

**MARK SCHEME for the October/November 2011 question paper
for the guidance of teachers**

9719 SPANISH

9719/23

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.

- Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2011 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 expresiones en el texto que sean equivalentes a las que aparecen abajo:

- (a) desobedecen con las tareas del hogar (no cumplen con el trabajo doméstico) [1]
- (b) existen bastantes mecanismos (tenemos las medidas suficientes) [1]
- (c) cuesta encontrar psicólogos (o pedagogos) (es difícil hallar especialistas) [1]
- (d) me parece un abuso (creo que es una injusticia) [1]
- (e) por trastadas muy gordas (a consecuencia de travesuras graves) [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) **es más peligroso para los padres que para los niños [líneas 4–5] (tan)**

no es tan peligroso para los niños como (es) para los padres [1]

(b) **cuando un crío se lo merece [línea 8] (al)**

al merecérselo un crío [1]
allow: without accent

(c) **no soy partidario de que se golpee a los niños [líneas 13–14] (golpeados)**

no soy partidario de que los niños sean golpeados [1]

(d) **Normalmente, el bofetón es una venganza [línea 18] (suele)**

el bofetón suele ser una venganza [1]

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(e) A algunos los tienes que seguir [línea 24] (preciso)

es preciso seguir a algunos / a algunos es preciso seguirlos
es preciso que sigas a algunos / a algunos es preciso que los sigas
es preciso que algunos sean seguidos
refuse: es preciso que tengas que seguir a algunos
refuse: *inclusion of* más

[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) ¿En qué situaciones críticas suelen administrar un bofetón los padres españoles? (párrafo 1) [3]

no cumplir con el trabajo doméstico [1]
no hacer la tarea (del colegio) [1]
pelear con los hermanos [1]

(b) Según Eugenio Aguado, ¿qué podría resultar de dar bofetones a un niño? y ¿por qué no deben preocuparse los padres buenos? (párrafo 2) [2]

los vecinos pensarán que se lo está maltratando / se llamará la atención de los vecinos [1]
la ley sabe distinguir entre casos de maltrato y padres con buenas intenciones [1]

(c) Explica la actitud de Emilio Montoya con respecto al uso del bofetón. (párrafo 3) [3]

aunque no va a dejar al niño traumatizado [1]
está en contra del castigo corporal [1]
es maltrato cuando un mayor golpea a un niño [1]

(d) ¿Qué argumentos usa Montoya para rechazar el bofetón como innecesario? (párrafo 4) [4]

es posible disciplinar a los hijos sin hacerles daño [1]
vale más un aspecto de enojo por parte del padre / de la madre [1]
el bofetón es una represalia de los padres cuando no pueden más [1]
allow: ...cuando están cansados
refuse: ...cuando están enojados / enfadados
es raro que un bofetón lleve la intención de educar [1]

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(e) ¿Cómo defiende Mónica el uso del bofetón? (párrafo 5)

(3 from 4)

agradece los bofetones que sus padres le dieron a ella

el hijo se lo agradece

solo administra un bofetón por buenas razones / por travesuras graves

hay que vigilar a algunos niños más que otros / depende de la personalidad

[1]
[1]
[1]

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

5 Very good Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).
4 Good 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.
3 Sound 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.
2 Below average Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.
0–1 Poor Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.

Note re questions 3 and 4: The five marks available for quality of language are awarded **globally** for the whole performance on each set of answers.

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 language mark.

An individual answer scoring 0 for content cannot contribute to the overall Quality of Language mark. This means that the total mark out of 5 available on the whole set of answers is reduced on the following scale:

- Answer(s) worth a total of 2 or 3 scoring 0: reduce final assessment by 1
- Answer(s) worth a total of 4 or 5 scoring 0: reduce final assessment by 2
- Answer(s) worth a total of 6 or 7 scoring 0: reduce final assessment by 3
- Answer(s) worth a total of 8 or 9 scoring 0: reduce final assessment by 4

Note: A minimum of one 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 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) **¿Cómo se sabe que en el siglo pasado existía más formalidad entre profesor y alumno? (párrafo 1)** [2]

el alumno contestaba respetuosamente al profesor / usaba de usted / el profesor usaba de usted / del apellido [1]

some kind of verbal interaction needs to be implied

allow: el alumno obedecía con respeto...

refuse: el alumno demostraba respeto...

a veces tenía miedo del profesor [1]

- (ii) **¿Cuáles son los probables resultados de la desaparición de esta formalidad? (párrafo 1)** [2]

un deterioro del comportamiento (dentro y fuera del colegio) [1]

la alta tasa de alumnos que fracasan [1]

- (b) **¿Qué diferencias percibe Edelmiro Manchego entre las actitudes de los padres de antes y los de ahora? (párrafo 2)** [2]

antes apoyaban la disciplina que el profesor imponía al hijo [1]

ahora creen que el profesor es responsable del comportamiento del hijo [1]

- (c) **Según Manchego, ¿a qué problemas se enfrentan los profesores? y ¿cuál es la solución que propone? (párrafo 3)** [3]

gastan mucho tiempo controlando la clase [1]

están solos (*idea of isolation needed*) ante el mal comportamiento de los alumnos [1]

apoyarles al reforzar su autoridad [1]

- (d) **¿Qué acciones serían necesarias para implementar esta solución? (párrafo 4)** [3]

devolver / dar la autoridad a los profesores [1]

implicar a los padres / las familias deben desarrollar... [1]

idea of family's obligation needed

en desarrollar en sus hijos (*needed*) una noción de la responsabilidad [1]

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(e) ¿Qué dice Alfonso Múgica sobre el uso de tú entre los profesores y alumnos?
(párrafo 5)

(3 from 4)

- causa indisciplina [1]
- no hay regla general [1]
- en las universidades hay una mezcla del tú y del usted [1]
- en los otros centros ya no se usa el usted / el apellido [1]

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

(a) Escribe un resumen de lo que se dice en los dos textos sobre las distintas maneras mejorar el comportamiento de los niños. [10]

(b) ¿Se comportan bien los niños en las familias y las aulas de 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 up to a maximum of **5 each** for *en la familia* and *en el aula*):

en la familia:

- la mayoría de los padres está a favor del bofetón
- en situaciones críticas / por trastadas muy gordas
- es un acto peligroso / podrían ser llevados a la cárcel
- aunque la Ley sabe reconocer a los maltratadores
- otros creen que el bofetón es un abuso / innecesario
- los padres lo administran como venganza / cuando están hartos
- no tiene función educativo
- una cara de enojo es suficiente

en el aula:

- restablecer la formalidad
- cambiar la actitud de los padres
- apoyar a los profesores / reforzar su autoridad
- implicar a los padres
- para transmitir un sentido de la responsabilidad
- hacer más que enviar las reglas del centro a los padres
- llamar de usted a los profesores

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Content marks: Response to the passage

This should be marked as a mini-essay according to the variety and interest of the opinions and views expressed, the candidate's response to the original text stimulus and their ability to express a personal point of view. Additional guidance on marking specific questions will be given to examiners.

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

5 Very good	Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).
4 Good	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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