

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

**9719 SPANISH**

**9719/22**

Paper 22 (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: Para cada una de las palabras que aparecen abajo elige la definición que corresponde al sentido del texto.
- (a) suponer (iii) [1]
  - (b) dichas (i) [1]
  - (c) rotundas (iii) [1]
  - (d) solar (i) [1]
  - (e) piloto (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. Answers should fit into the original text, retaining the same meaning, and contain all elements of the phrase to be re-worked.

- (a) **el proyecto tiene ya todos los parabienes [líneas 2–3] (recibido)**  
el proyecto (ya) ha recibido (todos) los parabienes [1]
- (b) **si se modifica el proyecto [línea 7] (a condición de que)**  
a condición de que se modifique / sea modificado el proyecto [1]
- (c) **Las 50 torres ideadas que se colocarán [línea 8] (serán)**  
Las 50 torres (ideadas) que serán colocadas / situadas [1]
- (d) **serán visibles desde todas las poblaciones [línea 9] (verse)**  
podrán / van a verse de(sde) (todas) las poblaciones [1]  
refuse: pueden
- (e) **el impacto es menor que las centrales térmicas [líneas 23–24] (tanto)**  
el impacto no es tanto como las centrales térmicas [1]  
accept: no hay / tienen tanto impacto como...

[Total: 5 puntos]

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**3 Rubric: Contesta en español las siguientes preguntas, sin copiar frases completas (de 4 palabras consecutivas) del texto.**

NB Lifting = more than 4 consecutive words taken from the text and will usually invalidate an answer unless further original explanation is offered.

- (a) ¿Cuáles son las posiciones adoptadas por los distintos organismos en cuanto al parque eólico? (párrafo 1)**
- el Ayuntamiento se ha declarado en contra [1]  
 las administraciones provinciales están a favor [1]  
 algunas organizaciones ecológicas están a favor y otras en contra [1]
- (b) (i) ¿Qué papel importante juega el Ayuntamiento? (párrafo 2)**
- concede la licencia para la construcción [1]  
 refuse: la licencia de obras with no idea of 'granting' etc
- (ii) En tu opinión según la información en el párrafo 2, ¿qué posibles modificaciones harían el proyecto más viable?**  
 (any 2 valid, different reasons)
- que las torres no sean tan altas / visibles [1]  
 que las torres no estén tan cerca [1]  
 que haya menos torres [1]  
 etc, etc
- (c) ¿Por qué se oponen los Verdes a la construcción del parque eólico? (párrafo 3)**
- la contaminación acústica afectaría a los vecinos [1]  
 impactaría en la naturaleza / zonas protegidas [1]  
 refuse: entorno / medio ambiente unless qualified by 'natural'  
 accept: entorno / medio ambiente if combined with Marismas de Odiel  
 estaría en contra de las directivas de la UE [1]
- (d) En tu opinión, ¿cómo podría afectar el parque eólico a las aves migratorias? (párrafo 3)**  
 (any 2 valid, different reasons)
- tendrían que cambiar sus rutas [1]  
 las aves podrían chocar contra las aspas [1]  
 accept: no effect – if valid reason(s) given
- (e) (i) ¿Por qué Ecologistas en Acción se ha declarado a favor del proyecto? (párrafo 4)**
- creen que las energías renovables son importantes [1]  
 un parque eólico impacta menos que una central térmica [1]  
 siendo tan grandes y lentos los molinos no harían daño a las aves [1]  
 some details of design needed
- (ii) ¿En qué consiste 'el plan piloto' que recomienda este grupo? (párrafo 4)**  
 para empezar, solo construir 1 o 2 molinos para examinar el impacto [1]

**[Total: 20 puntos]**

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Quality of Language: Accuracy (same as for questions 4 and 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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4 Rubric: **Contesta en español las siguientes preguntas, sin copiar frases completas (de 4 palabras consecutivas) del texto.**

NB. Lifting = more than 4 consecutive words taken from the text and will usually invalidate answers unless further original explanation is offered.

(a) **¿Qué quiere conseguir la Administración Municipal con el impuesto y los fondos obtenidos? (párrafo 1)**

- hacer que se usen menos las bolsas plásticas [1]
- pagar la limpieza o la recolección de éstas [1]
- educar al público [1]

(b) **¿Por qué hay tanta contaminación producida por las bolsas plásticas? y según Néstor Campal, ¿qué es lo que se requiere? (párrafo 2)**

- porque tienen muy poco valor [1]
- muy pocas son recicladas [1]
- una modificación de las costumbres de la gente [1]

(c) **¿Por qué cree Manolo Villa que, por el momento, las bolsas plásticas seguirán siendo necesarias? (párrafo 3)**

- el consumidor tardará mucho en cambiar sus hábitos [1]
- al hacer compras no planificadas / después del trabajo [1]
- la gente no suele tener una bolsa de tela consigo [1]

(d) **¿En qué consiste el 'acto irracional' de la gente al comprar una botella? y según Néstor Campal, ¿qué esfuerzo se necesita por parte del consumidor? (párrafo 4)**

- usa más de una bolsa para llevarla [1]
- pensar previamente en lo que se va a comprar [1]

(e) **Si los fabricantes pagarán el impuesto, ¿por qué dice Manolo Villa que los consumidores van a tener que pagar? (párrafo 5)**

- los fabricantes subirán sus precios a los supermercados [1]
- los supermercados subirán sus precios a los clientes [1]

(f) **¿Por qué piensa Juan Dubra que el impuesto no tendrá éxito? (párrafo 6)**

- el costo adicional será tan pequeño [1]
- que los consumidores no dejarán de usar las bolsas plásticas [1]

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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.
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5 Rubric: Escribe en español un máximo de 140 palabras para completar las d siguientes.

(a) Escribe un resumen de los efectos positivos y negativos de las dos iniciativas tratadas en los textos. [10]

(b) ¿Cuidan el planeta en tu país? Da tus opiniones. [5]

(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):

#### parque eólico

##### positivo:

- energía renovable / limpia
- menos impacto que centrales térmicas

##### negativo:

- visible y próximo a zonas turísticas / pueblos
- cerca de zona protegida / tiene impacto en el entorno natural
- contraviene directivas europeas
- contaminación acústica
- peligroso a aves invernantes
- promoción de energías renovables

#### impuesto

##### positivo:

- reducir uso de bolsas plásticas
- reducir contaminación
- obtener dinero para limpieza
- obtener dinero para campañas educativas

##### negativo:

- tardará mucho en cambiar la mentalidad pública
- los consumidores pagarán precios más altos /
- es solo una pequeña parte del costo de la compra
- y no cambiarán sus hábitos de comprar

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**Content marks: Response to the Text**

Mark like a mini-essay according to the variety and interest of the opinions and views expressed in 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]

<b>5 Very good</b>	Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, 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 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.
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<b>0–1 Poor</b>	Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.

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