

**UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS**

**GCE Advanced Subsidiary and Advanced Level**

**MARK SCHEME for the June 2005 question paper**

**8685 SPANISH LANGUAGE (AS Level)**

**9719 SPANISH (A Level)**

**8685/9719/1 Paper 1 (Speaking), maximum mark 100**

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 discussion or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the June 2005 question papers for most IGCSE and GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



**Grade thresholds** taken for Component 1 of Syllabus 9719 (A Level Spanish) in the June 2005 examination

	maximum mark available	minimum mark required for grade:		
		A	B	E
Component 1	100	78	68	46

Boundaries for 8685 AS Spanish Language are lower than for the A Level syllabus.

The threshold (minimum marks) for grades C and D are normally set by dividing the mark range between the B and E thresholds into three. For example, if the difference between the B and E threshold is 24 marks, the C threshold is set 8 marks below the B threshold and the D threshold is set another 8 marks down. If dividing the interval by three results in a fraction of a mark, then the threshold is normally rounded down.



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## COMPONENT 1: Speaking

### Section 1: Presentation

The presentation will be marked out of 20 marks: Content / Presentation 10; Pronunciation / Intonation 5; Language 5.

Candidates who make no reference to the contemporary society or cultural heritage of a country where the language is spoken will have their mark for content/presentation halved.

<b>Content / Presentation</b> Knowledge of facts; ability to express opinions and raise issues for discussion.	<b>Pronunciation / Intonation</b>	<b>Language</b>
<b>9/10</b> Full and well organised coverage of the topic; ideas and opinions included as well as factual points; lively presentation; examiner's interest sustained.	<b>5</b> Outstanding pronunciation and intonation; an occasional slight mistake or hesitation. Not necessarily a native speaker.	<b>5</b> Has a very good feeling for the language; speaks fluently and accurately; shows good use of relevant idiom and uses a wide range of structures and vocabulary.
<b>7/8</b> Good exposition and sound organisation of the topic; makes relevant factual points though may be less good in ideas and opinions; presentation somewhat stilted though keeps examiner's interest.	<b>4</b> Good pronunciation, makes a fair attempt at correct intonation and expression; some mistakes and/or hesitation.	<b>4</b> Speaks fairly fluently and accurately; uses idiom with a reasonable range of structures and vocabulary.
<b>5/6</b> Adequate exposition of the topic; few ideas or opinions; evidence of preparation but presentation pedestrian.	<b>3</b> A fair degree of accuracy in pronunciation; quite a number of errors; some attempt at intonation and expression.	<b>3</b> May speak with hesitation; adequate range of structures and vocabulary; no ambiguity of meaning.
<b>3/4</b> Material thin; rambling, repetitious; hardly any ideas or opinions; in danger of losing the examiner's interest.	<b>2</b> Intelligible but shows marked influence of mother tongue and very many errors of pronunciation.	<b>2</b> Marked hesitation; limited range of structures and vocabulary; leading to some ambiguity of meaning.
<b>0/1/2</b> Very little factual information; material irrelevant; vague, arguments incoherent; little effort at presentation.	<b>0/1</b> Very poor; many gross errors; frequently incomprehensible.	<b>0/1</b> Very marked hesitation; severe limitations of structures and vocabulary; thought processes basically influenced by mother tongue.

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### Section 2: Topic Conversation and Section 3: General Conversation

Examiners will mark out of 40 for each part: Comprehension and Responsiveness (10 marks), Accuracy (10 marks), Feel for the Language (10 marks), Range of Vocabulary and Structures (total out of 10, divided between Providing Information and Opinions and Seeking Information and Opinions – see below).

<b>Comprehension &amp; Responsiveness</b>	<b>Accuracy</b>	<b>Feel for the Language</b>
<b>9-10 Very good</b> No problems of comprehension. Prompt response to examiner's questions. Very forthcoming in developing topics: able to guide the discussion, offering/seeking opinions as appropriate.	<b>9-10 Very good</b> Consistently accurate. Only occasional minor slips.	<b>9-10 Very good</b> Has a very good feeling for the language and is able to express concepts fluently in appropriate idiom. Negligible influence from the mother tongue.
<b>7-8 Good</b> Few problems of comprehension. Responds readily and without undue hesitation. Reasonably forthcoming but tends to follow examiner's lead.	<b>7-8 Good</b> Accuracy generally good, with more frequent errors than in the very best candidates. Shows a sound basic understanding of grammatical usage.	<b>7-8 Good</b> Has a very good feeling for the language. Shows competent use of relevant idiom. Avoids significant influence from mother tongue.
<b>5-6 Satisfactory</b> Understands questions on basic situations and concepts, but has difficulty with more complicated ideas. Some delay in response. Needs encouragement to develop topics.	<b>5-6 Satisfactory</b> Accuracy indicates a measure of competence but with some obvious and significant gaps in grammatical usage.	<b>5-6 Satisfactory</b> Feeling for the language evident with some occasional use of relevant idiom. Thought processes and expression are influenced by mother tongue.
<b>3-4 Weak</b> Has general difficulty in understanding. Limited response to questions on the majority of topics raised.	<b>3-4 Weak</b> Generally inaccurate use of the language.	<b>3-4 Weak</b> Has scant feeling for the foreign idiom. Generally translates literally from the mother tongue.
<b>0-2 Poor</b> Severe problems of comprehension. Very marked hesitation. Limited responsiveness.	<b>0-2 Poor</b> No grasp of grammatical accuracy. Errors constant and repeated.	<b>0-2 Poor</b> Has no feeling for the foreign language.

### Range of Vocabulary and Structures

<b>Providing Information and Opinions</b>	<b>Seeking Information and Opinions*</b>
<b>5 Very good</b> Extensive range of appropriate vocabulary. Able to use a wide range of structures with confidence.	<b>5 Very good</b> More than one question asked with confidence. Spontaneous or prompted, but arising out of conversation and relevant to topic under discussion. High level of accuracy, using a range of question forms.
<b>4 Good</b> Has sufficient range of vocabulary and structures to handle reasonably mature subjects.	<b>4 Good</b> Asks more than one question confidently. Spontaneous or prompted, but arising out of conversation and relevant to topic under discussion. Questions largely accurate, but forms may be limited.
<b>3 Satisfactory</b> Limited expression of ideas (but not ambiguity) caused by limitations in range of vocabulary and some structures.	<b>3 Satisfactory</b> Capable of asking a minimum of one question. Spontaneous or prompted, but arising out of conversation and relevant to topic under discussion. Has difficulty in formulating questions, but questions comprehensible.
<b>2 Weak</b> Severe limitations of vocabulary and structures restrict discussion to a very basic level.	<b>2 Weak</b> Severe limitations in asking questions – possibly one question only. Question(s) will probably not arise naturally or be relevant to the topic under discussion. Question(s) difficult to understand.
<b>0-1 Poor</b> Very restricted vocabulary. Only simple sentences and no variety of structure.	<b>0-1 Poor</b> Questions attempted, but incomprehensible. (1) No questions, even when prompted. (0)

\* In the case of candidates who do not ask any questions by the end of the Topic Conversation, Examiners must prompt by asking *Do you have any questions to ask of me?* in the appropriate language. The same prompt should be used at the end of the General Conversation. Candidates will not be penalised for being prompted in this way.