

## MARK SCHEME for the May/June 2007 question paper

### **9719/8685/8665 SPANISH**

**9719/02, 8685/02 and 8665/02** Paper 2 (Reading and Writing), maximum raw mark 70

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began.

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 discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the May/June 2007 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Page 2	Mark Scheme	Syllabus
	GCE A/AS LEVEL – May/June 2007	9719/8685/8665

- 1 (a) (iii) hacer que se procesen y condenen (castigar) [1]
- (b) (ii) pareja con quien se vive (cónyuge) [1]
- (c) (i) descubrir lo que está oculto (desvelar) [1]
- (d) (ii) llegan a existir (se establecen) [1]
- (e) (iii) se dé cuenta (note) [1]

[Total: 5 puntos]

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:

- (a) ...se han presentado más de 17.000 denuncias... (*han sido*)  
más de 17.000 denuncias han sido presentadas [1]
- (b) ...por lo general las mujeres maltratadas con menos recursos económicos tienen menos inhibiciones... (*suelen*)  
(por lo general) las mujeres maltratadas con menos recursos económicos suelen tener menos inhibiciones [1]
- (c) ...las dificultades para desvelar las agresiones son mayores... (*difícil*)  
es más difícil desvelar las agresiones [1]
- (d) Cuando un hombre ve dañada su autoestima... (*al*)  
al ver dañada un hombre su autoestima [1]
- (e) La violencia doméstica rara vez es un hecho aislado... (*es raro que*)  
es raro que la violencia doméstica sea un hecho aislado [1]

[Total : 5 puntos]

Page 3	Mark Scheme	Syllabus
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- 3 Contesta **en español** las siguientes preguntas, **sin copiar frases completas (ni palabras consecutivas) del texto**.
- (a) (i) ¿Por qué quiere el Consejo de Europa que los gobiernos tomen medidas contra la violencia doméstica?
- es un abuso de los derechos humanos [1]  
provoca más muertes e incapacidad (entre jóvenes mujeres europeas) [1]
- (ii) ¿Cuál es la medida específica que recomienda? y ¿Para qué?
- que se retire inmediatamente al agresor del domicilio [1]  
para que no ocurran actos de venganza [1]
- (b) ¿Cómo se puede explicar el aumento del número de denuncias? y ¿Qué dice el texto de la exactitud de las cifras?
- podría significar un incremento en casos de violencia doméstica [1]  
o que más mujeres están dispuestas a denunciarla [1]  
representan sólo una minoría de los casos [1]
- (c) ¿Cómo se diferencian las reacciones de las mujeres de distintos niveles socioeconómicos al ser víctimas de la violencia doméstica?
- 3 from 4 1+1+1  
las con menos dinero suelen hablar más  
y pedir ayuda de organizaciones del estado  
las más ricas intentan salvar las apariencias  
porque la sociedad suele echar la culpa a la víctima
- (d) Según el quinto párrafo, ¿qué tipo de mujer tiene más probabilidad de ser maltratada? y ¿Por qué?
- la mujer que tiene más poder en cuanto a las decisiones tomadas [1]  
el hombre puede sentirse amenazado por esto [1]
- (e) ¿Cuáles son los aspectos de la violencia doméstica que se mencionan en el último párrafo?
- 3 from 5: 1+1+1  
no suele ocurrir sólo una vez  
la mujer no se da cuenta del comienzo  
los incidentes se repiten cada vez  
y con cada vez más brutalidad  
muchas mujeres sufren muchos años antes de pedir ayuda

Page 4	Mark Scheme	Syllabus
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**Quality of Language: Accuracy** (same as for Questions 4 and 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, i.e. 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 (i.e. 0 language marks only if 0 content marks).

**[Total: 20]**

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- 4 Contesta **en español** las siguientes preguntas, **sin copiar frases completas (ni palabras consecutivas)** del texto.
- (a) ¿Cómo es que el ambiente en las grandes ciudades ‘poco después de medianoche’ se parece a ‘una mañana laboral’?
- el número de jóvenes que van por las calles [1]  
se parece a los empleados que van al trabajo por la mañana [1]
- (b) ¿Por qué son inevitables las peleas? y ¿Qué nueva tendencia se nota en estas peleas?
- hay mucha gente en el mismo sitio [1]  
han bebido o han tomado drogas [1]  
la juventud es más agresiva ahora [1]
- (c) (i) ¿Qué opiniones contradictorias sobre la violencia se expresan?
- es normal [1]  
representa el conflicto de valores en la sociedad de hoy [1]
- (ii) ¿Qué opinan los jóvenes ellos mismos?
- se ve por todas partes [1]  
sobre todo en los lugares de recreo [1]
- (d) Según el cuarto párrafo, ¿qué se dice sobre las causas de la violencia?
- bebidas alcohólicas o estupefacientes [1]  
pero si ocurre en la familia [1]  
echan la culpa a las películas o los juegos de computador [1]
- (e) Según el quinto párrafo, ¿cómo es posible que la raíz del ‘problema’ se encuentre en la sociedad?
- los jóvenes se sienten frustrados [1]  
porque la sociedad parece prometerles mucho [1]  
pero no cumple estas promesas [1]

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- 5 **Rubric:** Escribe en español un máximo de 140 palabras para completar las dos tareas siguientes.
- (a) Escribe un resumen sobre los dos tipos de violencia presentados en los dos textos. Compara las diferencias y las causas.
- (b) ¿Crees que la sociedad en que vives tú es violenta? Da tus opiniones.

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

**Length of response**

- Examiners make a rough estimate of the length by a quick calculation of the number of words on a line.
- If the piece is clearly too long, calculate the length more precisely.
- Then put a line through that part of the composition which exceeds 160.
- Marks will be totalled at the bottom in the following sequence:

Out of 10 for points scored in summary  
 Out of 5 for personal response  
 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):

	<b>Violencia doméstica</b>	<b>Violencia entre jóvenes</b>
<b>Dif.</b>	afecta a las mujeres (1) ocurre en la casa (1)	afecta a los jóvenes (1) ocurre en lugares de recreo (1)
<b>Sim.</b>	las dos están en aumento (1)	
<b>Causas</b>	desigualdad del poder en el matrimonio (1) amenaza al autoestima del hombre (1)	alcohol y drogas (1) mucha gente junta (1) cine y ordenador (1) frustración en la sociedad (1) proliferación de violencia en la sociedad (1)

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**Content marks: Response to the Text**

Mark like a mini-essay according to the variety and interest of the opinions and ideas 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.

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

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.
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