

CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

MARK SCHEME FOR the November 2003 question papers

0502 First Language Spanish

- 0502/1** Paper 1 (Reading and Directed Writing, Core), maximum raw mark 60
- 0502/2** Paper 2 (Reading and Directed Writing, Extended), maximum raw mark 60
- 0502/3** Paper 3 (Continuous Writing), maximum raw 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*.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the November 2003 question papers for most IGCSE and GCE Advanced (A) and Advanced Subsidiary (AS) Level syllabuses.

Grade thresholds taken for Syllabus 0502 (IGCSE First Language Spanish) in the November examination

	maximum mark available	minimum mark required for grade:			
		A	C	E	F
Component 1	60	N/A	44	27	18
Component 2	60	49	35	21	N/A
Component 3	40	34	27	19	15

The threshold (minimum mark) for B is set halfway between those for Grades A and C.

The threshold for D is set halfway between those for Grades C and E.

The threshold for G is set as many marks below the F threshold as the E threshold is above it.

Grade A* does not exist at the level of an individual component.

CAMBRIDGE
INTERNATIONAL EXAMINATIONS

NOVEMBER 2003

INTERNATIONAL GCSE

<p>MARK SCHEME</p>
<p>MAXIMUM MARK: 60</p>
<p>SYLLABUS/COMPONENT: 0502/1</p> <p>First Language Spanish (Reading and Directed Writing: Core)</p>



General instructions for markers

- Tick at points in the script where you award marks.
- Put sub-totals for each part of a question in the margins and put the total for each question at the end of the answer.
- Transfer *total* mark for questions 1-10 to front of script.
- For questions 11 and 12, make brief comments at the end of the answer to explain why you have given your mark. This is very helpful if the script needs to be re-marked at a later stage. Comments may be also made on the body of the essay, if appropriate. Put marks for content and language at end of the answer, total them, and ring the total (e.g. C7 + L6 = 13). Transfer the totals to front of script.
- Total the marks for questions 1-10, 11, and 12 on the front of the script and ring the total. Double-check all additions. Your checker should re-check all the totals, but you remain responsible for their accuracy.

Questions 1-10

- | | | |
|---|---|---|
| 1 | A | 1 |
| 2 | B | 1 |
| 3 | A | 1 |
| 4 | D | 1 |
| 5 | C | 1 |
| 6 | C | 1 |
- 7 *Según el texto ¿qué detalles caracterizaban a los juegos olímpicos de la antigüedad?* Held every 4 years (1), at sanctuary of Zeus in Olympia (1); all city-states participated (1); only pure Greeks could take part (1); wars were interrupted for the duration (1); lasted 5 days (1).
1 mark for each relevant detail to a maximum of 3.
- 8 *¿Cómo se celebraba la victoria en los juegos y qué significación tenía para los ganadores?* Received olive wreath (1), reflected glory on home town (1), celebrated by poets (1), lived rest of lives at public expense (1).
Up to 4 marks.
- 9 *Comente el papel que tuvo el emperador Teodosio I el Grande en la historia de los JO.* Abolished them (1) for religious reasons (1) in the year 393 AD (1).
1 mark for each relevant detail up to total of 2.
- 10 *¿Qué eventos deportivos caracterizaron los primeros JO de la historia moderna y cómo eran?*
only 285 competitors from 13 nations turned up (allow some latitude on expression of this – give mark for conveying idea that attendance was disappointing) 1
ignored by world's press 1
43 contests in 9 disciplines 1
most popular with spectators were swimming (1) and athletics (1) 1+1
swimming in sea not pool (1); all swimming freestyle (1); some famous swimmers failed to turn up (1) 1+1+1
1 mark for each relevant detail up to total of 5.

Question 11: *Basándose en el texto, ¿cómo se contrastan los sentimientos de la madre y del hijo y por cuál de los dos siente más simpatía? Escriba unas 150 palabras en total*

5 marks for establishing contrasts, 10 marks for personal reaction and 5 marks for writing

Up to 5 marks for establishing contrasts, based on close reading of text:

- mother thinks son is just a baby although he is nearly 15 and in long trousers, but son considers himself quite grown up ('mamá cree que soy un chico') 1
- mother wants to spend night with son in clinic but he thinks he is OK alone 1
- mother loathes the nurse but son thinks she is rather nice 1
- mother thinks blanket insufficient but son thinks it is fine 1
- mother thinks she has put the nurse in her place but son thinks nurse is merely annoyed with mother 1
- mother thinks son is incapable of doing anything without her, son is afraid nurse will think just that 1

Up to 10 marks for giving personal reaction viz.:

9-10	Candidate's opinion is well reasoned, insightful, soundly based on a close reading of the text, and supported by detailed evidence; there are no conspicuous omissions; text has been thoroughly understood.
7-8	Candidate's opinion is clearly expressed and convincing, with some detailed support, but there are some omissions; sound understanding of text.
5-6	Candidate's opinion is adequately expressed, with some generalised support from the text, but little detail; text appears to have been broadly understood.
3-4	Some confusion in the expression of the candidate's opinion; attempt at justification; vague statements with little support from the text, but some understanding comes over.
1-2	Confused; some sort of opinion is offered, but it is clear that the candidate has not really understood the text.
0	No clear opinion, no understanding of text.

Up to 5 marks for language and style:

5	Sentences are fluent and there is a fairly wide range of vocabulary. Overall structure is good and sentences generally follow in sequence. Most full stops are correct and errors are infrequent and minor.
4	Sentences are correct, though relatively simple. Vocabulary is adequate and correctly used. There are some sentence separation errors and quite frequent other errors, although minor.
3	Sentence structures and vocabulary are simple, but meaning is never in doubt. The order is reasonable. Error may be frequent, but it does not blur meaning.
2	The answer is very simply written and there are occasional examples of blurred meaning. The structure can usually be followed. Some error is serious, affecting meaning.
1	The answer is difficult to understand. The extent of grammatical error seriously impedes meaning.
0	The answer cannot be understood.

Question 12: *Después de haber leído el texto, proponga un monólogo similar al que se le ha leído, pero protagonizado por la enfermera. Escriba unas 250 palabras en total.*

10 marks for content, 10 for language and style.

9-10	Describes the nurse's actions fully and accurately. Infers her state of mind and character convincingly from the accounts given by the mother and son, and conveys her opinion of them interestingly and with an awareness of the potential ironies. Draws on text for significant detail without lifting from it. Everything said can be justified from the text.
7-8	Description of the nurse's actions is accurate but not complete. Evocation of her state of mind and character is convincing but with omissions. Reaction to mother and son more convincing on one character than on the other. Some neglect of significant detail in text, but no significant departure from it.
5-6	Some of the nurse's actions are accurately described, but there are a few errors/omissions. Description of her state of mind and character does not overtly clash with detail given in text, but is not wholly convincing. Rather vague about her reaction to the other characters. Some lifting from text, not fully integrated; some neglect of details. May adduce ideas not supported by text.
3-4	Description of nurse's actions is inaccurate and/or incomplete. Some impression of her character and attitudes comes over, but candidate has missed many of the implications in the text. May be over-long due to irrelevance and/or wholesale lifting, or too short due to lack of detail.
1-2	Scrappy, limited answer, with much confusion as to detail; candidate is incapable of inferring nurse's character or thoughts from the text. Use of text is inappropriate. Much irrelevance.
0	Nothing to reward.

Language and style

9-10	A convincing, amusing pastiche of the author's style. Ideas clearly organised. No formal errors. A pleasure to read.
7-8	A discernible effort to imitate the author's style, but not fully successful. Easy to follow, reader's interest sustained. Formal errors minor.
5-6	No attempt to imitate the author's style, but the language used is unambiguous and with a little variety. Lacks humour and incisiveness. Some confusion. A number of formal errors.
3-4	Language unambitious, inappropriate; no sense of style; may be hard to follow at times. Confused presentation, many errors.
1-2	Poor, limited language; incomprehensible in places; many errors.
0	No rewardable language.

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NOVEMBER 2003

INTERNATIONAL GCSE

MARK SCHEME

MAXIMUM MARK: 60

SYLLABUS/COMPONENT: 0502/2

**First Language Spanish
(Reading and Directed Writing: Extended)**



The more the script is annotated, the better.

- Technical errors should be encircled. There is no mathematical computation of such errors, but they should be taken into account when allotting a language mark.
- Examples of good language use and well-made points should be ticked and the ticks taken into account when considering the final mark for the essay.
- Comments at the end of the essay, explaining what the examiner considers to be the weak/strong points of the answer, will be very helpful if the script needs to be re-marked at any stage.

Part I, Question 1

Basándose en ambos textos, exponga su opinión sobre qué motivos incitan a los hombres (individuos y colectividades) a organizar y participar en grandes acontecimientos deportivos.

14 marks for handling of text, 6 marks for language and style

12 key points in the texts are identified below:

- **Two** marks should be awarded for each point clearly made by the candidate, up to a maximum of 14.
- Where a candidate makes a point its number should be noted in the margin.
- If the point is repeated it should be bracketed thus: (14R).
- Points that are not in either text should be marked IR (irrelevant).
- Points that are not clearly made should be marked PNM and not credited.

Key points:

- 1 Sporting contests can have religious importance
- 2 Sporting contests can have social importance (e.g. desire to compete)
- 3 They celebrate(d) physical beauty.
- 4 You do not have to be a professional to take part (in e.g. the Olympics).
- 5 Sporting contests promote solidarity, overriding political differences and even wars.
- 6 Winners are fêted and rewarded – gaining both glory and material advantage.
- 7 The success of an individual athlete reflects honour on his community.
- 8 Big sporting occasions attract worldwide interest.
- 9 Sports like football have a huge following on both the national and the individual level.
- 10 You do not have to be a participant to be involved – spectators are also important.
- 11 A passion for sport (which can inspire a single individual to overcome huge difficulties and accomplish enormous achievements (witness Baron Coubertin, Jules Rimet)).
- 12 Many of these individuals are inspired by idealism.
- 13 There is a lot of money tied up in it.
- 14 Desire to promote own sport (e.g. creation of FIFA and football world cup)

The six additional marks should be allotted as follows:

Language and style

5-6 (Excellent)	Clear, elegant language with complex syntax where appropriate. Good organisation, good linkage. Varied, precise vocabulary. Avoids irrelevance. No technical errors.
4 (Good)	Clear, appropriate language. Generally good linkage, easy to follow thread. Appropriate vocabulary. Little irrelevance. Technical errors very slight.
3 (Adequate)	Language generally appropriate, but unsophisticated and generally simple syntax. Attempts to link, but not always connected; reader has to concentrate at times in order to follow thread. Adequate vocabulary. Some irrelevance. Relatively few technical errors.
2 (Weak)	Unsophisticated language, not always appropriate. Very simple syntax with some clumsiness. Considerable irrelevance, thread not easy to follow. Meaning may be obscure in places. Thin vocabulary. A number of technical errors.
1 (Poor)	Thin, inappropriate use of language. Confused and obscure. Much irrelevance. Many errors.

Part 1 – Question 2

Basándose en los textos y en su opinión personal, ¿cree usted que se presta demasiada atención a los acontecimientos deportivos?

15 marks for content, 5 for written expression

Content

13-15	<p>A clear and convincing answer, marrying relevant details from the text with well-supported personal opinions</p> <p>A number of specific details from the texts are adduced. The candidate demonstrates complete understanding of both texts and also a critical approach towards them (e.g. there are more nations in FIFA than in the UN – does this show a distorted ordering of global priorities? Does the fact that only a small minority of football players are women suggest that the world-wide obsession with football helps to maintain sexist attitudes?). The candidate's own opinions are seamlessly integrated with the textual material. Avoids lengthy personal narratives. Well organised, convincing and interesting.</p>
10-12	<p>Consistently good use of texts, combined with convincing personal arguments</p> <p>Some specific details from the text are adduced. The candidate shows a sound understanding of both texts but does not take a critical approach. Personal opinions are well integrated and irrelevant narrative is avoided. Generally well-ordered and convincing.</p>
7-9	<p>An acceptable combination of textual and personal material</p> <p>One or two details from the texts are given (perhaps with some lifting) and the candidate has understood the gist of both articles. There may be some over-long personal narrative and opinions may not be fully supported. Generally coherent.</p>
4-6	<p>Some use of texts; a personal opinion is conveyed</p> <p>Candidate may largely ignore the texts, or alternatively lift large sections from them with little justification. Personal material is more anecdote than opinion. An opinion is given, but is not fully backed by the rest of the material. Coherent in parts, but reader has to make an effort to follow the reasoning.</p>
1-3	<p>Limited answer</p> <p>Little use is made of the texts; candidate appears not to understand them, though sections may be lifted in an attempt to bulk out the answer. Personal details are confined to anecdote. Opinion unclear, unsupported. Incoherent.</p>

Written expression

5	Well constructed and fluently written. Varied, precise, appropriate vocabulary, varied syntax, good linking. No, or trifling, technical errors. Interesting and stimulating to read.
4	Reads well, well constructed on the whole. Appropriate vocabulary and syntax, with at least a consistent attempt to link. Technical errors minor. Reader's interest sustained.
3	Effort made to construct the essay. Appropriate vocabulary, with some repetition/imprecision. Some variety in syntax. Technical errors do not impede communication. Reader may have to concentrate and/or make allowances in order to follow the argument.
2	Poorly constructed essay but some evidence of connected thought. Vocabulary limited, repetitive, but communicates without ambiguity. Lacks fluency; short sentences with little subordination. Reader may lose thread (and interest).
1	Poor construction, disjointed; many errors; not always comprehensible.

Part 2 – Question 3

Letter to client

Important points:

- This is a formal letter, but from a travel firm which is marketing ‘fun’ and ‘interest’, so should not come over as stuffy. Layout and content must be appropriate.
- The candidate has discretion as to the type of group that is supposedly being dealt with, so long as it consists of 15 persons. The nature of the group should be made clear in the essay (e.g. ‘I understand that you are interested in bringing a group of 15 school students / historians / pensioners / diehard Communists... to Cuba for a visit...’).
- The letter must cover the items in the note viz.:
 - 1 Destination Havana.
 - 2 Accommodation: hotels (3, 4, 5 stars), on bed only, B&B, half board or full board terms.
 - 3 Travel included.
 - 4 Airport transfers also included.
 - 5 Optional city excursions.
 - 6 Optional country excursions.

Tick each of the above points where it is clearly made by the candidate, and put the appropriate number in the margin.

However, except in bands 4 and 5 (see below), the candidate should realise that the letter is not intended merely to convey basic information but also to get the client interested. This means that the candidate must use his/her judgement and imagination to angle the information, e.g.:

- (a) *Destination Havana*: the candidate may either assume (and state!) that the client has already chosen this, or recommend it to the client, in which case the candidate should state why this destination is appropriate for the group.
- (b) *Accommodation*: hotels (3, 4, 5 stars), on bed-only, B&B, half board or full board terms. Candidate should make a recommendation based on the kind of party s/he is envisaging.
- (c) *Travel*: included – this should be a selling point!
- (d) *Airport transfers*: also included – another selling point, as this charge can cause a lot of inconvenience and annoyance, e.g. if traveller has not got any local currency.
- (e) *Optional city excursions*: candidate should focus on the ones most likely to interest the group, while making the range of possibilities clear, e.g. if the group is particularly interested in the natural world then the botanic garden would be a bonus; if in architecture, the colonial buildings, etc.
- (f) *Optional country excursions*: same applies.

15 marks for content, 5 for language**Content**

13-15	A well-presented, convincing letter The layout of the letter is formally correct. The group is clearly identified. All six points are made and each one has a 'persuasion' element as discussed above. No irrelevance. The client would certainly want to take the matter further.
10-12	The letter would merit serious consideration The letter is formally correct. The group is clearly identified. All six points are made, though not all of them are persuasively backed up. There may be some irrelevance but it is not intrusive. The client would be likely to take the matter further.
7-9	The letter might interest the client There is an attempt at formal correctness; the result may not be perfect but would not disgrace the writer's firm. The group is identified – possibly by implication. All six points are made, but some are baldly stated rather than elaborated. Some irrelevance. The client might consider taking the matter further.
4-6	Not a persuasive letter Little attempt at formal correctness. There may be some confusion as to the nature of the group. One or more points may be missing, or without any elaboration. Considerable irrelevance. The client would not be impressed by the letter.
1-3	WPB! No attempt at correct layout. Several points are missing or not clearly made. Much irrelevance. The letter would probably be binned.

Language

5	Clear, courteous language, formal but not too stuffy, since this is a travel firm: lively without being slangy or pushy. Good linkage, appropriate vocabulary. No technical errors.
4	Appropriate polite language for a business letter of this nature. Attempts to be persuasive, but perhaps a bit flat. Appropriate vocabulary. Technical errors very slight.
3	Style inconsistent or inappropriate: perhaps over-formal for a travel firm, or on the contrary too colloquial for a business letter. Adequate vocabulary. If there are technical errors, they are not such as to get the letter dismissed out of hand.
2	Little attention to style. May list possibilities in a dull way, or at the other extreme become excessively slangy. Meaning is conveyed without ambiguity. Technical errors create an unfavourable impression.
1	Poor. No attempt at appropriate style. Meaning not always clear. Many errors.

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NOVEMBER 2003

INTERNATIONAL GCSE

MARK SCHEME

MAXIMUM MARK: 40

SYLLABUS/COMPONENT: 0502/3

**First Language Spanish
(Continuous Writing)**



1 Criterios

MATERIAL

Interesante
Detallado
Explicado
Con ejemplos
Apropiado
Maduro

ESTRUCTURA

Párrafos
Estructura global/coherencia
Comienzo y final
Efectos estructurales

ESTILO

Variedad de vocabulario
Estructura de las oraciones
Lenguaje sofisticado
Sentido de estilo en situaciones diferentes

PRECISIÓN

Gramática
Ortografía
Lenguaje
Uso de palabras

2 Técnica

Indique los errores principales en la primera mitad del ensayo.

Lea el ensayo juzgando la calidad del mismo en general y comprobando que es consistente.

Haga un balance de los puntos fuertes y débiles de acuerdo a los cuatro criterios.

Decida el nivel y ponga la nota.

3 Notas

No penalice el exceso de palabras. Los candidatos que escriben mucho o poco muestran, por lo general, puntos débiles dentro de los criterios establecidos.

Tenga en cuenta el uso de palabras o expresiones de zonas como Sudamérica, las cuales no deben ser consideradas como errores.

4 Descripciones de los niveles

- 6-10** Comprensible en partes. Simple y con errores de lenguaje. Estructuras simples. Posiblemente sin párrafos. Evidencia clara de los candidatos con español como segunda lengua. El nivel más bajo de un logro positivo.
- 11-15** Debe ser comprensible a lo largo de todo el ensayo. Material muy sencillo, por ejemplo: narración sencilla, lista de hechos, sin adornos literarios. Muchos errores, lenguaje sencillo, a menudo con faltas. Estilo básico. Algunos párrafos. Consigue nota alta cuando se aprecia un sentido de logro.
- 16-19** Estos ensayos son dignos de consideración, pero el lenguaje y las ideas son todavía muy simples. Sin embargo hay mayor sentido de estructura que en el Nivel F y se empieza a escribir de una manera más detallada. Se justifican más. Muchos candidatos con español como segunda lengua se encuadran en este nivel; muchos errores pero, por lo general sin ser demasiado importantes. El material es todavía sencillo. Ganan nota alta los ensayos con virtudes positivas, pero, en general, no consiguen llegar a la meta que se han propuesto.
- 20-24** Estos son ensayos con muchas cualidades pero que, sin embargo, no tienen lo que hace falta para conseguir una C. A menudo muestran interés y madurez en el tema tratado así como intentan ofrecer detalles y explicaciones, aunque el efecto final sea incompleto. Quizás también, la calidad de alguna parte del ensayo no sea consistente. Generalmente bien estructurado, pero hay demasiados errores pequeños (más en la parte baja del nivel) y el vocabulario no es tan variado como se debiera esperar. Trate las notas 23-24 como un trabajo satisfactorio teniendo en cuenta el examen en conjunto.
- 25-29** El ensayo es de un nivel apropiado sin mostrar una sofisticada estructura. El material se desarrolla satisfactoriamente con una longitud apropiada; y, particularmente, en las notas 29-30 el vocabulario es muy competente. Los ensayos de tipo debate están bien estructurados y sin repeticiones. Espere claridad de expresión. La mayoría de los ensayos son bastante precisos aunque hay sitio para ensayos con más errores en las notas 25-26. Entren en este nivel ensayos con un alto nivel de competencia en todos los criterios salvo en el de precisión. Considere competencia a la edad de 16 años, no obras maestras.
- 30-34** Los candidatos escriben con un estilo más consciente, así que, espere giro de expresiones, vocabulario competente, buena selección de ideas; y en historias, secciones descriptivas y reflexivas, y capacidad para entender que la narración por sí sola es insuficiente. Para notas entre 31 y 33, se espera una alta capacidad en el estilo de escritura que a la edad de 16 años puede contrarrestar errores pequeños, como por ejemplo: comas en vez de punto final al final de una oración bien estructurada. En las notas 34 y 35 se espera más calidad en la técnica de escritura acompañada de pocos errores. Puede que haya un estilo pesado e incómodo que haga que la lectura no sea del todo entretenida.
- 35-40** Agradable de leer, quizás por la originalidad del tema (especialmente ficción sofisticada, original, experiencia personal), o por un estilo fácil o estructura progresiva. Las introducciones y las conclusiones son bien premiadas. La unidad del ensayo es importante. Pocos o casi ningún error, pero se pueden dar 36-37 puntos a trabajos con errores comunes, como: alguna coma en vez de punto. Está preparado para dar 40 puntos cuando crea que se ha establecido una completa y entretenida comunicación. Un buen criterio es querer leer el ensayo otra vez.