

**MARK SCHEME for the October/November 2009 question paper  
for the guidance of teachers**

**8665 FIRST LANGUAGE SPANISH**

**8665/21**

Paper 21 (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 2009 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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

- (a) no cumple con las exigencias (no satisface los requisitos) [1]
- (b) (cada vez) contribuyen más (tienen una creciente influencia) [1]  
accept omission of *cada vez*
- (c) pertenecer a un determinado conjunto de empleados (encajar en un cierto grupo de trabajadores) [1]
- (d) con frecuencia desentona (contrasta muchas veces con el entorno) [1]
- (e) quieren ascender (desean mejorar su empleo) [1]

[Total: 5 puntos]

**2 Rubric: 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, retain the same meaning, and contain all the elements of the phrase to be re-worked.

- (a) **esta frase que con frecuencia vemos en los clasificados [línea 3] (suele)**  
esta frase que se suele ver (con frecuencia) en los clasificados [1]  
accept: *suele verse / suele ser vista / suele aparecer / suele encontrarse etc*  
refuse omission of *se* when grammatically wrong
- (b) **se exige el uso de corbata [línea 14] (es preciso que)**  
es preciso que se use/usen corbata [1]  
accept: *se utilice/utilicen / sea usada/utilizada / se haga (el) uso de / la corbata*  
*la corbata es preciso que la usen*
- (c) **¿Toda inversión hecha en la apariencia está plenamente justificada? [línea 20] (justificar)**  
¿Se puede justificar (plenamente) toda inversión hecha en la apariencia? [1]
- (d) **las oportunidades de empleo comienzan a reducirse [línea 22] (tantas)**  
(ya) no hay / ya no disfrutan de tantas oportunidades de trabajo/*empleo* [1]  
accept: *tantas oportunidades de trabajo se reducen/comienzan a reducirse*  
*no son tantas las oportunidades de trabajo*  
*ya no quedan tantas oportunidades de trabajo*
- (e) **necesitan de un rostro joven y fresco [líneas 23–24] (falta)**  
les hace falta un rostro joven y fresco [1]  
accept: *les falta / les hace falta (de)*

[Total: 5 puntos]

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**3 Rubric: 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) **Explica el significado de 'sitio deseado' en este contexto y por qué no se llega a este 'sitio deseado'. (párrafo 1)**
- un puesto de trabajo [1]  
 refuse: *una meta*
- la falta del aspecto adecuado [1]  
 refuse: *a causa de la discriminación / a causa de la presentación*
- (b) (i) **Según Angélica Suárez, ¿cuáles son las características que se buscan en un candidato hoy en día? (párrafo 2)**
- la apariencia física / arreglo personal [1]  
 el carácter / la personalidad etc [1]
- (ii) **Según Angélica, la frase 'proceso de selección' equivale a la palabra 'discriminación'. ¿Por qué? (párrafo 2)**
- porque suelen rechazar a quienes cuyo aspecto no les agrada [1]
- (c) (i) **¿Cómo explica Fernando Córdova el término 'excelente presentación'? (párrafo 3)**
- hay que cumplir con la moda de vestir de la profesión deseada / [1]  
 encajar en un cierto grupo de trabajadores
- (ii) **Según Fernando, ¿cómo se puede distinguir un banquero de un programador? (párrafo 3)**
- un banquero lleva pelo corto / corbata [1]  
 (either / or unless one is wrong eg *pelo largo*)  
 un programador sobresaldría con corbata [1]
- (d) **¿Cuál es la tendencia que se identifica? y según Fernando Córdova, ¿por qué ha surgido esta tendencia? (párrafo 4)**
- la gente gasta (cada vez) más dinero en su apariencia [1]  
 (idea of 'investment' / 'spending money' needed for mark)  
 es más fácil negociar / tratar con una persona de apariencia agradable [1]
- (e) **¿Por qué acuden muchas personas mayores de 30 años al cirujano plástico Víctor Gómez? (párrafo 5)**
- no hay tantas oportunidades de trabajo [1]  
 para mejorar sus oportunidades de trabajo [1]  
 para presentarse con imagen más joven [1]
- (f) **¿Qué se requiere para un sistema más justo de contratación de empleo? (párrafo 6)**
- que el gobierno introduzca legislación [1]  
 que haya cambios / menos discriminación en la cultura laboral [1]

[Total: 20 puntos]

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**Quality of Language: Accuracy** (same as for questions 4 and 5)

[5]

<b>5 Very good</b> Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb form, tenses, prepositions, word order.)
<b>4 Good</b> 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.
<b>3 Sound</b> 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.
<b>2 Below average</b> Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.
<b>1 Poor</b> 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]**

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**4 Rubric: 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) (i) **¿Qué acciones deberían tomar las instituciones de un país? (párrafo 1)** [1]  
 quitar obstáculos de las vidas de los que sufren desventaja  
 accept: idea of 'must help disabled / certain members of population' etc  
 por ninguna culpa suya [1]
- (ii) **¿Qué trato reciben los discapacitados en la actualidad? (párrafo 1)**  
 son rechazados en público [1]  
 las autoridades no han conseguido cambiar esta actitud [1]
- (b) **¿En qué consiste 'la discriminación educativa'? (párrafo 2)**  
 un 85% de los alumnos discapacitados no van a las escuelas [1]  
 accept: *la gran mayoría / muchos* etc  
 porque estas no han sido adaptadas para admitirlos [1]
- (c) (i) **¿Qué es lo que entiendes por la expresión 'violencia arquitectónica'? (párrafo 3)**  
 edificios que no han sido modificados para los discapacitados [1]
- (ii) **¿Qué dificultades podría encontrar un discapacitado al desplazarse por la capital? (párrafo 3)**  
 las aceras están en malas condiciones [1]  
 no hay semáforos para los ciegos [1]  
 refuse: omission of *para los ciegos*  
 hay pocas facilidades para sillas de ruedas en los autobuses [1]
- (d) **¿Cuál es la situación de los discapacitados en cuanto al empleo? (párrafo 4)**  
 2 millones de discapacitados están en paro [1]  
 accept: muchos  
 más compañías ofrecen trabajo a personas discapacitadas [1]  
 hay mucho prejuicio [1]  
or rechazan a discapacitados que podrían hacer el trabajo [1]
- (e) **¿Qué les hace falta a los discapacitados en el terreno del trabajo? (párrafo 5)**  
 campañas que promocionen el empleo de discapacitados [1]  
 adecuados programas de formación [1]  
 accept: *instrumentos para su inserción* (if only 4 words)

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

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<b>4 Good</b>	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.
<b>3 Sound</b>	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.
<b>2 Below average</b>	Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.
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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 cómo se discrimina y cómo se podría remediar esto. [10]

(b) ¿Vives en una sociedad muy discriminatoria? Da tus opiniones. [5]  
accept: if interpreted as 'global' society

(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):

<b>discriminaciones laborales:</b>	<ul style="list-style-type: none"> <li>• la apariencia física / el carácter</li> <li>• la manera de vestirse / la edad</li> </ul>
<b>contra los incapacitados:</b>	<ul style="list-style-type: none"> <li>• no pueden ir a las escuelas</li> <li>• no pueden desplazarse</li> <li>• no pueden trabajar</li> </ul>
<b>remedios:</b>	<ul style="list-style-type: none"> <li>• legislación del gobierno</li> <li>• cambiar la cultura laboral</li> <li>• adaptar los edificios</li> <li>• mejorar las condiciones de las veredas</li> <li>• instalar semáforos para los ciegos</li> <li>• incluir plazas para sillas de ruedas en los autobuses</li> <li>• campañas publicitarias para emplear a los discapacitados</li> <li>• más programas de formación / inserción</li> <li>• políticas adecuadas por parte de las autoridades</li> <li>• concientización del público</li> <li>etc etc</li> </ul>

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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.

<b>5 Very good</b>	Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.
<b>4 Good</b>	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.
<b>3 Sound</b>	A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text.
<b>2 Below average</b>	Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition.
<b>0–1 Poor</b>	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]

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