MARK SCHEME FOR the November 2004 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 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*.

- CIE will not enter into discussion or correspondence in connection with this mark scheme.

CIE is publishing the mark schemes for the November 2004 question papers for most IGCSE and GCE Advanced (A) and Advanced Subsidiary (AS) Level syllabuses.

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Grade thresholds taken for Component 2 of Syllabus 8665 (AS First Language Spanish) and 9719 (A Level Spanish) in the November 2004 examination

	maximum mark available	minimum mark required for grade:		
		A	B	E
Component 2	70	48	44	24

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.

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Section 1

1 **(a)** conseguir datos   (recibir información)   [1]
acceder a datos

     (b) son de un enorme valor   (son sumamente útiles)   [1]

     (c) surgió así la necesidad de utilizar   (se presentó de esta manera la obligación de usar)   [1]

     (d) cuando llegaba el momento de la intervención   (a la hora de comenzar la operación)   [1]

     (e) planificar previamente la operación   (preparar de antemano la intervención quirúrgica)   [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:

     (a) Q: servirán para resolver problemas   *(una solución)*

         A   servirán para encontrar <u>una solución</u> a los problemas   [1]

     (b) Q: ayudar al médico   *(auxilio)*

         A: prestar/dar/ofrecer <u>auxilio</u> al médico   [1]

     (c) Q: perdiendo mucho menos tiempo   *(no gastando)*

         A: <u>no gastando</u> tanto tiempo   [1]

     (d) Q: los médicos pueden obtener imágenes   *(son capaces)*

         A: los médicos <u>son capaces</u> de obtener imágenes   [1]

     (e) Q: información de que disponen los médicos   *(disposición)*

         A: información que está a la <u>disposición</u> de los médicos   [1]

[Total : 5]

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

(a)   ¿Según el segundo párrafo [líneas 4 a 12], ¿qué ofrece la tecnología al médico moderno?

Any 4 of:
más oportunidades / para recibir información / con respecto a su diagnóstico / desde su propio ordenador / ahorrar tiempo / puede complicar el trabajo del médico   [1+1+1+1]

(b)   Según el tercer párrafo ¿cuál es el objetivo del Grupo de Informática Médica de la Universidad Politécnica de Madrid?

usar la informática / para tener más control de los datos médicos / pueden diagnosticar más eficazmente.   [1+1+1]

(c)   Según el cuarto párrafo, ¿cómo ayudan los 'procedimientos de visualización médica tridimensional'?

Any 2 of:
los medios pueden aprovechar todos los datos disponibles / usar el ordenador / ver una imagen en tres dimensiones / analizar la sección más pertinente   [1+1]

(d)   Según el quinto párrafo, ¿cuál es exactamente la pequeña revolución que está sucediendo hoy en Medicina? [líneas 30 y 31]

con los datos tridimensionales / pueden planificar precisamente la operación / antes usaban las imágenes para diagnosticar / no sabían exactamente qué encontrarían durante la intervención   [1+1+1+1]

(e)   Según José Crespo, ¿cuál es el papel fundamental que juega la informática en el campo de la neurocirugía?

que los médicos pueden decidir en términos exactos la dirección / antes de operar   [1+1]

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]

Section 2

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

(a)   El texto menciona a Edward Jenner. ¿Por qué?

porque era (uno de los) pionero(s) que investigó / el uso de las vacunas / hace 200 años
[1+1+1]

(b)   ¿Por qué se menciona específicamente la vacuna contra la hepatitis B?

porque es probable que la tecnología de 'manipulación genética' / pueda extenderse a la prevención de otras enfermedades   [1+1]

(c)   Explica la comparación que se hace en el segundo párrafo entre 'la medicina preventiva' y 'la medicina curativa'?

el trabajo de los cirujanos tiene más publicidad / porque un trasplante para curar un problema serio con un hígado (por ejemplo) /es más espectacular que una vacuna para evitarlo. / El público no se da cuenta del trabajo de los investigadores médicos
[1+1+1+1]

(d)   Según el tercer párrafo, ¿qué otras aplicaciones pueden tener las vacunas además de prevenir las enfermedades infecciosas?

Any 3 of:
ayuda a controlar otras enfermedades crónicas
ayuda a los médicos a la hora de curar adicciones
puede mejorar la efectividad de la contracepción
puede prevenir la arteriosclerosis   [1+1+1]

(e)   Según el último párrafo, los investigadores están obligados a hacer nuevos esfuerzos en el campo de la vacunación. ¿Por qué?

hay nuevas enfermedades hoy en día
hay enfermedades (bien conocidas)
que están apareciendo otra vez   [1+1+1]

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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.
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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]

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 recientes avances médicos y la medicina preventiva.

(b) ¿Cuál es tu opinión del sistema de salud pública en tu país?

(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 by **first** counting the personal response, **then** counting from the beginning of the piece until 160 is arrived at.

- 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):

- Los médicos pueden usar imágenes en 3-D para mejorar las técnicas de operar

- La posibilidad de planificar detalladamente una intervención

- Benefician del uso de la informática para diagnosticar y operar

- También pierden menos tiempo a la hora de diagnosticar

- Pueden tener más control durante la operación

- Hoy en día hay menos enfermedades que matan a los humanos

- El público no entiende la situación con respecto a las vacunas y los investigadores

- No se trata exclusivamente de las enfermedades infecciosas

- Hay trabajo que hacer porque existen nuevas enfermedades

- Habrá vacunas contra el cáncer en el futuro

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.
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