GradeMax



Mark Scheme

January 2018 (Results)

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)	A	**(1)**

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

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

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

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

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

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

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

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

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

Question Number	Answer	Mark
3 (c)	maduro	**(1)**

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

Question Number	Answer	Accept	Reject	Mark
4 (a)	Any TWO of : • ha tenido suerte/ha sido parte del éxito del rugby en España. • porque quiere continuar haciéndolo • porque es su mejor combinación de carrera y pasatiempo		• "ha tenido suerte" on its own	**(2)**

Question Number	Answer	Accept	Reject	Mark
4 (b)	• Retener/mantener los jugadores en España • Evitar la exportación de jugadoras al extranjero		Exportar jugadores	**(1)**

Question Number	Answer	Accept	Reject	Mark
4 (c)	Any ONE of • Es menos atractiva • Paga menos/Salarios más bajos (en España)			**(1)**

Question Number	Answer	Accept	Reject	Mark
4 (d)	• Esperan que muchas personas vean estos partidos. • Que se conviertan en aficionados del rugby.			**(2)**

Question Number	Answer	Accept	Reject	Mark
4 (e)	Any TWO of • incrementar la participación tanto de niños como de niñas/ niños (desde una temprana edad) • mejorar el nivel • poder competir en campeonatos internacionales en el futuro.			**(2)**

SECTION B

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

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

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

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

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

Question Number	Answer	Accept	Reject	Mark
6 (a)	Para gente que <u>no puede</u> reciclar / sacar la basura			**(1)**

Question Number	Answer	Accept	Reject	Mark
6 (b)	Any TWO of: • Es gratis • Es fácil • Recogen de la puerta de su casa • Sólo tienes que poner el aceite usado en una botella			**(2)**

Question Number	Answer	Accept	Reject	Mark
6 (c)	One of: • Porque ha ganado un premio • La compañía está creciendo	Más de 4,000 casas <u>en sólo 3 meses</u>		**(1)**

Question Number	Answer	Accept	Reject	Mark
6 (d)	Construir/Crear un mundo mejor			**(1)**

Question Number	Answer	Accept	Reject	Mark
7 (a)	Van al extranjero/ otros países			**(1)**

Question Number	Answer	Accept	Reject	Mark
7 (b)	One of: • Inspiran (a la sociedad) • Mejoran vidas	Ayudan a las personas/ la sociedad		**(1)**

Question Number	Answer	Accept	Reject	Mark
7 (c)	Any TWO of: • No son religiosos • Creen que la sociedad puede ser mejor • Creen que es importante colaborar/trabajar juntos		Ambos son voluntarios	**(2)**

Question Number	Answer	Accept	Reject	Mark
7 (d)	Porque piensa que (one of) • Todos debemos participar • Cada voto cuenta • Todos debemos poner nuestro granito de arena/Muchos juntos logramos algo			**(1)**

Question Number	Answer	Accept	Reject	Mark
7 (e)	• Están acostumbrados a que los lleven en coche (a todas partes) OR • Pueden ser actores principales en el viaje	La velocidad se siente diferente	Es una experiencia extraordinaria	**(1)**

Question Number	Answer	Accept	Reject	Mark
7 (f)	(Es como) volar			**(1)**

Question Number	Answer	Accept	Reject	Mark
7 (g)	Porque hablan de sus inseguridades / miedos / dudas		**Hablan mas**	**(1)**

Question Number	Answer	Accept	Reject	Mark
7 (h)	• puede practicar su pasión/el ciclismo (1) • puede hacer feliz a otras personas (1)			**(2)**

Question Number	Answer	Accept	**Reject**	**Mark**
8 (a)	Alargaría Alargará			**(1)**

Question Number	Answer	Accept	Reject	Mark
8 (b)	brilla			**(1)**

Question Number	Answer	Accept	Reject	Mark
8 (c)	corriendo			**(1)**

Question Number	Answer	Accept	Reject	Mark
8 (d)	han/hemos/habian/habiamos			**(1)**

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

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

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

Question Number	Answer	Accept	Reject	Mark
8 (h)	invierta		Inverta	**(1)**

Question Number	Answer	Accept	Reject	Mark
8 (i)	Concluye Concluyó Concluía		**Concluie** **Concluyo**	**(1)**

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

SECTION C

Question Number	Content and communication (AO1)	
9	Candidates must cover: • hasta qué punto es importante tener un grupo de amigos • una desventaja de tener un grupo de amigos • algo que hizo un(a) amigo(-a) que te afectó • cómo cambiarán tus amistades en el futuro.	
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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