

**CAMBRIDGE**  
INTERNATIONAL EXAMINATIONS

**NOVEMBER 2002**

**GCE ADVANCED SUBSIDIARY AND ADVANCED LEVEL**

**MARK SCHEME**

**MAXIMUM MARK: 70**

**SYLLABUS/COMPONENT: 8665/8685/9719/2**

**Spanish  
(Reading and Writing)**

### Section 1

- |   |     |  |   |
|---|-----|--|---|
| 1 | (a) | inicialmente                                 | 1 |
|   | (b) | luchar                                       | 1 |
|   | (c) | una enseñanza basura                         | 1 |
|   | (d) | añadió                                       | 1 |
|   | (e) | los aplausos delirantes de los manifestantes | 1 |

[Total : 5]

- 2 *The following are examples of the way in which the answers could be expressed. The words given in brackets must be used in the sentence, which must correctly convey the meaning required:*

- |     |  |   |
|-----|--|---|
| (a) | (será producida) en este siglo una división será producida                 | 1 |
| (b) | (existe un temor) en las democracias existe un temor a los ignorantes      | 1 |
| (c) | (se refirió) el filósofo se refirió a la educación pública como...         | 1 |
| (d) | (se ven obligadas) las democracias se ven obligadas a educar en defensa de | 1 |
| (e) | (la falta) contra la falta de tolerancia                                   | 1 |

[Total : 5]

- 3 (a) la educación de los habitantes de un país no tiene nada que ver con la política. Es una consecuencia de la democracia 3
- (b) tenía la intención de leer el manifiesto conjunto 3
- (c) habrá sectores diferentes de la sociedad basados en la clase social y la enseñanza que han recibido 3
- (d) tienen que luchar contra el racismo, el fascismo y la falta de tolerancia (accept direct lift from the text) 3
- (e) tener en cuenta los horrores del siglo pasado y aprender de ellos 3
- Quality of Language: Accuracy** (same as for questions 4 and 5) 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, 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]

