

**MARK SCHEME for the October/November 2010 question paper
for the guidance of teachers**

8685 SPANISH LANGUAGE

8685/23

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, which would have considered the acceptability of alternative answers.

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 2010 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Page 2	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS LEVEL – October/November 2010	8685	23

Section 1

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

refuse answers with omissions or extras, other than the addition of *españoles* to (c)

- (a) uno de cada tres muertos (la tercera parte de los fallecimientos) [1]
- (b) la razón de que use su vehículo particular (el motivo por el que lleva su propio coche) [1]
- (c) a quienes más abandonados tienen los ayuntamientos
(a los que atienden menos las autoridades municipales) [1]
- (d) analizar cómo es y qué necesita (investigar las características y las necesidades) [1]
- (e) deja su espacio de protección (abandona su zona de seguridad) [1]

[Total: 5 puntos]

2 Cambia cada una de las siguientes frases, expresando las mismas ideas, 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, retaining the same meaning, and contain all elements of the phrase to be re-worked.

- (a) **el 65% de los atropellos es responsabilidad de los transeúntes [línea 9] (responsables)**
 los transeúntes son (los) responsables del / de / por un / el 65% de los atropellos [1]
 accept: (en) un / el 65% de los atropellos los transeúntes son responsables
 refuse: para
 omission of article before percentage
- (b) **sin que las bocinas de los coches les molesten [línea 17] (molestados)**
 sin ser / sin que sean molestados por las bocinas de los coches [1]
 refuse: estén
- (c) **artilugios de reciente invención [línea 21] (recientemente)**
 artilugios que se han inventado recientemente / artilugios recientemente inventados [1]
 accept: fueron / eran / han sido inventados / creados
 refuse: son / están inventados / hechos
- (d) **cada vez que el peatón desea cruzar [línea 24] (cuandoquiera)**
 cuandoquiera que el peatón desee cruzar [1]
 accept: quiera

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS LEVEL – October/November 2010	8685	23

- (e) **las reglas deben hacerse a favor del viandante [línea 27] (hay que)** [1]
 hay que hacer(se) (las) reglas a favor de(l) viandante
 accept: (con respecto a) las reglas hay que hacer(se) a favor de(l) viandante
 hay que hacer reglas que están a favor de(l) viandante
 refuse: hay que cambiar las reglas...

[Total: 5 puntos]

3 Contesta en español las siguientes preguntas, 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.

(a) ¿Cuál es la prioridad de la planificación urbana? y ¿cuáles han sido las consecuencias de esto? (párrafo 1)

- los autos tienen prioridad [1]
 deja sin protección al peatón [1]
 se pierde la costumbre de ir a pie [1]

(b) ¿Qué dice el texto de los accidentes en los que está implicado un peatón? (párrafo 2)

- la tercera parte de los fallecidos son peatones [1]
 en la mayoría de los casos el peatón causa el accidente [1]

(c) Según Alberto Martínez, ¿cómo es el comportamiento del típico peatón español? y ¿por qué? (párrafo 3)

- sale de paseo los fines de semana [1]
 los otros días usa su coche [1]
 las ciudades no favorecen ir a pie [1]

(d) ¿A qué problemas se enfrenta la gente mayor? (párrafo 4)

- las autoridades no se preocupan por ellos [1]
 no les resulta fácil a los ancianos cruzar la calle [1]
 no salen de casa [1]

(e) ¿Qué nueva tendencia se ha notado en los últimos años? y ¿por qué ha causado accidentes? (párrafo 5)

- el atropellado / peatón etc. usaba el móvil / MP3 [1]
 los peatones se distraían / no prestaban atención [1]
 refuse: answers which fail to make it clear that the pedestrian was distracted by using mobile etc.

(f) Explica el 'cambio mental' mencionado por Alberto Martínez, y, en la opinión de este señor, ¿qué se debe hacer en el futuro? (párrafo 6)

- el peatón cambia su zona de seguridad por una de peligro [1]
 cambiar las reglas para favorecer al peatón [1]

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS LEVEL – October/November 2010	8685	23

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 form, 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 more 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.
1 Poor Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated errors.

For question 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 the 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 5	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS LEVEL – October/November 2010	8685	23

4 Contesta en español las siguientes preguntas, 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.

(a) ¿Cuáles son las razones por las que Bogotá inició el 'Día sin Carro'? (párrafo 1)

- (para reducir) la contaminación [1]
- refuse: es la ciudad más contaminada... [1]
- (porque) el tráfico normalmente avanza muy lentamente [1]
- refuse: hay mucha congestión (more detail needed) [1]
- (para reducir) el ruido del tráfico [1]
- para animar a la gente a buscar alternativas al coche [1]

(b) ¿Cómo se beneficiaron los bogotanos con el jueves pasado? (párrafo 2)

- hubo menos tráfico / congestión / atascos etc. en las calles [1]
- se redujo el ruido / no se oyeron las alarmas de los coches [1]
- la gente viajó de maneras más saludables / adelgazaron [1]
- (idea of 'healthy exercise / slimming' needed – not just 'people walked')

(c) Según el Comisario Europeo, ¿en qué consiste el éxito del 'Día sin Carro'? (párrafo 3)

- llama la atención sobre los efectos perjudiciales de los autos [1]
- demuestra que se puede vivir normalmente sin coche [1]

(d) Según el texto, ¿quiénes exactamente no se declararían tan positivos con respecto al 'Día sin Carro'? y ¿por qué? (párrafo 4)

- casi la mitad de los empresarios / las empresas [1]
- (49% or equivalent needed)
- sobre todo en comercio, industria, servicios / hoteles y restaurantes [1]
- perdieron ventas / dinero [1]

(e) ¿Por qué considera Alejandro Baena que no se han sacado las conclusiones correctas de este 'día sin coche'? (párrafo 5)

- el problema no consiste en el uso del coche [1]
- sino en las deficiencias del transporte público [1]
- el cual responde a intereses privados [1]

Page 6	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS LEVEL – October/November 2010	8685	23

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

[5]

5 Very good	Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb form, 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 more 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.
1 Poor	Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated errors.

For question 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 the 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 7	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS LEVEL – October/November 2010	8685	23

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 los dos textos sobre cómo el uso del automóvil afecta a la gente. [10]

(b) ¿Es agradable pasearse en las ciudades de tu país? Da tus opiniones. [5]

(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 summary 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 10):

- las ciudades están diseñadas para los coches
- los peatones están desamparados
- la gente se des acostumbra a ir a pie
- sólo se sale de paseo los fines de semana
- uno de cada tres muertos por accidentes de tráfico son peatones **or** muchos peatones atropellados se distraían con un móvil / MP3
- los mayores tienen dificultad para cruzar la calle **or** se quedan en casa
- los autos producen contaminación
- la congestión (reduce la velocidad del viaje)
- el ruido del tráfico es intolerable
- los empresarios / las empresas pierden dinero si la gente no usa coches
- no se usan maneras saludables de viajar

Page 8	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS LEVEL – October/November 2010	8685	23

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.

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.
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]