

**MARK SCHEME for the May/June 2014 series**

**8665 FIRST LANGUAGE SPANISH**

**8665/21**

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 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 2014 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

Page 2	Mark Scheme	Syllabus	Paper
	GCE AS LEVEL – May/June 2014	8665	21

## 1 General Marking Notes

## 2 General Marking Principles

**2.1** Please note that it is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided on the following pages. You will 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:

- (a) If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct.
- (b) If a candidate crosses out an answer to a whole question but makes no second attempt at it, mark the crossed out work.

### 2.3 Annotation 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

There is a NR (No Response) option in **scoris**.

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.

<b>Page 3</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE AS LEVEL – May/June 2014</b>	<b>8665</b>	<b>21</b>

**Detailed Mark Scheme**

**Section 1**

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

<b>ACCEPT</b>	<b>REFUSE</b>
<i>spelling errors in transcription</i> <i>minor omissions <u>in the body of the phrase</u></i>	<i>additional words at start or finish of phrase</i>
<b>(a)</b> tiene fecha de caducidad [1]	
<b>(b)</b> apenas se ha aplicado esa medida [1]	de hecho apenas...
<b>(c)</b> solo se registraban las condenas [1]	
<b>(d)</b> se ha comprometido a crear [1]	<i>omission of se...</i>
<b>(e)</b> las continuas advertencias en varios idiomas [1]	

[Total: 5 puntos]

Page 4	Mark Scheme	Syllabus	Paper
	GCE AS LEVEL – May/June 2014	8665	21

- 2 **Rubric:** 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
<p>(a) – hará (posible) que los jueces los/les envíen/puedan / sean permitidos enviarlos / los puedan enviar – hará que permita a los jueces enviarlos – hará a los jueces enviarlos – hará posible a los jueces enviarlos <i>Allow mandar for enviar</i></p> <p>[1]</p>	<p>– <u>y</u> hará que los jueces los envíen (<i>although correct, will not fit back into text</i>) – <i>omission of los</i> – lo <i>for</i> los – (se) hará permitir a los jueces enviarlos – hará permitir que los jueces envíen – hará posible para los jueces enviarlos</p>
<p>(b) – (las) personas que tengan menos de 14 años – los que tengan menos de 14 años – personas que tengan <u>una edad</u> menor de 14 años – personas que tengan 14 años o menos</p> <p>[1]</p>	<p>– que tengan personas menores de 14 años – personas menores que tengan 14 años – personas que tengan <u>menor</u> de 14 años – personas que tengan menos <u>que</u> 14 años</p>
<p>(c) – las personas que cometían / habían / hubiesen cometido hurtos eran / estaban / (se) quedaban castigadas...que robaban... – las personas eran castigadas por cometer hurtos</p> <p>[1]</p>	<p>– ...fueron / son castigadas – las personas castigadas eran los que cometían hurtos (<i>doesn't fit</i>) – <u>las</u> que cometían hurtos eran las castigadas</p>
<p>(d) los jueces no tenían / tomaban en cuenta los hurtos anteriores</p> <p>[1]</p>	<p>– los jueces no se daban cuenta de los hurtos anteriores – los jueces tenían en menos cuenta los hurtos anteriores – los jueces no dieron cuenta a los hurtos anteriores – se hace cuenta que los jueces desestimaban... – los jueces desestimaban la cuenta anterior</p>
<p>(e) – la primera ciudad que lo estrene – la primera ciudad en la cual / (la) que se estrene</p> <p>[1]</p>	<p>– <i>omission of lo</i> – la primera ciudad en que lo estrene – <u>será</u> la primera ciudad que lo estrene (<i>although correct, will not fit back into text</i>)</p>

[Total: 5 puntos]

Page 5	Mark Scheme	Syllabus	Paper
	GCE AS LEVEL – May/June 2014	8665	21

**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.

ACCEPT	REFUSE
<b>(a) ¿Qué medidas introduce el nuevo Código Penal contra los carteristas? (párrafo 1)</b>	
Podrán ser encarcelados. [1]	
<ul style="list-style-type: none"> <li>– Las <u>penas y los robos</u> (pequeños)* quedarán registrados</li> <li>– Habrá un récord / una lista de las <u>penas y los robos</u> (pequeños)*</li> </ul> <p><i>Allow crímenes / delitos</i></p> <p><i>*don't penalise omission of one of these elements again in (d)</i></p> <p>[1]</p>	recordatorio
<ul style="list-style-type: none"> <li>– La ley será más dura para grupos criminales que utilizan menores.</li> <li>– el Congreso / gobierno será más estricto...</li> </ul> <p>[1]</p>	La ley será más dura para menores / bandas de adolescentes

<b>(b) ¿Por qué han decidido encarcelar o multar a los carteristas? (párrafo 2)</b>	
En el pasado se les obligaba a permanecer en sus domicilios. [1]	
<ul style="list-style-type: none"> <li>– (Pero) <u>la mayoría</u> no tenía / tiene domicilio.</li> <li>– <u>muchos de ellos</u>...</li> </ul> <p>[1]</p>	<ul style="list-style-type: none"> <li>– algunos carteristas...</li> <li>– las carteristas / ellos no tenían domicilio</li> </ul>

Page 6	Mark Scheme	Syllabus	Paper
	GCE AS LEVEL – May/June 2014	8665	21

ACCEPT	REFUSE
<b>(c) ¿Por qué los carteristas podían seguir robando con relativa impunidad? (párrafo 3) [3]</b>	
<ul style="list-style-type: none"> <li>– Los robos eran considerados faltas no graves</li> <li>– Las faltas / delitos no graves no se registraban</li> <li>– Solo se registraban los crímenes más graves</li> </ul> <p style="text-align: right;">[1]</p>	
<ul style="list-style-type: none"> <li>– La justicia no tenía en cuenta delitos no graves anteriores</li> <li>– Cada crimen era considerado de manera aislada</li> </ul> <p style="text-align: right;">[1]</p>	
<ul style="list-style-type: none"> <li>– La policía tenía que soltar a los reincidentes</li> <li>– los carteristas no tenían miedo de ser encarcelados</li> </ul> <p style="text-align: right;">[1]</p>	

<b>(d) ¿Cómo se van a combatir los hurtos en Barcelona? (párrafo 4) [4]</b>	
<p>Habrá un registro / sistema de <u>penas y faltas</u>*.</p> <p style="text-align: right;">[1]</p> <p><i>*allow omission of one element if already penalised in (a)</i></p>	
<p>Se usarán vigilantes / seguridad <u>en el metro</u>.</p> <p><i>allow guardias / policía</i></p> <p style="text-align: right;">[1]</p>	
<p>Advertencias <u>de megafonía</u> en <u>diferentes idiomas</u>.</p> <p style="text-align: right;">[1]</p>	
<p>Habrá señalización <u>en lugares concurridos / turísticos</u>.</p> <p style="text-align: right;">[1]</p>	

<b>(e) ¿Por qué José Correa no aprueba el cambio en el Código Penal? y ¿qué prefiere él? (párrafo 5) [3]</b>	
<p>España es el país europeo / de la Unión Europea que <u>encarcela a más</u> personas.</p> <p style="text-align: right;">[1]</p> <p><i>(superlative needed)</i></p>	<p>...tasa de encarcelamiento demasiado alta</p> <p><i>(no superlative or comparison with Europe)</i></p>
<p>España es (uno de los países) donde se cometen menos crímenes.</p> <p style="text-align: right;">[1]</p>	
<p>Crear alternativas a la cárcel <i>(no need to state cárcel if implied elsewhere in answer)</i></p> <p style="text-align: right;">[1]</p>	<p>imponer penas alternativas <u>en</u> la cárcel</p>

Page 7	Mark Scheme	Syllabus	Paper
	GCE AS LEVEL – May/June 2014	8665	21

### Quality of Language – Accuracy

[5]

<p><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).</p>
<p><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.</p>
<p><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.</p>
<p><b>2 Below average</b> Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.</p>
<p><b>0–1 Poor</b> Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.</p>

**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]**

Page 8	Mark Scheme	Syllabus	Paper
	GCE AS LEVEL – May/June 2014	8665	21

### 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.

ACCEPT	REFUSE
<b>(a) ¿Qué efectos tiene la crisis económica? (párrafo 1) [3]</b>	
Lleva <u>empresas</u> a la quiebra / bancarrota. [1]	
– Aumenta el paro. – Muchas personas están paradas. [1]	<u>la mayoría de</u> las personas están paradas.
<u>Muestra</u> fraudes. [1]	Los empleados cometen fraudes.

<b>(b) ¿Cómo se caracteriza el defraudador típico? (párrafo 2) [4]</b>	
Trabaja en finanzas / ventas. [1]	
Ha trabajado en la empresa de <u>3 a 5 años</u> / <u>3 o 5 años</u> . [1]	– entre 3 y 5 años = <i>lift</i> – más de tres años
Cuenta con la (total) confianza de la empresa. [1]	La gente / los trabajadores confía(n) él ( <i>But accept if “empresa” is mentioned before</i> )
Es una persona de entre 36 y 45 años. [1]	

<b>(c) ¿Por qué hay muy pocos datos oficiales sobre los fraudes que ocurren? (párrafo 3) [2]</b>	
Muchos no llegan a juicio. [1]	– ...no llegan al corte – no todos llegan a juicio.
Las compañías / los jefes prefieren no hablar de ellos. [1]	<u>La gente</u> prefiere no hablar...



Page 9	Mark Scheme	Syllabus	Paper
	GCE AS LEVEL – May/June 2014	8665	21

ACCEPT	REFUSE
<b>(d) Según Juan Laborda:</b> [4]	
<b>(i) ¿por qué buscan los empresarios una evidencia clara del fraude? (párrafo 4)</b>	
Para despedir / botar / dimisionar al trabajador. [1]	
<b>(ii) ¿cómo hay que poner de manifiesto el fraude? (párrafo 4)</b>	
Realizar <u>la investigación</u> con <u>discreción</u> / <u>en secreto</u> . [1]	– Realizar el <u>manifiesto</u> / <u>la manifestación</u> con discreción. – Hacer la investigación <u>con cuidado</u> .
Entrevistar al posible defraudador más de una vez. [1]	
Mostrar la evidencia del fraude en el momento adecuado. [1]	

<b>(e) ¿Por qué ha aumentado el espionaje industrial? (párrafo 5)</b> [2]	
Los trabajadores piensan que robar información es menos <u>arriesgado que robar dinero</u> / cometer fraude. [1]	más fácil
Para tener ventaja <u>en una entrevista</u> de trabajo. [1]	Les ayudará a conseguir un mejor trabajo.

Page 10	Mark Scheme	Syllabus	Paper
	GCE AS LEVEL – May/June 2014	8665	21

### Quality of Language – Accuracy

[5]

<p><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).</p>
<p><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.</p>
<p><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.</p>
<p><b>2 Below average</b> Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.</p>
<p><b>0–1 Poor</b> Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.</p>

**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]**

<b>Page 11</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE AS LEVEL – May/June 2014</b>	<b>8665</b>	<b>21</b>

**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 persigue a los criminales en la actualidad. [10]

(b) ¿Hay mucho crimen en tu país? Da tus opiniones. [5]

**(NOTA: Escribe un máximo de 140 palabras)**

[Calidad del lenguaje: 5]

**[Total: 20 puntos]**

**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 insert a line after the 160<sup>th</sup> word.

Page 12	Mark Scheme	Syllabus	Paper
	GCE AS LEVEL – May/June 2014	8665	21

### Question 5(a)

#### 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):

<b>Prisión para el carterista</b>	
• Reforma del Código Penal/Endurecimiento de la ley	[1]
• Creación de un registro de faltas / penas	[1]
• Endurecimiento de las penas a bandas <u>con menores</u>	[1]
• (Los pequeños ladrones) podrán ir a la cárcel	[1]
• Multar a los carteristas	[1]
• Aumentará la vigilancia	[1]
• y la advertencia – por megafonía / en diferentes idiomas / para los turistas <b>OR</b> señalización para las zonas concurridas / turísticas	[1]
<b>Los fraudes salen a la luz</b>	
• Aumento de las investigaciones	[1]
• Análisis más detallados sobre gastos	[1]
• Sólo se llega a saber de los fraudes que llegan a juicio / solo pocos fraudes llegan a juicio	[1]
• Interés por demostrar claramente si hay delito	[1]
• Investigar discretamente	[1]
• Entrevistar en diferentes ocasiones al posible defraudado	[1]
• Saber el momento adecuado para demostrar que ha habido un fraude	[1]

Page 13	Mark Scheme	Syllabus	Paper
	GCE AS LEVEL – May/June 2014	8665	21

### Question 5(b)

#### 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>	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.

### Questions 5(a) and 5(b)

#### Quality of Language – Accuracy

[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.
<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]