SPANISH LANGUAGE		**8685/21**
Paper 2 Reading and Writing		**May/June 2016**
MARK SCHEME		
Maximum Mark: 70		

Published

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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2016 series for most Cambridge IGCSE®, Cambridge International A and AS Level components and some Cambridge O Level components.

2   General Marking Principles

2.1 The Mark Scheme provided on the following pages **does not list all acceptable alternatives** to the questions. Examiners need to consider all alternative answers and unexpected approaches in candidates' scripts, make a decision on whether they communicate the required elements, in consultation with the Principal Examiner if necessary, and award marks accordingly.

2.2 Crossing out and multiple attempts

    (a) If a candidate makes multiple attempts for a question and crosses out all but one, award a mark if the final attempt is correct.

    (b) If a candidate crosses out an answer <u>to a whole question</u> but makes no further attempt at it, mark the crossed out work.

    (c) If a candidate makes multiple attempts at a question, but does not cross out and effectively leaves the examiner to select a correct attempt, any incorrect attempts will invalidate the answer (award 0).

2.3 Annotations used in marking:

    (a) BOD = Benefit of the Doubt and is used to indicate material considered by the Examiner and judged to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.

    (b) NBOD = No Benefit of the Doubt and is used to indicate material considered by the Examiner and judged to be more incorrect than correct: the benefit of the doubt is **not** given to the candidate and the mark is **not** awarded.

    (c) caret = to indicate where something which is key to the response is missing.

2.4 No response and '0' marks

Award NR (No Response):
- If there is nothing written at all in the answer space or
- If there is only a comment which does not in any way relate to the question being asked (e.g. 'can't do' or 'don't know') or
- If there is only a mark which isn't an attempt at the question (e.g. a dash, a question mark).

Award 0:
- If there is any attempt that earns no credit. This could, for example, include the candidate copying all or some of the question, or any working that does not earn any marks, whether crossed out or not.

Detailed Mark Scheme
Section 1

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

<table>
<tr><th colspan="3">ACCEPT</th><th>REFUSE</th></tr>
<tr><td colspan="3">Spelling errors in transcription.
Minor omissions in the body of the phrase.</td><td>Additional words or omissions at start or finish of phrase.</td></tr>
<tr><td>(a)</td><td>Frecuentemente las compañías creen</td><td>[1]</td><td>omission frecuentemente
addition …que</td></tr>
<tr><td>(b)</td><td>abocado a vivir en situación de pobreza</td><td>[1]</td><td></td></tr>
<tr><td>(c)</td><td>llegue a responder a las exigencias</td><td>[1]</td><td></td></tr>
<tr><td>(d)</td><td>la función que van a realizar</td><td>[1]</td><td></td></tr>
<tr><td>(e)</td><td>abra su(s) / la puerta(s) a una persona</td><td>[1]</td><td></td></tr>
</table>

[Total: 5 puntos]

2   **Rubric:** Las siguientes frases aparecen en el **Texto 1**. Cambia cada una de las siguientes frases, expresando el mismo significado, 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.

ACCEPT		REFUSE
Allow misspellings, minor omissions / errors which do not form part of or affect the structure being tested.		*Misspellings in the grammatical point which is being tested.*
(a) hacen falta (los / más) programas de inserción hace falta tener… lo que falta son programas de inserción hay que arreglar la falta de…	[1]	hay una falta de programas de inserción hace falta… les hacen falta…
(b) una asociación que se dedica a trabajar una asociación **la cual** se dedica a trabajar	[1]	
(c) al visitar (las) empresas al visitar nosotros…	[1]	al nosotros visitar… al visitar a las empresas al momento de visitar…
(d) en caso de que surjan / haya / ocurran / se presenten *etc*. problemas	[1]	surgan surgieran
(e) tales / las / esas ayudas sean / fuesen (*accept other suitable imperfect subj.*) / se hagan conocidas por las compañías / a las compañías les sean conocidas tales ayudas las compañías tengan conocidas tales ayudas tales ayudas deben ser conocidas por las compañías	[1]	cean / estén las tales ayudas… que tales ayudas… tales ayudas deben <u>de</u> ser conocidas por las compañías

[Total: 5 puntos]

3   Rubric: Contesta **en español** las siguientes preguntas basadas en el **Texto 1**, **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.

Words / phrases which are underlined indicate key ideas which are needed in the response.

<table>
<tr><th colspan="2">ACCEPT</th><th>REFUSE</th></tr>
<tr><td colspan="3">(a) ¿Cuáles son los problemas a los que se enfrentan las personas desfavorecidas de la sociedad? <i>(párrafo 1)</i>   [4]</td></tr>
<tr><td>el dinero no les alcanza hasta el fin del mes</td><td>[1]</td><td>la falta de recursos económicos / la pobreza <i>etc.</i></td></tr>
<tr><td>no comen <u>carne</u> las <u>suficientes</u> / <u>muchas</u> veces (a la semana)
/ no comen <u>bastante</u> <u>carne</u> / no comen <u>carne</u> <u>tanto</u></td><td>[1]</td><td>no tienen una dieta balanceada <i>etc.</i></td></tr>
<tr><td>son (vulnerables a ser) excluidos socialmente</td><td>[1]</td><td></td></tr>
<tr><td><u>las empresas creen</u> que esta gente no podrá adaptarse</td><td>[1]</td><td></td></tr>
</table>

ACCEPT		REFUSE
(b) ¿Por qué tienen dificultades los grupos desfavorecidos para encontrar trabajo? *(párrafo 2)* **[4]**		
idea que no quieren trabajar/ son vagos	**[1]**	
se cree que dan una mala imagen	**[1]**	
prejuicios sobre su capacidad (para trabajar)	**[1]**	
carecen de oportunidades para / no pueden planear / no están preparados para las entrevistas no saben / pueden / tienen el dinero para hacer entrevistas	**[1]**	

ACCEPT		REFUSE
(c) ¿Cómo ayuda la asociación de Juan Bernárdez a los grupos vulnerables? *(párrafo 3)* **[3]**		
conciencian a la empresa <u>de lo que necesitan estos grupos</u>	**[1]**	
forman a las personas para un trabajo / un trabajo específico	**[1]**	forman a las personas para trabajar
ejercen de intermediarios / resuelven problemas	**[1]**	

ACCEPT		REFUSE
(d) ¿Qué debe hacer el gobierno para asegurar el derecho al trabajo de todos? *(párrafo 4)* **[2]**		
<u>medidas / leyes / políticas</u> que favorezcan la inclusión / en contra de la discriminación	**[1]**	
quitar obstáculos <u>físicos</u>	**[1]**	

ACCEPT		REFUSE
(e) Según Bernárdez, ¿cómo puede el gobierno animar a las empresas a emplear a las personas desfavorecidas? *(párrafo 5)* **[2]**		
dando <u>más</u> ayudas económicas a las empresas	**[1]**	
difundiendo la existencia de (esas) ayudas	**[1]**	

Quality of Language – Accuracy (Questions 3, 4 and 5) [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.

Additional marking guidance for Quality of Language

The five marks available for Quality of Language are awarded <u>globally</u> 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.

<u>Answers scoring 0 for Content</u> cannot contribute to the overall Quality of Language mark.

Identify the answer(s) scoring 0 for Content in the whole set of answers. Then add together the number of Content marks available for each of these questions and reduce the Quality of Language mark according to the following table:

Total Content marks available on questions where a candidate scores 0	Reduce Quality of Language mark by:
2–3	1
4–5	2
6–7	3
8–14	4
15	5

Note: A minimum of one mark for Quality of Language should be awarded if there are any Content marks at all (i.e. 0 Quality of Language marks only if 0 Content marks).

[Total: 20]

4   Rubric: Contesta **en español** las siguientes preguntas basadas en el **Texto 2**, **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.

Words / phrases which are underlined indicate key ideas which are needed in the response.

ACCEPT		REFUSE
(a) ¿Cuál es situación de la mujer trabajadora en México? *(párrafo 1)* **[2]**		
más mujeres trabajan	**[1]**	
desempeñan trabajos peor pagados	**[1]**	…que los hombres

ACCEPT		REFUSE
(b) ¿Por qué resulta injusto que las mujeres reciban salarios inferiores? *(párrafo 2)* **[4]**		
tienen la misma experiencia (laboral) que los varones	**[1]**	
tienen los mismos estudios que ellos / tantas / más mujeres como / que hombres van a la universidad	**[1]**	
tienen <u>mejores</u> calificaciones que ellos	**[1]**	están <u>igual</u> de calificadas que los hombres
las mujeres en posiciones directivas <u>ganan menos</u>	**[1]**	

ACCEPT		REFUSE
(c) ¿Qué argumentos se aducen a favor y en contra de las cuotas obligatorias de mujeres? *(párrafo 3)* **[2]**		
medidas voluntarias no han funcionado / <u>única manera</u> de aumentar el número de mujeres (en altos cargos)	**[1]**	
mucha / demasiada interferencia / rigidez (en las compañías) / limitaría el proceso de contratar	**[1]**	

ACCEPT		REFUSE
(d) ¿Qué observaciones hace Martínez sobre la representación de la mujer en el mundo laboral? *(párrafo 4)* **[3]**		
<u>estereotipo</u> de la mujer en el hogar / con la familia <u>se cree que</u> la mujer debe estar en el hogar / con la familia	**[1]**	
el trabajo femenino se percibe como algo adicional / no muy significativo a la economía familiar	**[1]**	
tienen contratación temporal / a tiempo parcial	**[1]**	

ACCEPT		REFUSE
(e) ¿Cuáles han sido las consecuencias del recorte del gasto público para la mujer trabajadora? *(párrafo 5)* **[4]**		
reducción de centros / servicios para niños	**[1]**	
dificultad para trabajar y cuidar de los hijos	**[1]**	
<u>1 de cada 4</u> debe acogerse a reducción laboral	**[1]**	muchas…
<u>un 38%</u> dejan de trabajar	**[1]**	muchas…

Quality of Language – Accuracy (Questions 3, 4 and 5) [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.

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8–14	4
15	5

Note: A minimum of one mark for Quality of Language should be awarded if there are any Content marks at all (i.e. 0 Quality of Language marks only if 0 Content marks).

[Total: 20]

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 **Texto 1** y **Texto 2** sobre los problemas relacionados con el mundo laboral.   **[10]**

   (b) ¿Hay trabajo para todos en tu país? Da tus opiniones.   **[5]**

(NOTA: Escribe un máximo de 140 palabras)

[Calidad del lenguaje: 5]
[Total: 20 puntos]

Content marks: Summary   **[10]**

The summary could include the following points (award 1 mark for each point covered up to a maximum of 10 points):

Trabajo para todos
• ideas negativas / preconcebidas sobre incapacidad de adaptación de ciertos colectivos
• se piensa que son vagos
• percepción de que dañarán la imagen de la empresa
• se cree que los mayores / los enfermos mentales no tienen la capacidad física para trabajar
• no pueden prepararse para las entrevistas

La mujer en el trabajo
• las mujeres trabajan en labores peor pagadas
• 40% / muchas etc. no gana(n) el salario mínimo
• el país desaprovecha la educación de las mujeres / igual experiencia laboral / nivel escolar / mejores calificaciones no tiene(n) relevancia
• las mujeres directoras tienen salarios inferiores
• las cuotas sobre mujeres directoras restringen las compañías
• ideas estereotípicas sobre la mujer (en la casa con los hijos)
• tienen dificultades para conciliar trabajo e hijos / muchas abandonan / reducen su trabajo para cuidar a los hijos
• reducción de servicios / centros públicos para niños

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.

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 (Questions 3, 4 and 5) [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.

[Total: 20]