

## MARK SCHEME for the October/November 2007 question paper

### **9719, 8685 and 8665 SPANISH**

**9719/02, 8685/02 and 8665/02** Paper 2 (Reading and Writing), maximum raw mark 70

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began.

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 discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the October/November 2007 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Page 2	Mark Scheme	Syllabus	Paper
	GCE A/AS LEVEL – October/November 2007	9719/8685/8665	02

### Section 1

- 1 Refuse additional word(s) at beginning or end of phrase
- (a) la evolución intelectual (el desarrollo de la capacidad de pensar) [1]  
Accept omission of la
- (b) diseñado para medir (creado para determinar) [1]
- (c) hacemos hincapié en el proceso (subrayamos el modo de proceder) [1]  
Accept nosotros hacemos...
- (d) uno advierte de manera temprana (se nota pronto) [1]  
Refuse omission of uno
- (e) atacarlo con mayor eficacia (combatirlo con más éxito) [1]

**[Total: 5 puntos]**

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

- (a) Q: sonrío al recuperar al oso [línea 4] (*cuando*)
- A: cuando recupera al oso sonrío [1]  
Accept el  
Refuse tenses other than present  
se recupera
- (b) Q: a este juego sucede otro, y luego otro [línea 4] (*uno tras otro*)
- A: los juegos se suceden uno tras otro [1]  
Refuse omission of se  
verbs other than suceder  
son sucedidos
- (c) Q: hasta sus dos años [línea 7] (*hasta que*)
- A: hasta que tenga dos años [1]  
Accept indicative  
cumpla/e  
los / sus dos  
Refuse plural -n

Page 3	Mark Scheme	Syllabus	Paper
	GCE A/AS LEVEL – October/November 2007	9719/8685/8665	02

(d) Q: no tienen suficiente estimulación [líneas 24 y 25] (*falta*)

A: les hace falta suficiente estimulación [1]

Accept omission of suficiente

la estimulación

les falta

sufren de / tienen (una) falta de estimulación

Refuse hay una falta de estimulación

la falta de estimulación afecta a las mentes de los niños

(e) Q: El sueño de la doctora es "validar los resultados..." [línea 27] (*sueña*)

A: La doctora sueña con validar los resultados... [1]

Accept la doctora sueña con que + subjunctive: se validen / sean validados

/ se puedan validar

[Total: 5 puntos]

Page 4	Mark Scheme	Syllabus	Paper
	GCE A/AS LEVEL – October/November 2007	9719/8685/8665	02

3 **Rubric:** Contesta en español las siguientes preguntas, sin copiar frases completas (más de 4 palabras consecutivas) del texto.

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

- (a) Según el segundo párrafo, ¿qué es el 'bebé test'?
- es el nombre familiar de unas pruebas [1]  
*(Refuse if no attempt made to rephrase nombre casero)*  
que investigan a los niños menores de 2 años [1]  
y miden la inteligencia [1]
- (b) Según la doctora Alicia Santos, ¿en qué se diferencia este test de las otras pruebas para los bebés?
- las otras pruebas miden los resultados [1]  
este test mide los procesos [1]
- (c) (i) Según el tercer párrafo, ¿cuáles son las causas de los retrasos que ocurren en el desarrollo del niño?
- (Any 2 from 3)* [1+1]  
razones genéticas  
falta de estimulación en la familia  
el ambiente emocional / violencia / tensión
- (ii) Según el cuarto párrafo, ¿cómo difieren las causas de los retrasos entre las clases sociales?
- desnutrición entre los pobres [1]  
nacimientos prematuros en la clase media [1]  
falta de estimulación en la clase alta [1]  
*(Refuse if cause of retraso not linked to social class)*
- (d) Explica la siguiente declaración de la doctora Santos: "No hay futuro en un país que hipoteca su infancia".
- las autoridades deben invertir dinero [1]  
para prevenir la desnutrición en los bebés [1]  
**or**  
authorities / govt / country must take action / no future for country which doesn't [1]  
look after / protect its children [1]
- (e) Si este test es aceptado por todo el país, ¿qué es lo que espera la doctora?
- que sea adoptado como norma de desarrollo [1]  
*(Refuse if no reference to measure of development)*  
*(Accept 'throughout the country' as alternative to above)*  
que las autoridades respondan [1]  
que todos los niños venezolanos reciban las mismas oportunidades [1]  
*(Refuse if no reference to Venezuela / the country etc.)*  
*(Accept derechos)*

<b>Page 5</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A/AS LEVEL – October/November 2007</b>	<b>9719/8685/8665</b>	<b>02</b>

**Quality of Language: Accuracy** (same as for Questions 4 and 5)

[5]

<b>5 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 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 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 Below average</b>	Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.
<b>0-1 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, i.e. 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 (i.e. 0 language marks only if 0 content marks).

**[Total: 20]**

Page 6	Mark Scheme	Syllabus	Paper
	GCE A/AS LEVEL – October/November 2007	9719/8685/8665	02

## Section 2

- 4 **Rubric:** Contesta en español las siguientes preguntas, sin copiar frases completas (más de 4 palabras consecutivas) del texto.

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

- (a) Según el primer párrafo, ¿cuál es la tendencia con respecto a las operaciones cesáreas?

*(Any 2 from 3)*

[1+1]

aunque hay una disminución en la tasa de natalidad  
hay un aumento en el número de cesáreas realizadas  
superior a las cifra recomendada

- (b) Según el segundo párrafo, ¿cómo explican los médicos que haya tantas operaciones cesáreas?

las madres son cada vez mayores

[1]

*(Accept por la edad de las madres)*

hay menos riesgos de litigación

[1]

es una intervención mucho más fácil gracias al desarrollo tecnológico

[1]

*(Refuse if reason for easy operation not mentioned)*

las madres las solicitan por miedo del parto espontáneo

[1]

- (c) ¿Por qué inventa Sergio Luna la palabra 'innecesáreas' en el tercer párrafo?

es un juego sobre las palabras 'cesáreas' e 'innecesarias'

[1]

*(Accept es una combinación de (las palabras) 'cesáreas' e 'innecesarias'*

*es un juego / 'broma' de palabras (with no specific mention of the 2 words))*

el tema del texto es si cesáreas son necesarias

[1]

- (d) Según los párrafos cuarto y quinto, ¿en qué circunstancias se recomiendan cesáreas?

si el bebé no sale en la posición correcta

[1]

si se ha sometido antes a la misma intervención

[1]

si la vista de la madre podría ser perjudicada

[1]

ante la posibilidad de cualquier problema

[1]

si el bebé está sufriendo

[1]

- (e) ¿A qué idea se refiere Sergio Luna en el último párrafo? y ¿por qué la considera errónea?

es una intervención muy sencilla

[1]

siempre hay peligro or podría haber malas consecuencias

[1]

<b>Page 7</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A/AS LEVEL – October/November 2007</b>	<b>9719/8685/8665</b>	<b>02</b>

**Quality of Language: Accuracy** (same as for questions 3 and 5)

[5]

<b>5 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 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 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 Below average</b>	Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.
<b>0-1 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, i.e. 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 (i.e. 0 language marks only if 0 content marks).

**[Total: 20]**

Page 8	Mark Scheme	Syllabus	Paper
	GCE A/AS LEVEL – October/November 2007	9719/8685/8665	02

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 la prueba de inteligencia para los bebés y las operaciones cesáreas. [10]

(b) ¿Se cuida bien a los niños menores de tres años en tu país? Da tus opiniones. [5]

**(NOTA: Escribe un máximo de 140 palabras)**

#### Length of response

- Examiners make a rough estimate of the length of the answer as a whole (i.e. (a) and (b) combined) by a quick calculation of the number of words on a line.
- If the piece is clearly too long, calculate the length more precisely.
- Once 160 words are reached put a line through the rest of the summary and/or personal response.
- 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):

- evaluación de la inteligencia en los dos primeros años
- con ésta pueden identificar temprano si hay retrasos
- y pueden atacarlos con más eficacia
- los retrasos pueden tener causas genéticas o se deben a la situación familiar
- se espera que la prueba sea adoptada como medida de desarrollo nacional
- hay más cesáreas que el número recomendado por la OMS
- los médicos las justifican por varias razones (*max. 2 marks if examples given*)
- hay tantas más circunstancias en que se realiza una cesárea (*max. 2 marks if examples given*)
- es mucho más rápido que un parto espontáneo
- la gente olvida que no es tan sencilla y tiene sus riesgos

Accept other valid points from either text but only award up to a maximum of 5 marks per text.



<b>Page 9</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A/AS LEVEL – October/November 2007</b>	<b>9719/8685/8665</b>	<b>02</b>

**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.

<b>5 Very good</b> Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.
<b>4 Good</b> 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.
<b>3 Sound</b> A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text.
<b>2 Below average</b> Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition.
<b>0-1 Poor</b> 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]

<b>5 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 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 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 Below average</b> Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.
<b>0-1 Poor</b> Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.

[Total: 20]