

**UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS**

**GCE Advanced Subsidiary and Advanced Level**

**MARK SCHEME for the November 2005 question paper**

**8685 SPANISH LANGUAGE (AS Level)**

**9719 SPANISH (A Level)**

**8685/9719/3 Paper 3, maximum mark 40**

These mark schemes are published as an aid to teachers and students, to indicate the requirements of the examination. They show the basis on which Examiners were initially instructed to award marks. They do 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 June 2005 question papers for most IGCSE and GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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### COMPONENT 3: Essay

| <b>Language (out of 24)</b>  | <b>Content (out of 16)</b>   |
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| <p><b>21-24 Very good</b><br/>Confident use of complex sentence patterns, generally accurate, extensive vocabulary, good sense of idiom.</p>       | <p><b>14-16 Very good</b><br/>Detailed, clearly relevant and well illustrated; coherently argued and structured.</p>   |
| <p><b>16-20 Good</b><br/>Generally sound grasp of grammar in spite of quite a few lapses; reads reasonably; some attempt at varied vocabulary.</p> | <p><b>11-13 Good</b><br/>Sound knowledge and generally relevant; some ability to develop argument and draw conclusions.</p>  |
| <p><b>10-15 Adequate</b><br/>A tendency to be simple, clumsy or laboured; some degree of accuracy; inappropriate use of idiom.</p>                 | <p><b>7-10 Adequate</b><br/>Some knowledge, but not always relevant; a more limited capacity to argue.</p>   |
| <p><b>5-9 Poor</b><br/>Consistently simple or pedestrian sentence patterns with persistent errors; limited vocabulary.</p>                         | <p><b>3-6 Poor</b><br/>Some attempt at argument, tends to be sketchy or unspecific; little attempt to structure an argument; major misunderstanding of question.</p> |
| <p><b>1-4 Very poor</b><br/>Only the simplest sentence patterns, little evidence of grammatical awareness, very limited vocabulary.</p>            | <p><b>1-2 Very poor</b><br/>Vague and general, ideas presented at random.</p>  |