GradeMax



Mark Scheme (Results)

January 2021

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.

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

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

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

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

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

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

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

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

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

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

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

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

Question Number	Answer	Accept	Reject	Mark
4(a)	Se han levantado tarde <u>durante el verano/las vacaciones.</u> **AND** No han tenido un horario fijo (durante el verano/las vacaciones).	Use of the present tense.		**(2)**
Question Number	Answer	Accept	Reject	Mark
4(b)	Los <u>que se han trasladado</u> de otro colegio.	Cambiar/venir for trasladar.		**(1)**
Question Number	Answer	Accept	Reject	Mark
4(c)	En cuanto se adaptan a la nueva rutina			**(1)**
Question Number	Answer	Accept	Reject	Mark
4(d)	Si tienen dificultades en relacionarse con otros estudiantes. **AND** Si tienen problemas con una asignatura/con un proyecto.	Si eres tímido y no puedes relacionarte con otros estudiantes.	Si eres tímido (alone).	**(2)**
Question Number	Answer	Accept	Reject	Mark
4(e)	Tener paciencia.			**(1)**
Question Number	Answer	Accept	Reject	Mark
4(f)	Sentirá (más) seguro (de sí mismo)	Pueden tomar las decisiones correctas. Pueden comunicarse efectivamente con cualquier persona.		**(1)**

		Accept the lift: “lo que aprenderás te servirá para el resto de tu vida”		

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

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

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

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

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

Question Number	Answer	Accept	Reject	Mark
6(a)	Forzar una sonrisa.			**(1)**

Question Number	Answer	Accept	Reject	Mark
6(b)	Se redujo el flujo de sangre en su cuerpo.	Use of the present tense.		**(1)**

Question Number	Answer	Accept	Reject	Mark
6(c)	Le ayuda a alguien a relajarse/ Nos ayuda a relajarnos. **AND** Nos levanta el ánimo.		Hace que descienda la tensión arterial.	**(2)**

Question Number	Answer	Accept	Reject	Mark
6(d)	Que los pacientes diabéticos se beneficiaron incluso de sesiones de menos de una hora.			**(1)**

Question Number	Answer	Accept	Reject	Mark
7(a)	Poca gente se atreve a hacerlo		pocas / pocos (on its own)	**(1)**

Question Number	Answer	Accept	Reject	Mark
7(b)	Agricultura / agricultor.	Sembrar y cosechar la tierra.		**(1)**

Question Number	Answer	Accept	Reject	Mark
7(c)	Quita el estrés de los estudios. **AND** Hace madurar a una persona.	Uno puede sacar mucho de la experiencia. Uno tiene que hacer todo por su propia cuenta.		**(2)**

Question Number	Answer	Accept	Reject	Mark
7(d)	No le gustaba su jefe. **AND** <u>No le gustaba</u> el viaje al/desde el trabajo.	Porque estaba harto de todo. Su jefe gruñón.		**(2)**

Question Number	Answer	Accept	Reject	Mark
7(e)	**Any two of:** Están casados. **Or** Si tienen hijos/familia/son padres. **Or** Si tienen su propia casa/son dueños de su propia casa.	No están solteros. No viven en un piso de alquiler.		**(2)**

Question Number	Answer	Accept	Reject	Mark
7(f)	Tener cuidado con sus gastos.	Justificar cada una de sus compras.		**(1)**

Question Number	Answer	Accept	Reject	Mark
7(g)	arrepentidas / descontentas / decepcionadas / frustradas	Appropriate references to quedar con las ganas.		**(1)**

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

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

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

Question Number	Answer	Accept	Reject	Mark
8(d)	fantástica			**(1)**

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

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

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

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

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

Question Number	Answer	Accept	Reject	Mark
8(j)	querías/quieras/quieres			**(1)**

Question Number	Content and communication (AO1)
9	The candidate should have referred to the following bullet points: • la importancia de la dieta en tu vida. • lo que comías cuando eras más joven. • si crees que la comida es la mejor medicina para tener buena salud. • cómo cambiarán nuestros hábitos alimenticios en el futuro.
Mark	Descriptor
0	• No rewardable material.
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.
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.
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.
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.
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	
Mark	Descriptor
0	• No rewardable material.
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.
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.
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.
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.
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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