

**MARK SCHEME FOR the November 2004 question paper**

**8685 Spanish Language (AS Level)  
9719 Spanish (A Level)**

**8685/9719/3**

Paper 3 (Essay), maximum raw mark 40

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which Examiners were initially instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the *Report on the Examination*.

- CIE will not enter into discussion or correspondence in connection with this mark scheme.

CIE is publishing the mark schemes for the November 2004 question papers for most IGCSE and GCE Advanced (A) and Advanced Subsidiary (AS) Level syllabuses.

**Grade thresholds** taken for Component 3 of Syllabus 9719 (A Level Spanish) in the November 2004 examination

	maximum mark available	minimum mark required for grade:		
		A	B	E
Component 3	40	32	28	17

Boundaries for 8685 AS Spanish Language are lower than for the A Level syllabus.

The threshold (minimum marks) for grades C and D are normally set by dividing the mark range between the B and E thresholds into three. For example, if the difference between the B and E threshold is 24 marks, the C threshold is set 8 marks below the B threshold and the D threshold is set another 8 marks down. If dividing the interval by three results in a fraction of a mark, then the threshold is normally rounded down.



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**COMPONENT 3: Essay**

Language (out of 24)	Content (out of 16)
<p><b>21-24 Very good</b> Confident use of complex sentence patterns, generally accurate, extensive vocabulary, good sense of idiom.</p>	<p><b>14-16 Very good</b> Detailed, clearly relevant and well illustrated; coherently argued and structured.</p>
<p><b>16-20 Good</b> Generally sound grasp of grammar in spite of quite a few lapses; reads reasonably; some attempt at varied vocabulary.</p>	<p><b>11-13 Good</b> Sound knowledge and generally relevant; some ability to develop argument and draw conclusions.</p>
<p><b>10-15 Adequate</b> A tendency to be simple, clumsy or laboured; some degree of accuracy; inappropriate use of idiom.</p>	<p><b>7-10 Adequate</b> Some knowledge, but not always relevant; a more limited capacity to argue.</p>
<p><b>5-9 Poor</b> Consistently simple or pedestrian sentence patterns with persistent errors; limited vocabulary.</p>	<p><b>3-6 Poor</b> Some attempt at argument, tends to be sketchy or unspecific; little attempt to structure an argument; major misunderstanding of question.</p>
<p><b>1-4 Very poor</b> Only the simplest sentence patterns, little evidence of grammatical awareness, very limited vocabulary.</p>	<p><b>1-2 Very poor</b> Vague and general, ideas presented at random.</p>