

MARK SCHEME for the November 2005 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 mark 70

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 November 2005 question papers for most IGCSE and GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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	GCE AS/A LEVEL – NOVEMBER 2005	8665/8685/9719	2

Section 1

- 1
- | | | | |
|-----|--|-----------------------------|-----|
| (a) | han puesto en duda su utilidad (nutricional) | (han cuestionado su valor) | [1] |
| (b) | el equívoco fundamental | (la principal idea errónea) | [1] |
| (c) | quienes quieren perder peso | (los que desean adelgazar) | [1] |
| (d) | no es de extrañar que | (no es una sorpresa que) | [1] |
| (e) | incitándole a adquirir | (animándole a comprar) | [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: su consumo no es garantía de adelgazamiento (*garantiza*)
A: su consumo no garantiza (el) adelgazamiento [1]
- (b) Q: como suelen decir (*acostumbrados*)
A: como están acostumbrados a decir [1]
- (c) Q: puede provocar un mayor consumo (*animarles*)
A: puede animarles a un mayor consumo/a tomar más/a consumir más [1]
- (d) Q: en cuanto a los caramelos (*referencia*)
A: con / haciendo referencia a los caramelos [1]
- (e) Q: no deja de recibir mensajes... (*sigue*)
A: sigue recibiendo mensajes [1]

[Total : 5]

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

- (a) ¿Qué quiere decir el autor al afirmar que los productos *light* “se han abierto un hueco en el carro de la compra de muchos españoles”?

Que los consumidores ahora / están acostumbrados / a comprar tales productos [3]

- (b) Según el segundo párrafo, ¿cuál es exactamente el “equivoco” con respecto a estos alimentos?

Pensar que dichos productos provocan por sí solos el adelgazamiento / cuando en realidad lo único que hacen es ayudar en dicho proceso / y la única manera de adelgazar es teniendo una dieta equilibrada [3]

- (c) En el tercer párrafo, el autor se refiere a los cigarrillos. ¿Por qué?

Está comparando la comida *light* con los cigarrillos *light* / que también pueden persuadir al fumador / a fumar más [3]

- (d) En el tercer párrafo, según Consuelo López, ¿cuál es el problema de los productos *light*?

La cantidad alta de agua en estos productos / significa que su sabor es reducido / y por eso el consumidor consume más [3]

- (e) Según el último párrafo, ¿cómo se explica la popularidad de estos productos en la sociedad?

Para tener éxito en la vida/ser atractivo hay que tener el cuerpo perfecto / así que la publicidad siempre está repitiendo / que consumir productos *light* mejorará la vida [3]

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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]

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Section 2

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

- (a) Explica las palabras de Ramón Baselga en el primer párrafo con respecto a la dieta y las personas con diabetes?

Dice que en el pasado/hasta ahora /
a las personas con diabetes se les prohibía ciertos alimentos /
y los platos que comían eran aburridos (no podían gozar de buena comida) /
Ahora se les permite todo

[4]

- (b) Según el segundo párrafo, ¿cuál es la utilidad del libro *Delicias para diabéticos*?

Any 2 of:
Ofrece sugerencias atractivas / a los médicos / con respecto a la dieta diabética

[2]

- (c) Aparte de la dieta ¿cuáles son los pilares básicos del manejo de la diabetes? Menciona **tres**.

Any 3 of:
Actividades físicas/más ejercicio/practicar deportes/los ejercicios físicos
Medicina antidiabética/insulina
La educación respecto a la condición
El tratamiento de posibles problemas con la circulación de la sangre

[3]

- (d) En el último párrafo, ¿qué dicen los expertos con respecto a cada individuo y la dieta diabética?

Cada dieta debe ser establecida para corresponder con cada individuo /
teniendo en cuenta el ritmo de vida/la realidad social /
y las opiniones del individuo /
y debería ser fácil de seguir

[4]

- (e) ¿Por qué hay tantos “fracasos” con estas dietas diabéticas?

Any 2 of:
Son faltas de los médicos /
que no saben motivarle al diabético /
para seguir una dieta personalizada

[2]

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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 problemas asociados con los productos *light* y con la dieta diabética.

(b) ¿Cuál es tu opinión sobre la dieta tradicional 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.
- Then put a line through that part of the composition 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):

- Estos productos no ofrecen lo que prometen
- Todo el mundo compra estos productos sin vacilar
- Sólo ayudan al individuo a perder peso como parte de una dieta equilibrada
- Dan la impresión que un consumo habitual puede causar una pérdida de peso
- Su sabor es reducido considerablemente
- y por eso se consume más
- La publicidad / la belleza / el éxito
- La dieta tradicional era aburrida y limitada
- La dieta es de suma importancia con respecto al manejo de la diabetes
- La dieta diabética tiene que tener en cuenta la importancia de una reducción de grasas
- Porque hay más riesgo de problemas cardiovasculares
- Cada dieta debe ser individualizada
-
-

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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.
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