
8 (c)	aconseja/ aconsejará/ aconsejó			**(1)**

Question Number	Answer	Accept	Reject	Mark
8 (d)	enseñar/ enseñando/ enseñarles			**(1)**

Question Number	Answer	Accept	Reject	Mark
8 (e)	segura			**(1)**

Question Number	Answer	Accept	Reject	Mark
8 (f)	sean			**(1)**

Question Number	Answer	Accept	Reject	Mark
8 (g)	personales			**(1)**

Question Number	Answer	Accept	Reject	Mark
8 (h)	pierden / perderán			**(1)**

Question Number	Answer	Accept	Reject	Mark
8 (i)	ellos			**(1)**

Question Number	Answer	Accept	Reject	Mark
8 (j)	se agravará			**(1)**

SECTION C

Question Number	Content and communication (AO1)	
9	Candidates must cover: • qué tipo de persona es un buen modelo a seguir, en tu opinión • si piensas que los famosos son siempre modelos apropiados • cómo elegiste un modelo cuando eras más joven • cómo podría ayudar a tu primo tener un modelo	
Level	Mark	Descriptor
	0	• No rewardable material.
Level 1	1–4	• The candidate has shown minimal ability to express ideas relevant to the narrative, report or description required, and ideas hardly follow a logical sequence. • The piece is rarely coherent and there is so much digression that the overall theme or purpose of the piece is greatly obscured.
Level 2	5–8	• The candidate has shown some basic ability to express ideas in a form that would be comprehensible to a native reader, with only occasional evidence of ideas following a logical sequence. • The piece is occasionally coherent and while there is some digression from the topic, the overall theme or purpose is generally clear.
Level 3	9–12	• The candidate has shown a moderate ability to express ideas in a form that would be comprehensible to a native reader, and some evidence of ideas following a logical sequence. • The piece is sometimes coherent and there is digression from the topic, but the overall theme or purpose is clear.
Level 4	13–16	• The candidate has shown a good ability to express ideas in a form that would be comprehensible to a native reader, with much evidence of ideas following a logical sequence. • The piece is mostly coherent and while there may be occasional ambiguity or digression from the topic, these appear to be aberrations in an otherwise pertinent piece of work.
Level 5	17–20	• The candidate has shown an excellent ability to express ideas in a logical sequence, and errors do not interfere with the comprehension. • The piece is entirely coherent and while there may be very minor ambiguities or digression from the topic, the piece is confident, fluent, pertinent and purposeful.

Question Number	Quality of language (AO2)	
9		
Level	Mark	Descriptor
	0	• No rewardable material.
Level 1	1–4	• Limited range of vocabulary and grammatical structures, which are rarely used appropriately and effectively to address the needs of the task. • Lexis and grammar may not be accurate, with a high degree of repetition.
Level 2	5–8	• Adequate but predictable range of vocabulary and grammatical structures, only occasionally used appropriately and effectively to address the needs of the task. • Lexis and grammar are occasionally accurate.
Level 3	9–12	• Satisfactory range of vocabulary and grammatical structures, sometimes used appropriately and effectively to address the needs of the task. • Good control of basic language, but there may be errors particularly with more complex structures/lexis.
Level 4	13-16	• Good range of vocabulary and grammatical structures generally used appropriately and effectively to address the needs of the task. • Only occasional lapses in lexical and grammatical control.
Level 5	17-20	• Wide range of vocabulary and grammatical structures used appropriately and effectively to address the needs of the task. • Very good control/accuracy with very few errors.

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