

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
GCE Advanced Subsidiary and Advanced Level

MARK SCHEME for the June 2005 question paper

8665 FIRST LANGUAGE SPANISH (AS Level)

8685 SPANISH LANGUAGE (AS Level)

9719 SPANISH (A Level)

8665/8685/9719/2

Paper 2 (Reading and Writing), maximum mark 70

These mark schemes are published as an aid to teachers and students, to indicate the requirements of the examination. They show the basis on which Examiners were initially instructed to award marks. They do 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 these mark schemes.

CIE is publishing the mark schemes for the June 2005 question papers for most IGCSE and GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



Grade thresholds taken for Component 2 of Syllabus 8665 (AS First Language Spanish) and 9719 (A Level Spanish) in the June 2005 examination

	maximum mark available	minimum mark required for grade:		
		A	B	E
Component 2	70	55	50	32

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.

Page 1	Mark Scheme	Syllabus	Paper
	AS/A LEVEL – JUNE 2005	8665/ 8685/9719	2

Section 1

1 *Accept: misspellings. Reject: answers with additional words*

- | | | | |
|-----|--|-------------------------------|-----|
| (a) | incluyen en sus edificios
Refuse: no incluyen | (incorporan en sus viviendas) | [1] |
| (b) | supone un incremento | (significa un aumento) | [1] |
| (c) | usuarios pudientes | (consumidores ricos) | [1] |
| (d) | tareas domésticas | (quehaceres de la casa) | [1] |
| (e) | vigilar a un bebé | (cuidar a un niño) | [1] |

[Total : 5]

2 The following are examples of the way in which the answers could be expressed. The words/phrases given in brackets must be used in the sentence, which must correctly convey the meaning required. The complete phrase should be re-worked.

- | | | |
|-----|--|-----|
| (a) | Q: Esta situación no tiene explicación (<i>no se puede</i>)
A: <u>No se puede</u> explicar esta situación / la situación
No se puede dar un explicación de esta situación | [1] |
| (b) | Q: Después de instalarse el sistema (<i>una vez</i>)
A: <u>una vez</u> instalado el sistema
una vez que el sistema esté/está/es/sea instalado
una vez que el sistema se instala
una vez se instala el sistema
una vez que han/hayan instalado el sistema

Refuse: Una vez cuando instalado el sistema | [1] |
| (c) | Q: Los beneficios de este servicio pueden resumirse (<i>resumidos</i>)
A: Los beneficios de este servicio pueden ser <u>resumidos</u>
Los beneficios de este servicio son resumidos/están resumidos

Refuse: Resumidos los beneficios de este servicio | [1] |
| (d) | Q: ...si se produce un escape de agua (<i>al</i>)
A: <u>al</u> producirse / crearse un escape de agua

Refuse: omission of 'se'; al escaparse el agua | [1] |
| (e) | Q: ...una amplia base de datos acerca de todo relacionado... (<i>con respecto</i>)
A: Una amplia base de datos <u>con respecto</u> a todo (lo) relacionado

Refuse: con respecto a una amplia base de datos acerca de todo lo relacionado;
con respecto de | [1] |

[Total : 5]

Page 2	Mark Scheme	Syllabus	Paper
	AS/A LEVEL – JUNE 2005	8665/ 8685/9719	2

3 Rubric: Contesta **en español** las siguientes preguntas, **sin copiar frases completas del texto**.

- (a) Según el primer párrafo, ¿cómo se define *la domótica*?

Any 4 of:

Es una tecnología (un sistema/mecanismo/aparato/dispositivo)
que permite controlar los aparatos domésticos
con control remoto
o Internet
o teléfono móvil
a distancia/desde lejos
ejemplo del texto

[4]

- (b) Según el segundo párrafo, ¿por qué no ha logrado establecerse *la domótica*?

La falta de conocimiento (público)

[1]

No les interesa a los promotores inmobiliarios

[1]

No instalan dichos sistemas en sus edificios nuevos

[1]

- (c) Según el tercer párrafo, ¿cuál es la ventaja de este sistema de *la domótica* para la persona con ingresos medios?

Que esta persona no tiene que gastar mucho dinero / para poder controlar la calefacción central en casa [2]

No cuesta tan cara como parece / y la mayoría de la gente se la puede permitir

Sólo cuesta 100 euros / para poder controlar la calefacción central en casa

- (d) Según el cuarto párrafo, ¿qué dice el autor con respecto a la “comodidad” de este servicio?

Se puede controlar/hacer (automáticamente) muchos quehaceres de casa / que exigen (mucho) tiempo / y (mucho) trabajo [3]

- (e) Según el último párrafo, ¿cuáles son las ventajas en la cocina del frigorífico *screenfridge*?

Any 3 of:

La nevera informa al usuario cuando algún producto se ha acabado

Ofrece información respecto a las fechas límite de venta

Ofrece una gama amplia de datos acerca del mundo culinario/organiza la cocina

Se puede conectar una cámara de vídeo vigilancia en todas partes de la casa

Permite sintonizar los canales de radio o televisión

[3]

Page 3	Mark Scheme	Syllabus	Paper
	AS/A LEVEL – JUNE 2005	8665/ 8685/9719	2

Quality of Language: Accuracy (same as for questions 4 and 5)

[5]

5 Very good	Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).
4 Good	Higher incidence of error than above, but clearly has a sound grasp of the grammatical elements in spite of lapses. Some capacity to use accurately more complex structures.
3 Sound	Fair level of accuracy. Common tenses and regular verbs mostly correctly formed. Some problems in forming correct agreement of adjectives. Difficulty with irregular verbs, use of prepositions.
2 Below average	Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.
0-1 Poor	Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.

For questions 3 and 4, the 5 marks for the quality of language will be awarded globally for the whole performance on each set of answers. With regard to **length**, a concise answer containing all mark-bearing components for content is scored on the full range of marks for language, ie length does not determine the quality of language mark. An answer scoring 0 for content cannot score **any** language marks, and the total available on the whole set of answers will therefore be affected. The final total for language will be reduced on the following scale:

Answer(s) worth 2 or 3 scoring 0 for content: reduce final assessment by –1

Answer(s) worth 4 or 5 scoring 0 for content: reduce final assessment by –2

Answer(s) worth 6 or 7 scoring 0 for content: reduce final assessment by –3

Answer(s) worth 8 or 9 scoring 0 for content: reduce final assessment by –4

Note: A minimum of 1 mark for quality of language should be awarded if there are any content marks at all (ie 0 language marks only if 0 content marks).

[Total : 20]

Page 4	Mark Scheme	Syllabus	Paper
	AS/A LEVEL – JUNE 2005	8665/ 8685/9719	2

Section 2

4 Rubric: Contesta **en español** las siguientes preguntas, **sin copiar frases completas del texto**.

(a) ¿Qué es lo que nos permitirá hacer la línea PLC?

Será posible conectarnos a internet / usando (nada más que) un enchufe (normal) [2]

(b) Según el tercer párrafo, ¿cuáles son las otras ventajas de esta nueva tecnología?

Any 4 of:

No hace falta colocar cables nuevos

El sistema depende de los cables eléctricos existentes

No es necesario gastar mucho dinero con respecto al cableado

No hay necesidad de levantar calles

Llegaría a casi todos los lugares

Una conexión rápida

[4]

(c) Explica la referencia en el tercer párrafo a “las áreas incomunicadas”.

Any 3 of

son áreas sin acceso al Internet

porque faltan líneas telefónicas

que ya no existirán

porque la red de electricidad es más extendida

[3]

(d) Explica lo que dice Marcos López en cuanto al precio del servicio.

Será más (*comparitive needed*) bajo (que ahora) / pero habrá que pagar una sobretasa / al descargar cierta cantidad de datos electrónicos [3]

(e) Explica la situación con respecto a la compañía Endesa y sus competidores en España.

Endesa quiere introducir el sistema

muy pronto

mientras que sus competidores están todavía en el proceso de desarrollo / Endesa está mas avanzada que sus competidores [3]

Page 5	Mark Scheme	Syllabus	Paper
	AS/A LEVEL – JUNE 2005	8665/ 8685/9719	2

Quality of Language: Accuracy (same as for questions 3 and 5)

[5]

5 Very good	Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).
4 Good	Higher incidence of error than above, but clearly has a sound grasp of the grammatical elements in spite of lapses. Some capacity to use accurately more complex structures.
3 Sound	Fair level of accuracy. Common tenses and regular verbs mostly correctly formed. Some problems in forming correct agreement of adjectives. Difficulty with irregular verbs, use of prepositions.
2 Below average	Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.
0-1 Poor	Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.

For questions 3 and 4, the 5 marks for the quality of language will be awarded globally for the whole performance on each set of answers. With regard to **length**, a concise answer containing all mark-bearing components for content is scored on the full range of marks for language, ie length does not determine the quality of language mark. An answer scoring 0 for content cannot score **any** language marks, and the total available on the whole set of answers will therefore be affected. The final total for language will be reduced on the following scale:

Answer(s) worth 2 or 3 scoring 0 for content: reduce final assessment by –1

Answer(s) worth 4 or 5 scoring 0 for content: reduce final assessment by –2

Answer(s) worth 6 or 7 scoring 0 for content: reduce final assessment by –3

Answer(s) worth 8 or 9 scoring 0 for content: reduce final assessment by –4

Note: A minimum of 1 mark for quality of language should be awarded if there are any content marks at all (ie 0 language marks only if 0 content marks).

[Total : 20]

Page 6	Mark Scheme	Syllabus	Paper
	AS/A LEVEL – JUNE 2005	8665/ 8685/9719	2

5 Rubric: Escribe **en español un máximo de 140 palabras** para completar las **dos** tareas siguientes.

- (a) Escribe un resumen de lo que se dice en los dos textos sobre los beneficios potenciales de las nuevas tecnologías.
- (b) ¿Cuál es tu opinión sobre el desarrollo de las nuevas tecnologías en tu país?

(Nota: Escribe **un máximo de 140 palabras**)

Length of response

- Examiners make a rough estimate of the length of the answer as a whole (eg (a) and (b) combined) by a quick calculation of the number of words on a line.
- If the piece is clearly too long, calculate the length more precisely.
- Once you reach 160 words continue to the end of the sentence then put a line through the rest of the summary and/or personal response.
- Marks will be totalled at the bottom in the following sequence:
 - Mark out of 10 for points scored in summary
 - Mark out of 5 for personal response
 - Mark out of 5 for language
 - Total ringed out of 20

Content marks: Summary

10

The summary could include the following points (award 1 mark for each point covered up to a maximum of 10). The list is not exhaustive and 1 mark should be awarded for any other points mentioned by candidates that are taken from the two texts:

- Comodidad
- Seguridad = 1 mark if it appears on its own, but max 2 marks available if examples given, eg
 - tener más seguridad doméstica a causa del sistema de alerta en caso de intrusión = 1
 - tener más seguridad doméstica a causa del sistema de alerta en caso de un escape de gas o agua = 1
- Control
- Poder controlar los electrodomésticos con mando a distancia / desde lejos
- Poder volver a casa con todo arreglado
- Ahorro = 1 mark if it appears on its own, but 3 marks in total available for concept of Ahorro if split into different areas of saving, eg
 - Ahorro: Precios bastantes bajos de la tecnología = 1
 - Ahorro: Gastar menos en la energía = 1
 - Ahorro: No es exclusivamente para la gente rica = 1
- Tener más tiempo libre/ahorrar tiempo
- Recibir más información útil del frigorífico con respecto a la comida
- Tener acceso rápido a Internet
- No tener que instalar nuevos cables para poder conectarnos a Internet
- Poder conectarnos a pesar de la situación geográfica de la vivienda
- Puede ayudarnos en nuestras casas

Page 7	Mark Scheme	Syllabus	Paper
	AS/A LEVEL – JUNE 2005	8665/ 8685/9719	2

Content marks: Response to the Text

5

Mark like a mini-essay according to the variety and interest of the opinions and views expressed, the response to the original text stimulus and the ability to express a personal point of view. Further, more detailed guidance for particular questions will be given to examiners.

5 Very good	Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.
4 Good	Not the flair and imagination of the best candidates, but work still shows an ability to express a range of ideas, maintain interest and respond to the issues raised.
3 Sound	A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text.
2 Below average	Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition.
0-1 Poor	Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.

Quality of Language: Accuracy (same as for questions 3 and 4)

5

5 Very good	Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).
4 Good	Higher incidence of error than above, but clearly has a sound grasp of the grammatical elements in spite of lapses. Some capacity to use accurately more complex structures.
3 Sound	Fair level of accuracy. Common tenses and regular verbs mostly correctly formed. Some problems in forming correct agreement of adjectives. Difficulty with irregular verbs, use of prepositions.
2 Below average	Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.
0-1 Poor	Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.

[Total: 20]