

**NOVEMBER 2002**

**GCE ADVANCED SUBSIDIARY AND ADVANCED LEVEL**

**MARK SCHEME**

**MAXIMUM MARK: 70**

**SYLLABUS/COMPONENT: 8665/8685/9719/2**

**Spanish  
(Reading and Writing)**

**Section 1**

- |          |                                                         |   |
|----------|---------------------------------------------------------|---|
| <b>1</b> | <b>(a)</b> inicialmente                                 |   |
|          | <b>(b)</b> luchar                                       | 1 |
|          | <b>(c)</b> una enseñanza basura                         | 1 |
|          | <b>(d)</b> añadió                                       | 1 |
|          | <b>(e)</b> los aplausos delirantes de los manifestantes | 1 |

[Total : 5]

**2** *The following are examples of the way in which the answers could be expressed. The words given in brackets must be used in the sentence, which must correctly convey the meaning required:*

- |            |                                                                            |   |
|------------|----------------------------------------------------------------------------|---|
| <b>(a)</b> | (será producida) en este siglo una división será producida                 | 1 |
| <b>(b)</b> | (existe un temor) en las democracias existe un temor a los ignorantes      | 1 |
| <b>(c)</b> | (se refirió) el filósofo se refirió a la educación pública como...         | 1 |
| <b>(d)</b> | (se ven obligadas) las democracias se ven obligadas a educar en defensa de | 1 |
| <b>(e)</b> | (la falta) contra la falta de tolerancia                                   | 1 |

[Total : 5]

- 3 (a) la educación de los habitantes de un país no tiene nada que ver con la política consecuencia de la democracia
- (b) tenía la intención de leer el manifiesto conjunto
- (c) habrá sectores diferentes de la sociedad basados en la clase social y la enseñanza que han recibido 3
- (d) tienen que luchar contra el racismo, el fascismo y la falta de tolerancia (accept direct lift from the text) 3
- (e) tener en cuenta los horrores del siglo pasado y aprender de ellos 3
- Quality of Language: Accuracy** (same as for questions 4 and 5) 5

<b>5</b>	<b>Very good</b> Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).
<b>4</b>	<b>Good</b> 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.
<b>3</b>	<b>Sound</b> 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.
<b>2</b>	<b>Below average</b> Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.
<b>0-1</b>	<b>Poor</b> 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]

**Section 2**

- 4 (a) la historia de los habitantes de cualquier país  
las culturas particulares de dicha gente y las circunstancias sociales de ellas
- (b) la educación formal en el instituto  
la educación recibida dentro de la familia  
la educación como consecuencia de relacionarse con otros adultos 3
- (c) será no sólo educar de manera tradicional sino también educar al individuo con respecto  
a la idea de convivir y llevarse bien con otros 4
- (d) no sólo considerar las necesidades de la comunidad local sino también pensar en lo que  
necesita la sociedad en general 4

(For **Quality of Language: Accuracy** marks, see grid with Question 3) 5

[Total : 20]

- 5 Summary should include 10 of the following points:
- el papel importante del Estado en la educación
  - valores como el respeto / la solidaridad
  - la lucha contra la ignorancia / el racismo
  - poder evitar la discriminación
  - la lucha contra la pobreza
  - la educación les importa a todos
  - poder aprender del pasado
  - tener una visión más global
  - poder apreciar la historia / la cultura
  - preparar a las generaciones futuras
  - aprender a convivir
  - conseguir la igualdad de oportunidades
  - defender la enseñanza pública
  - apreciar la enseñanza del ser humano como individuo 10

(For **Quality of Language: Accuracy** marks, see grid with Question 3) 5

**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.

<b>5</b>	<b>Very good</b> Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.
<b>4</b>	<b>Good</b> 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.
<b>3</b>	<b>Sound</b> A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text.
<b>2</b>	<b>Below average</b> Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition.
<b>0-1</b>	<b>Poor</b> Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.

[Total : 20]