MARK SCHEME for the October/November 2015 series

8685 SPANISH LANGUAGE

8685/22   Paper 2 (Reading and Writing), maximum raw mark 70

1   General Marking Notes

2   General Marking Principles

2.1 Please note that it is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided on the following pages. You will need to consider all alternative answers and unexpected approaches in candidates' scripts, make a decision on whether they communicate the required elements, in consultation with the Principal Examiner if necessary, and award marks accordingly.

2.2 Crossing out:

(a) If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct.

(b) If a candidate crosses out an answer <u>to a whole question</u> but makes no second attempt at it, mark the crossed out work.

2.3 Annotation used in marking:

(a) BOD = Benefit of the Doubt and is used to indicate material considered by the Examiner and judged to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.

(b) NBOD = No Benefit of the Doubt and is used to indicate material considered by the Examiner and judged to be more incorrect than correct: the benefit of the doubt is **not** given to the candidate and the mark is **not** awarded.

(c) caret = to indicate where something which is key to the response is missing.

2.4 No response and '0' marks

There is a NR (No Response) option in **RM Assessor.**

Award NR (No Response):
- If there is nothing written at all in the answer space or
- If there is only a comment which does not in any way relate to the question being asked (e.g. 'can't do' or 'don't know') or
- If there is only a mark which isn't an attempt at the question (e.g. a dash, a question mark).

Award 0:
- If there is any attempt that earns no credit. This could, for example, include the candidate copying all or some of the question, or any working that does not earn any marks, whether crossed out or not.

Section 1

1 **Busca** expresiones en el **Texto 1** que sean equivalentes a las que aparecen abajo:

<table>
<tr>
<th colspan="3">ACCEPT</th>
<th>REFUSE</th>
</tr>
<tr>
<td colspan="3">Spelling errors in transcription.
Minor omissions in the body of the phrase.</td>
<td>Additional words or omissions at start or finish of phrase.</td>
</tr>
<tr>
<td>(a)</td>
<td>se decidió a tomar un curso</td>
<td>[1]</td>
<td></td>
</tr>
<tr>
<td>(b)</td>
<td>(le) tenía un poco de miedo a la máquina</td>
<td>[1]</td>
<td></td>
</tr>
<tr>
<td>(c)</td>
<td>debían acudir a la casa</td>
<td>[1]</td>
<td></td>
</tr>
<tr>
<td>(d)</td>
<td>quienes crecieron frente al monitor</td>
<td>[1]</td>
<td></td>
</tr>
<tr>
<td>(e)</td>
<td>estaba de acuerdo con él</td>
<td>[1]</td>
<td></td>
</tr>
</table>

[Total: 5 puntos]

2 Las siguientes frases aparecen en el **Texto 1**. Cambia cada una de las siguientes frases, expresando el mismo significado, pero usando la forma exacta de la palabra o las palabras que aparecen entre paréntesis ( ).

The following are examples of the way in which the answers could be expressed. Answers should fit into the original text, retain the same meaning and contain all the elements of the phrase to be re-worked.

	ACCEPT		REFUSE
			Misspellings in the grammatical point which is being tested
(a)	una nieta mía	[1]	la nieta mía
(b)	antes de que borre(s) / se borre / pueda(s) borrar/ se pueda borrar algo *allow imp. subj. eg* antes de que se borrase / -ara algo *allow perf. subj. eg* antes de que se haya borrado algo	[1]	
(c)	era necesario comprar hielo / comprar hielo era necesario	[1]	fue necesario…
(d)	por lo general…/ lo general era que… las familias solían reunirse / se solían reunir	[1]	
(e)	al llegar (los) nuevos adelantos	[1]	al comienzo de nuevos adelantos

[Total: 5 puntos]

3 Contesta **en español** las siguientes preguntas basadas en el **Texto 1**, **sin copiar frases completas (más de 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.

Words / phrases which are underlined indicate key ideas which are needed in the response.

ACCEPT		REFUSE	
(a) ¿Cuáles son los motivos por los que los mayores usan las nuevas tecnologías? *(párrafo 1)* [3]			
para luchar contra la soledad	[1]	para entretenerse	
para tener cosas en común con las generaciones más jóvenes	[1]	para comunicarse con…	
para mantenerse en contacto con amigos / familiares que viven lejos	[1]		

(b) ¿Por qué empezó Pilar a aprender a usar el ordenador? y ¿de qué maneras la ayudó una de sus nietas a adquirir más confianza? *(párrafo 2)* [3]			
toda su familia ya usaba los ordenadores	[1]	sus nietas / la nueva generación usaba(n)…	
una nieta le enseñó como ponerse en contacto con los nietos / familiares de Barcelona / que viven lejos	[1]		
le dijo que el ordenador siempre pregunta dos veces antes de borrar / …que no tuviera miedo de borrar algo por error	[1]	le ayudó a no temer el ordenador	

(c) ¿Cómo se hacían las cosas cuando Pilar era joven? *(párrafo 3)* [4]		
se conservaban los alimentos con hielo (comprado)	[1]	
se lavaba la ropa a mano	[1]	
para llamar al teléfono era necesario ir a la casa de un vecino	[1]	
(la familia) se reunía para escuchar la radio	[1]	

ACCEPT		REFUSE
(d) ¿Por qué la gente mayor no ha aceptado los ordenadores tan fácilmente como otros adelantos? *(párrafo 4)* **[3]**		
la tecnología es un reto grande	[1]	
no tienen tanta agilidad <u>mental</u>	[1]	
sufren de artritis o cataratas *(both needed)* / su estado de salud se ha deteriorado *(to get both marks, distinction between mental and physical limitations needed)*	[1]	

ACCEPT		REFUSE
(e) Explica por qué el chico creía que le estaban mintiendo. *(párrafo 5)* **[2]**		
creía que estaba chateando con la nieta	[1]	
pensaba que no era posible que las abuelas chatearan / que Pilar no era capaz de chatear	[1]	…que las abuelas <u>usaran ordenadores</u>

Quality of Language – Accuracy (Questions 3, 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.

Additional marking guidance for Quality of Language

The five marks available for Quality of Language are awarded **globally** for the whole performance on each set of answers.

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.

Answers scoring 0 for Content cannot contribute to the overall Quality of Language mark.

Identify the answer(s) scoring 0 for Content in the whole set of answers. Then add together the number of Content marks available for each of these questions and reduce the Quality of Language mark according to the following table:

Total Content marks available on questions where a candidate scores 0	Reduce Quality of Language mark by:
2–3	1
4–5	2
6–7	3
8–14	4
15	5

Note: A minimum of one mark for Quality of Language should be awarded if there are any Content marks at all (i.e. 0 Quality of Language marks only if 0 Content marks).

[Total: 20]

4 Contesta **en español** las siguientes preguntas basadas en el **Texto 2**, **sin copiar frases completas (más de 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.

Words / phrases which are underlined indicate key ideas which are needed in the response.

ACCEPT		REFUSE
(a) ¿Cuáles son las razones por las que Beatriz permite a su hijo jugar con la tableta? *(párrafo 1)* [3]		
la tableta le deja jugar con una variedad de juguetes	[1]	
cree que no es un peligro si se mezcla con otros juegos / si su uso es moderado	[1]	si su uso es <u>supervisado</u>
hay pantallas por todas partes en la sociedad de hoy	[1]	
(b) ¿Por qué se preocupa Luis Vivas en cuanto al uso de las nuevas tecnologías por niños pequeños? *(párrafo 2)* [3]		
puede afectar su desarrollo intelectual	[1]	su crecimiento
las tabletas no representan correctamente el espacio tridimensional / …el mundo 3D / …el mundo que les rodea *(etc)*	[1]	
las nuevas tecnologías no requieren el uso de <u>todos</u> los sentidos / …del olfato y/o el gusto *(both needed)*	[1]	

(c) ¿Qué aprendemos del sondeo en cuanto a los niños pequeños? *(párrafo 3)* [4]	
las nuevas tecnologías tienen un <u>enorme</u> impacto	[1]
más de la mitad sabe usar el ordenador <u>para jugar</u>	[1]
solo una pequeña minoría sabe atarse los cordones (de los zapatos)	[1]
la tecnología es una parte (integral) de su mundo / vida	[1]

ACCEPT		REFUSE
(d) ¿Qué aconseja Luciana Espeleta sobre las nuevas tecnologías y los niños? *(párrafo 4)* **[3]**		
hay que supervisar el uso de la tecnología por los niños	[1]	
no tiene sentido negarles el acceso a la tecnología	[1]	
hay que darles aparatos en moderación / no darles aparatos porque son populares / por distraerlos	[1]	
(e) Explica la frustración del hijo de Luciana. *(párrafo 5)* **[2]**		
las figuras que pinta no se mueven	[1]	
está influenciado por la animación / el vídeo	[1]	

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[Total: 20]

5 Escribe **en español un máximo de 140 palabras** para completar las **dos** tareas siguientes:

(a) Escribe un resumen de lo que se dice en **Texto 1** y **Texto 2** sobre lo positivo y lo negativo del uso de las nuevas tecnologías por la gente mayor y los niños pequeños. [10]

(b) En tu país, ¿usan todas las generaciones las nuevas tecnologías? Da tus opiniones. [5]

(NOTA: Escribe un máximo de 140 palabras) [Calidad del lenguaje: 5]

[Total: 20 puntos]

Length of 5(a) + 5(b)

- 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.

- Insert the vertical wavy line after the 160th word to show the end of the response to be marked.

Content marks: Summary [10]

The summary could include the following points (award 1 mark for each point covered up to a maximum of 10 points):

gente mayor
• + combate el aislamiento
• + les da cosas en común con generaciones más jóvenes
• + les mantiene en contacto con familiares lejanos
• + pueden bajar música / arreglar fotos
• + pueden chatear / jugar
• – tienen miedo ante la máquina / les plantea desafíos tecnolólgicos
• – les falta la agilidad mental
• – problemas físicos les ponen dificultades
niños pequeños
• + les ofrece gran variedad de juegos
• + les involucra en la sociedad digital
• – afecta el desarrollo intelectual
• – no representa el espacio tridimensional
• – no usan todos los sentidos / el gusto o el olfato
• – no aprenden atarse los cordones de los zapatos / cosas que deben saber
• – impacta en los juegos convencionales / hay niños que se enfadan cuando sus dibujos no tienen movimiento

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 (Questions 3, 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.

[Total: 20]