

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

GCE Advanced/Advanced Subsidiary Level

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MARK SCHEME for the May/June 2006 question paper

9719/8685/8665 SPANISH

9719/02, 8685/02 and 8665/02

Paper 2

Maximum raw mark 70

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*.

The minimum marks in these components needed for various grades were previously published with these mark schemes, but are now instead included in the Report on the Examination for this session.

- CIE will not enter into discussion or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the May/June 2006 question papers for most IGCSE and GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Page 2	Mark Scheme	Syllabus
	GCE A/AS LEVEL – May/June 2006	9719/8685/866

Section 1

- 1 (a) (pero) centrémonos (en) (vamos a concentrar la atención) [1]
- (b) (hace tiempo [que]) pasó a la historia (es de otra época) [1]
- (c) a la hora de elegir destino (*all 6 words needed*) (cuando escogemos el lugar de vacaciones) [1]
- (d) de ahí que (*needed*) no suela utilizar (los servicios de) (por eso normalmente no hace uso de) [1]
- (e) (recurre a las agencias y – *all 5 words needed if offered*) reserva con antelación (organiza todo antes de viajar) [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 at the beginning of the sentence, which must correctly convey the meaning required:

- (a) Q: Un 85% de los españoles pasa las vacaciones (*Las vacaciones...*)
 A: Las vacaciones son (*Refuse: están*) pasadas por (un) 85% de los españoles [1]
Las vacaciones de (un)/del 85% de los españoles se (*needed*) pasan (*Refuse: se pasa*)
Las vacaciones se pasan por (un) 85% de los españoles
Las vacaciones que pasa (un) 85% de los españoles
- (b) Q: Un 11% tiene como meta naciones europeas (*La meta...*)
 A: La meta de (un)/del 11% es (las) naciones europeas [1]
La meta de (un)/del 11% son (las) naciones europeas
La meta es/son (las) naciones europeas para un 11%
- (c) Q: Nos guiamos en primer lugar por las recomendaciones de familiares. (*Las recomendaciones...*)
 A: Las recomendaciones de familiares (son las que) nos guían en primer lugar [1]
Las recomendaciones de familiares se toman en primer lugar para guiarnos
Las recomendaciones de familiares son la primera guía
(Refuse omissions: familiares/en primer lugar)
- (d) Q: Veranea dentro de España (*Se queda...*)
 A: Se queda en/dentro de España para veranear/a veranear/para el veraneo [1]
Se queda veraneando en/dentro de España
(Refuse: durante el veraneo; para/por/durante el verano)
- (e) Q: Cuando viaja a un destino que no conoce (*Al...*)
 A: Al viajar a un destino que no conoce [1]
(Refuse: Al viaje)

[Total : 5]

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

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

- (a) ¿Qué aprendemos con respecto a los españoles y sus vacaciones en el primer párrafo? Menciona tres detalles.

3 from 4:

(casi) la mitad de los españoles está de vacaciones

or (poco más de) la mitad no está de vacaciones

tienen obsesión por las vacaciones

la mayoría no fue de vacaciones en 2005 (*Refuse: omission of 2005*)

la otra mitad quisiera ir de vacaciones

- (b) Según el tercer párrafo ¿cuál es la frecuencia, la duración y el destino de las vacaciones de verano de la mayoría de los españoles?

una vez (por año) / de una sola vez [1]

entre dos y tres semanas / (*Accept reference to 2.6 semanas*) [1]

sitios recomendados por amigos/parientes (*either needed*) [1]

- (c) En el cuarto párrafo, ¿quién es Pepe Español? y ¿dónde prefiere pasar las vacaciones?

representa el español/turista típico/medio/perfecto [1]

(*Refuse: prototipo unless further original explanation is given*)

a orillas del Mar Mediterráneo en España (*coast/beach + Spain needed*) [1]

un sitio donde ha estado antes [1]

su hogar secundario o el de amigos/parientes [1]

- (d) Según Sara Martínez hay **tres** razones por el desarrollo del turismo nacional en los años 60: "las vacaciones retribuidas, la industrialización y la mejora del transporte".

Explica cómo cada una de estas razones puede fomentar el turismo.

las vacaciones del trabajo pagadas dan a la gente la oportunidad de hacer turismo [1]
 más oportunidades de trabajo y por consiguiente más dinero para gastar en las

vacaciones / coches están a mayor alcance para la gente común /mejores facilidades para el turismo [1]

mejores posibilidades para viajar [1]

- (e) Según la última frase, ¿qué ha ocurrido con respecto al turismo?

buscan otras cosas que sol y playa [1]

van por períodos más cortos [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 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 5	Mark Scheme	Syllabus
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Section 2

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

- (a) ¿Por qué hay “más grúas, más atascos y más ruido” en Estepona ahora? Da tu opinión, refiriéndote a cada caso.

están construyendo más edificios (para el turismo) [1]
viene más gente con sus coches [1]
hay más gente / tráfico / diversiones [1]

(1 mark if all 3 items taken together, eg 'more people coming to Estepona to seek the sun' / 'more growth' etc)

- (b) ¿Por qué es perfecta para la familia Pedrayes la residencia Isdabe?

pueden descansar / tranquilos (*either element sufficient*) [1]
hay muchas cosas para los niños [1]
ofrece una buena calidad por un precio económico [1]

- (c) Explica por qué es ventajosa "la estrecha convivencia" entre los campistas.

traban amistades con gente nueva [1]
estos amigos podrían ser de otros países [1]
todos usan las mismas facilidades / se pueden compartir cosas [1]

- (d) ¿A qué se refiere Carlos Zamora cuando afirma que "los críos obligan a los padres a quedarse"?

los niños lo pasan tan bien [1]
que quieren volver otro año / quedar más tiempo [1]

- (e) Aparte del tipo de alojamiento, menciona **cuatro** diferencias que se notan entre las vacaciones de las dos familias.

4 from any justifiable interpretation of text, eg:
el camping es más barato
las vacaciones de los Sanz son más tranquilas
el camping no tiene el sol fuerte de Estepona
los vecinos en el camping no son todos de la misma profesión
los Sanz preparan su comida/los Pedrayes tienen pensión completa
una familia va al norte, la otra va al sur

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Quality of Language: Accuracy (same as for questions 3 and 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.
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- Answer(s) worth 8 or 9 scoring 0 for content: reduce final assessment by –4

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[Total : 20]

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- 5 **Rubric:** Escribe **en español un máximo de 140 palabras** para completar las dos partes siguientes.
- (a) ¿Hasta qué punto coinciden las vacaciones de las familias Pedrayes y Sanz con las de Pepe Español? y ¿cómo se diferencian? Escribe un resumen.
- (b) ¿Qué importancia tienen las vacaciones en tu país? ¿Por qué es así? 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 summary 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):

- no salen de España
- veranean en familia
- viajan en coche
- disfrutan de la playa
- han pasado las vacaciones en el mismo sitio antes
- no salen para comer
- se quedan por dos semanas
- las dos familias no están en su vivienda secundaria ni en casa de familiares o amigos
- los Sanz no están en el Mediterráneo
- los Pedrayes reservan antes de navidades

(If candidates overlook Pepe Español and just compare the 2 families, credit the comparisons that would still be valid)

Content marks: Response to the Text

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.

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.
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