

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

MARK SCHEME FOR the November 2004 question paper

0502 First Language Spanish

0502/1 Paper 1, Reading and Directed Writing (Core), maximum raw mark 60

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which Examiners were initially instructed to award marks. It does 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 discussion or correspondence in connection with this mark scheme.

CIE is publishing the mark schemes for the November 2004 question papers for most IGCSE and GCE Advanced (A) and Advanced Subsidiary (AS) Level syllabuses.

Grade thresholds taken for Component 1 of Syllabus 0502 (IGCSE First Language Spanish) for the November 2004 examination

	maximum mark available	minimum mark required for grade:			
		A	C	E	F
Component 1	60	N/A	42	27	18

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.

Page 1	Mark Scheme	Syllabus
	FIRST LANGUAGE SPANISH – NOVEMBER 2004	0502

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. 7 + 6 = 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 | C | 1 |
| 2 | D | 1 |
| 3 | A | 1 |
| 4 | C | 1 |
| 5 | D | 1 |
| 6 | B | 1 |
| 7 | <p><i>Según el artículo, ¿cuál es la diferencia entre la deforestación y la degradación forestal?</i>
 <i>Deforestación</i> is the complete destruction of forest, <i>degradación forestal</i> reduces its quality.</p> | 1 |
| 8 | <p><i>Explique el papel de los bosques en la tierra y los efectos de su eliminación.</i></p> <p><u>Usefulness</u>: store carbon, thus preventing global warming (1); reservoir of biodiversity (lots of unique species) (1), some of which may be medically helpful (1)</p> <p><u>Effects of elimination</u>: soil erosion (1); disturbance of ground water leading to floods or drought (1); rain washes away fertile soil (1); spread of deserts (1)</p> <p>Up to 6 marks for relevant points. Some of the positive points might legitimately be expressed as negative ones and vice versa (eg 'loss of forests reduces biodiversity'; 'destruction of forests releases carbon and contributes to global warming').</p> | 6 |
| 9 | <p><i>¿Cuáles son las causas de la deforestación?</i>
 Demand for wood (1), needs of agriculture (1), increase in human population (1).</p> | 3 |
| 10 | <p><i>Explique cómo afectaron al proceso de la deforestación las políticas coloniales.</i>
 Thought lush forest indicated fertile soil (1); thought in terms of 'conquering' forest (1); wanted land for commerce and agriculture (1); left soil exhausted (1).</p> | 4 |

Page 2	Mark Scheme	Syllabus
	FIRST LANGUAGE SPANISH – NOVEMBER 2004	0502

Question 11

¿Qué impresión le ha causado el texto sobre las personas que frecuentan este baile y su entorno social?. Escriba unas 200 palabras en total.

**10 marks for description, 5 marks for expression and organisation,
5 marks for language and style**

Up to 10 marks for accurate description of people & society, based on close reading of text:

- 1 clearly the upper class (of a rigidly stratified society) (1)
- 2 very preoccupied with social occasions (spend vast amounts on creating a temporary ballroom) (1)
- 3 stridently nationalistic (national anthem president)
- 4 snobbish (boasting about glories of previous dances, being seen with or dancing with the best local men and hobnobbing with the president) (1)
- 5 very careful about dress (white dresses of young girls, black suits of men, fans etc) (1)
- 6 ...and social ritual (asking women to dance, completing dance card) (1)
- 7 rigid separation of the sexes (1)
- 8 women vain of their appearance, but not always justifiably ('poniendo de manifiesto... de las damas') (1)
- 9 young girls, many if not all convent educated ('compañeras de Sión') (1)
- 10 ...herd together (1)
- 11 being put on display (like goods on a stall) in order to attract a husband (1)
- 12 ...and terrified of being wallflowers (1)
- 13 ...which causes genuine suffering ('congoja', 'horrible tormento') owing to supercilious attitude of those most fortunate (1)
- 14 older women malicious, viper-tongued (1)
- 15 mothers ferociously ambitious for their daughters (1)
- 16 insensitive (1)

Some of these points could legitimately be made with reference to particular characters, Aurelia and Doña Catalina in particular.

Page 3	Mark Scheme	Syllabus
	FIRST LANGUAGE SPANISH – NOVEMBER 2004	0502

Up to 5 marks for expression and organisation viz.:

5	Impressive ability to draw inferences from the text. Candidate's description of society 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.
4	Clearly able to draw inferences. Candidate's description shows some insight; it is clearly expressed and convincing, with some good support, though there are omissions; sound understanding of text.
3	Some evidence of capacity to draw inferences. Candidate's description is adequately expressed, with some generalised support from the text, but little detail; text appears to have been broadly understood.
2	Cannot progress beyond the obvious. Some confusion in expression; unwarranted inferences, and/or vague statements with little support from the text; some understanding comes over.
1	Confused; attempt at a description, but it is clear that the candidate has not really understood the text.
0	No clear description, no understanding of text.

Up to 5 marks for language and style:

5	Clear, sophisticated language, appropriate to a piece of 'literary criticism' (but need not include any technical vocabulary); easy to follow, well organised; quotations or references are elegantly and appropriately integrated; reader's interest fully sustained; no formal errors.
4	Appropriate, varied language; can be followed without much effort; may be a little clumsiness in introducing quotations from/references to text; reader's interest sustained; formal errors minor (e.g. non-grammatical accent errors).
3	Language unambitious but not ambiguous; textual references may be clumsy or over-long; not always easy to follow; a number of errors.
2	Some ambiguity and confusion in language. Simple syntax, limited vocabulary; may quote at excessive length; rather an effort to read; many errors.
1	Very limited language. Whole-scale copying from text. Confused, maybe incomprehensible in places; many errors.
0	No rewardable language.

Page 4	Mark Scheme	Syllabus
	FIRST LANGUAGE SPANISH – NOVEMBER 2004	0502

Question 12

Después de haber leído el texto, construya una conversación imaginaria mantenida entre Aurelia y Pedro Cervantes mientras bailan. Escriba unas 200 palabras en total.

10 marks for content, 10 for language and style

Content

9-10	The conversation is well sustained, lively and amusing. The style is formal and polished, as appropriate to the occasion and the social level of the persons involved. The characters of Aurelia (naïve, nervous, self-conscious, very anxious to make a good impression on an eligible young man) and Pedro (a nice young man capable of 'mucho cortedad') are well conveyed. The content is appropriate to the occasion (probably small talk about the dance, etc, rather than soul-searing revelations about eg Aurelia's dread of being left to 'comer pavo'; perhaps some polite questions from Pedro about her family). The candidate has assimilated the impressions conveyed by the text and has supplemented them successfully from his/her imagination. The very best candidates may be capable of conveying some of the author's irony, but this should not be considered a requirement before awarding 10 marks.
7-8	The conversation is quite well sustained, lively and natural. The style and content are generally appropriate for the occasion. A good idea of Aurelia's and Pedro's characters is conveyed. The text has been understood and well used; some lack of imaginative/creative response.
5-6	The conversation is more or less convincing in style and content, but may be rather brief. Some idea of the characters is conveyed. The text has been understood and appropriate details are drawn from it, but the candidate has difficulty in supplementing this from his/her imagination, or alternatively adds details which are not warranted by the text.
3-4	Probably a short answer. There are some false notes in the conversation; the style is clumsy, or inappropriately colloquial. No clear idea of the characters emerges. There is little appropriate reference from the text. One has the impression that it is the candidate speaking, rather than the characters.
1-2	Scrappy, limited answer, with much confusion as to detail; candidate is incapable of exploiting the text in order to construct a conversation. No real attempt at characterisation or viewpoint. Much irrelevance.
0	Nothing to reward.

Language and style

9-10	A convincing, amusing conversation which fits naturally with the extract. Conversation well structured and correctly set out. Varied vocabulary makes for interesting reading. No formal errors. A pleasure to read.
7-8	A discernible effort to use an appropriate style, but not fully successful. Well organised on the whole. An attempt to set out the dialogue correctly. 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 polish. Some confusion. Errors in setting out dialogue. 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.