

MARK SCHEME for the May/June 2008 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 2008 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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1 Refuse additional words at beginning or end of answers.

- (a) sigue tomando sus apuntes a mano (todavía no usa nuevas tecnologías para escribir)
accept omission *sus*
refuse *siguen*
- (b) nuestra identidad se resume en un pin (no somos más que un número) [1]
- (c) llenar a distancia el carrito del supermercado (hacer la compra por ordenador) [1]
accept *de*
- (d) siempre han tenido mucha importancia (no han dejado de desempeñar un papel significativo) [1]
refuse omission *siempre*
- (e) la víctima inocente no es otra que la ortografía (es el deletreo que sufre por ninguna culpa suya) [1]
refuse *pero...*

[Total: 5 puntos]

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2 The following are examples of the way in which the answers could be expressed. The words/phrases given in brackets must be used to start the answer, which must contain the correct meaning required.

- (a) Q: ¿Desde cuándo no felicita...? [línea 3] (¿Cuánto...)
A: ¿Cuánto tiempo hace que no felicita...? [1]

accept *cuánto tiempo ha pasado desde que no felicita...*
cuánto hace que no felicita...
refuse *cuánto tiempo no felicita...*

- (b) Q: Reconozcámoslo... [línea 4] (Hay...)
A: Hay que reconocerlo... [1]

accept *admitir* for *reconocer*
refuse omission *lo* unless *hay que reconocer que*

- (c) Q: ...un 48 por ciento de los jóvenes ha usado un PC. [líneas 7-8] (Un PC...)
A: Un PC ha sido usado por un 48 por ciento de los jóvenes [1]

accept *utilizado*
ha podido ser usado
introduction of *ya*
el 48%
omission *los*
refuse *es usado*
está siendo usado
a sido
omission *un* or *el*

- (d) Q: ...se los pueden descargar por Internet. [líneas 9-10] (Tienen la posibilidad...)
A: Tienen la posibilidad de descargárselos por Internet [1]

accept omission *se*
refuse *tiene*
descargárselo
adquirirlos
via

- (e) Q: A José Luis Corral ... le preocupa [línea 19] (José Luis Corral...)
A: José Luis Corral está preocupado por [1]

accept *se preocupa por*
refuse omission *por*
tiene la preocupación (de)
es preocupado

[Total: 5 puntos]

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3 Rubric: Contesta en español las siguientes preguntas, sin copiar frases completas (ni palabras consecutivas) del texto.

NB. Lifting = more than 4 consecutive words taken from the text and will usually invalidate answers unless further original explanation is offered.

- (a) El autor de este artículo sostiene que la escritura a mano está desapareciendo. ¿Cómo apoya esta afirmación en el primer párrafo?
(4 from 5) [1 + 1 + 1 + 1]

refuse 'by making rhetorical questions' – specific examples required

cartas al novio / a la novia
refuse *cartas* on its own

ensayos en la universidad
accept *colegio* etc

informes en la oficina
accept *algo para un trabajo*

tarjetas de Navidad
accept *cartas de Navidad*
refuse *postales* on its own

transacciones financieras

- (b) Según el segundo párrafo, ¿qué experiencia ha tenido casi la mitad de los jóvenes españoles? y ¿cómo podría ayudarles esto en sus estudios?

han usado un ordenador [1]
accept 'possess / own / use etc computer'

pueden bajar información sobre sus asignaturas [1]
accept 'there is useful information on the Internet for their studies' etc

- (c) Según el tercer párrafo, ¿qué servicios podemos conseguir con un pin?

transferir dinero usando un banco del Internet [1]
refuse if computer / internet / at distance etc not mentioned or implied

hacer la compra por ordenador [1]
refuse if computer / internet / at distance etc not mentioned or implied

relacionarnos por Internet [1]
accept *buscar pareja* on its own – if not part of a 'lift'

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- (d) El cuarto párrafo hace referencia a una ventaja y un inconveniente del uso de la tecnología en las relaciones de amor. ¿Cuáles son?
- la comunicación es rapidísima [1]
 - no se puede guardar como un tesoro / llevar consigo / es mucho menos romántico etc [1]
 - accept 'less personal / emotional' etc
- (e) Según los últimos dos párrafos, ¿qué es lo que inquieta a José Luis Corral? y ¿cuáles son los resultados negativos de esto que él ha observado en la comunicación de los jóvenes?
- el lenguaje usado en las nuevas tecnologías ha sido simplificado [1]
 - no estimula conversaciones más complejas [1]
 - da lugar a faltas de deletreo [1]
 - la letra queda como de niño [1]

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

5 Very good Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb form, 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 more 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.
1 Poor Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated errors.

For question 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 the 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 **Rubric:** Contesta en español las siguientes preguntas, sin copiar frases completas (4 palabras consecutivas) del texto.

NB. Lifting = more than 4 consecutive words taken from the text and will usually invalidate answer unless further original explanation is offered.

- (a) Según el primer párrafo, ¿cuándo suelen leer los españoles? y, en tu opinión, ¿por qué?
- después de trabajar [1]
- para relajarse etc. [1]
- (b) Según el segundo párrafo, ¿cuáles son los motivos por los que los españoles leen?
- informarse cómo funcionan los aparatos [1]
- entrar en mundo de fantasía [1]
- es un pasatiempo [1]
- refuse *afición* on its own unless the meaning is explained
- (c) Según el tercer párrafo, ¿qué diferencias se notan entre las costumbres de leer de las españolas y los españoles?
- más mujeres leen regularmente [1]
- los hombres pasan más horas leyendo [1]
- las mujeres prefieren más libros nuevos [1]
- los hombres prefieren más libros de segunda mano [1]
- (d) ¿Según el cuarto párrafo, ¿qué diferencia hay en los hábitos de lectura de los jóvenes y los mayores? y, en tu opinión, ¿por qué podría parecer esto sorprendente?
- los jóvenes leen más que los mayores [1]
- los mayores deberían de tener más tiempo para leer [1]
- accept any valid ideas as to why this should be surprising eg
'young people have so many other forms of entertainment'
'it's the old who are always telling the young to read' etc
- refuse answers which try to explain this fact eg
'young read more because they study' etc

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(e) Según los dos últimos párrafos:

NB mark as one question. Only if 0 for content is scored for for both (i) **and** (ii) reduce final assessment by -2

(i) ¿por qué no son optimistas las cifras?

hay muchos que no leen [1]

(ii) ¿cómo se podría remediar esto?

(3 from 4) [1 + 1 + 1]

mejorar la enseñanza

permitir a los alumnos elegir lo que prefieren leer

que los padres compren libros a sus hijos

tener más libros en casa

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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.

<p>Very good Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</p>
<p>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.</p>
<p>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.</p>
<p>Below average Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition.</p>
<p>0-1 Poor Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.</p>

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

[5]

<p>Very good Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).</p>
<p>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.</p>
<p>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.</p>
<p>Below average Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.</p>
<p>0-1 Poor Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.</p>

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