

**MARK SCHEME for the May/June 2009 question paper  
for the guidance of teachers**

**9719 SPANISH  
8685 SPANISH LANGUAGE  
8665 FIRST LANGUAGE SPANISH**

**9719/02, 8685/02 and 8665/02** 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 May/June 2009 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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### Section 1

- 1 **Rubric:** Busca en la columna de la derecha la definición del diccionario que corresponde exactamente a las palabras del texto de la columna de la izquierda. ¡Cuidado! Hay más definiciones que palabras.

|                |                   |     |
|----------------|-------------------|-----|
| (a) cónyuges   | <i>consortes</i>  | [1] |
| (b) acuciante  | <i>apremiante</i> | [1] |
| (c) idónea     | <i>adecuada</i>   | [1] |
| (d) inculcarle | <i>infundirle</i> | [1] |
| (e) se pone    | <i>comienza</i>   | [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. The words/phrases given in brackets must be used in the sentence, which must correctly convey the meaning required.

- (a) **La búsqueda de niñera ha dejado de ser un privilegio [línea 1] (ya no)**

*La búsqueda de niñera ya no es un privilegio* [1]

accept: Ya no es un privilegio buscar niñera  
El buscar niñera ya no es un privilegio  
Buscar a una niñera ya no es un privilegio

- (b) **Cuando tienen que reincorporarse [línea 7] (al)**

*Al tener que reincorporarse* [1]

accept: incorporarse  
Al tiempo que necesitan reincorporarse  
refuse: omission of tener que or equivalent

- (c) **No basta con que lo lave [línea 11] (bastante)**

*No es bastante con (que) le/lo lave* [1]

refuse: use of infinitive

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(d) En Internet se pueden encontrar miles de anuncios [línea 15] (encontrados)

*En Internet pueden ser encontrados miles de anuncios* [1]

accept: Miles de anuncios pueden ser encontrados en Internet

refuse: se pueden ser encontrados

pueden estar encontrados

omission of poder

tenses other than present

(e) "Es imposible no sentir aprensión" [líneas 21-22 ] (yo)

*"Es imposible que yo no sienta aprensión"* [1]

accept: Yo no puedo dejar de / evitar sentir aprensión

Yo no puedo no sentir aprensión

Yo creo que es imposible no sentir aprensión

refuse: Es imposible que yo no sintiera / sintiese aprensión

Yo siempre siento aprensión

[Total: 5 puntos]

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) Según el primer párrafo, ¿por qué están tan solicitadas las niñeras ahora?

*las horas de trabajo son muy largas* [1]

*las niñeras dejan a los padres trabajar or les permiten ganarse la vida* [1]

*les permiten pagar las cuentas* [1]

(b) Según el segundo párrafo, ¿cuál es el dilema de las madres trabajadoras en España?

*tienen que volver al trabajo (después de cuatro meses)* [1]

*no saben qué hacer con el niño or no tienen parientes que viven cerca / ayudan* [1]

(c) Según el tercer párrafo, ¿cuál es el papel de la niñera?

(4 from 5)

*darle al niño experiencias estimulantes* [1]

*lavarle y mantenerle limpio* [1]

*desarrollar una relación íntima con él* [1]

*estimular su inteligencia* [1]

*inspirarle con nociones éticas* [1]

|               |                                       |                       |              |
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- (d) (i) **Según el quinto párrafo, ¿de qué se preocupa Gracia Pérez?** [1]  
*dejarle al niño a una desconocida*  
 accept: ahora no se preocupa de nada porque tiene una niñera de toda confianza
- (ii) **Según el último párrafo, ¿de qué se quejan los padres?** [1]  
*la niñera no habla español* [1]  
*se marchan con poco aviso* [1]
- (e) **El anuncio del cuarto párrafo contiene las palabras "joven, responsable y cariñosa". Explica por qué, según el texto entero, debería una niñera poseer cada una de estas cualidades.**
- para tener energía para seguir el ritmo de los niños* [1]  
 accept: fuerzas / tiene que ser activa ... etc
- hacer el trabajo de padre exige mucha responsabilidad* [1]  
 accept: los padres pueden confiar en ella / dejar al niño su cuidado...etc
- tiene que mostrar todo el amor de una madre* [1]  
 accept: ayuda a mantener una relación cercana...etc  
 refuse: será más fácil cuidarle al niño...etc  
 el niño aprenderá más rápidamente...etc

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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 questions 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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## Section 2

**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) ¿Por qué dice el escritor: "La cifra duele" con respecto a los niños que trabajan? (párrafo 1)**

*15.500 es una cifra importante* [1]  
 accept: answers implying large number (no need to mention 15.500)

*su educación sufre or un10% abandonan los estudios* [1]  
 accept: afecta su educación

*no gozan de una niñez verdadera or trabajan en condiciones peligrosas* [1]

**(b) (i) ¿Cuál es la importancia en el mundo del 12 de junio? (párrafo 2)**

*es un día de acción contra el empleo infantil* [1]

*se enfoca al trabajo infantil en la agricultura* [1]

refuse: if no mention of agricultura / el campo / rural etc

**(ii) ¿A qué se dirigen las medidas aprobadas en la Argentina? (párrafo 2)**

*oposición al empleo de menores en toda actividad agrícola* [1]

refuse: if no mention of agricultura / el campo / rural etc

**(c) ¿Cuáles son los peligros para un niño de trabajar en el campo? (párrafo 3) (3 from 4)**

*exposición a las pesticidas* [1]

refuse: any version of químico spelt with ch

*uso de implementos pesados y afilados* [1]

*largas horas de trabajo* [1]

*en temperaturas muy altas o bajas* [1]

**(d) Según Ana Piñeyrúa, ¿cuáles son las causas y los efectos del trabajo infantil? (párrafo 4)**

**(3 from 4)**

*la falta de dinero* [1]

*una escasez de oportunidades entre la gente rural* [1]

*reproduce la miseria* [1]

*una falta de gente cualificada or les impide educarse* [1]

**(e) ¿Cómo suele afectar a la familia el trabajo infantil? (párrafo 5)**

*los mayores ya no proveen para la familia or los niños se ganan el pan familiar* [1]

*dejan de tener esperanzas para el futuro* [1]

*se rompen las relaciones en la familia* [1]

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Quality of Language: Accuracy (same as for questions 3 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:

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- 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

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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 las dificultades que el trabajo puede causar para los padres españoles y los niños argentinos. [10]

(b) En tu país, ¿quién de la familia trabaja: el padre, la madre o el niño? ¿Por qué? Da tus opiniones. [5]

(NOTA: Escribe un máximo de 140 palabras)

### Length of 5(a) + 5(b)

- 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 answer which exceeds 160.
- Marks will be totalled at the bottom in the following sequence:

Out of 10 for points scored in the 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 of **5 each** for *padres españoles* and *niños argentinos*):

**padres españoles:**                    *necesitan niñera (para trabajar horas largas)*  
*ésta los ayuda a pagar las cuentas*  
*las madres deben volver al trabajo 4 meses después de dar a luz*  
*tienen problemas con el cuidado del niño*  
*es difícil encontrar una niñera adecuada*  
*les preocupa dejar al niño con una desconocida / extranjera*  
*las niñeras no hablan español*  
*a veces se marchan con poco aviso*

**niños argentinos:**                    *interfiere con la educación*  
*un 10% abandonan los estudios*  
*no gozan de una niñez verdadera*  
*trabajan en condiciones peligrosas*  
*refuerza la pobreza*  
*impacta en la familia*  
*el niño se gana el pan familiar*  
*pierden esperanzas para el futuro*



|               |                                       |                       |              |
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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. Further, more detailed guidance for particular questions will be given to examiners.

|                        |  |
|------------------------|--|
| <b>5 Very good</b>     | Do not award 5 if no opinion is offered.<br>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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| <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 accurately more complex structures.                     |
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| <b>2 Below average</b> | Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.   |
| <b>0–1 Poor</b>        | Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.   |

[Total: 20]