
SPANISH LANGUAGE

8685/22

Paper 2 Reading and Writing

October/November 2018

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 International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2018 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **18** printed pages.

PUBLISHED**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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.

Detailed Mark Scheme**Section 1**

Question	Answer	Marks	Not Allowed Responses
Question 1 Accept spelling errors in transcription. Accept minor omissions in the body of the phrase.			Disallow additional words or omissions at start or finish of phrase.
1(a)	estar asustados de cometer un error importante	1	
1(b)	lo mismo sucede	1	
1(c)	(mejor) valorados por los ciudadanos / (lo) que gusta al público	1	
1(d)	pase inadvertido un infarto	1	que...
1(e)	se puede prever el aumento	1	

PUBLISHED

Question	Answer	Marks	Not Allowed Responses
<p>Question 2</p> <p>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.</p>			
2(a)	<p>están saturados desde hace varias semanas / desde hace varias semanas están saturados / tienen una gran saturación desde hace varias semanas <i>allow omission of varias</i></p>	1	<p>llevan saturados... son</p>
2(b)	<p>está pendiente de que sea llamado / está pendiente de ser llamado / aún no le han llamado está esperando a ser llamado está pendiente por si es llamado está pendiente del llamado</p>	1	<p>...de si le han llamado / ...de si está llamado ...de que le hayan / han llamado</p>
2(c)	<p>el servicio suele ser bastante rápido (en general) <i>allow omission of bastante</i></p>	1	
2(d)	<p>a quien (le) podrían / pueden se (le) podría / puede atender / haber atendido</p>	1	<p>a quien podría / puede ser atendido</p>
2(e)	<p>es importante que el personal de urgencias no lo vea / no deba verlo / es importante que no sea visto por el personal de urgencias</p>	1	

Question	Answer	Marks	Not Allowed Responses
Question 3			
Note: Lifting = more than 4 consecutive words taken from the text and will usually invalidate answer unless further original explanation is offered.			
3(a)	¿Con qué problemas se enfrentan los hospitales españoles en esta temporada de la gripe? (párrafo 1)	3	
	servicios de urgencias están saturados	1	el <u>colapso</u> de los servicios de urgencias los <u>hospitales</u> están saturados
	pacientes duermen en pasillos / en camillas esperan mucho tiempo antes de ser asignados una habitación etc	1	
	personal médico agotado / con miedo de hacer un error grave	1	
3(b)	Según Luis Barrios, ¿por qué acude la gente a la red de seguridad ofrecida por urgencias? (párrafo 2)	3	
	van donde estén seguros de ver un médico	1	
	no quieren esperar la cita con el médico de cabecera / recibirán atención más rápida	1	
	si empeoran antes de su operación	1	

PUBLISHED

Question	Answer	Marks	Not Allowed Responses
3(c)	¿Qué concluye Laura Torres sobre las visitas a urgencias? (párrafo 3)	4	
	los ciudadanos valoran mucho los servicios de urgencias	1	
	van <u>porque</u> les ven bastante rápidamente	1	<i>award 1 mark only for this and the next point for answers such as el servicio de urgencias es muy rápido se hace muchas pruebas if not made clear that this is <u>why</u> people go to emergencies</i>
	<u>les gusta</u> el número de pruebas que les hacen	1	
	solo un 10% son casos graves / un número muy bajo ... etc	1	la mayoría / más de la mitad tiene problemas poco graves
3(d)	Según Torres, ¿qué consideraciones debe tener en cuenta el personal de urgencias? (párrafo 4)	3	
	no subestimar la posibilidad de cometer errores	1	
	la necesidad de reconocer los casos graves / entre tantos casos leves, puede ocultarse un infarto	1	
	no ver como problema los casos poco graves	1	
3(e)	Explica el asombro de Barrios. (párrafo 5)	2	
	las Administraciones no hacen planes antes	1	
	se puede anticipar los casos de gripe <u>cada invierno</u>	1	

Quality of Language – Accuracy

[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 **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.

Answers scoring 0 for Content 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).

PUBLISHED

Question	Answer	Marks	Not Allowed Responses
Question 4			
Note: Lifting = more than 4 consecutive words taken from the text and will usually invalidate answer unless further original explanation is offered.			
4(a)	¿Cómo garantiza Telesalud el cuidado sanitario a toda Bolivia? (párrafo 1)	3	
	utiliza telecomunicaciones / tecnología <u>avanzada</u>	1	
	intercambia / comunica / comparte <i>etc</i> información <u>médica</u>	1	
	provee atención médica a distancia	1	
4(b)	Antes del programa Telesalud, ¿cómo afectaba la diversidad geográfica a los servicios médicos y la salud de los bolivianos? (párrafo 2)	3	
	un 20% de la población no recibía una revisión médica / ...no tenía acceso a un médico	1	mucha gente no tenía acceso...
	resultaba en la propagación de enfermedades contagiosas	1	
	la salud era un lujo	1	
4(c)	¿Cómo reciben ahora la atención médica especializada las comunidades rurales? (párrafo 3)	3	
	los centros médicos tienen equipos de tecnología (avanzada) / cámaras digitales	1	
	estos se conectan con los servicios de urgencias <u>en la capital / de la zona / región</u> <i>etc.</i>	1	
	especialistas allí hacen el diagnóstico	1	

PUBLISHED

Question	Answer	Marks	Not Allowed Responses
4(d)	¿De qué manera beneficiará la Telesalud a un médico rural? (párrafo 4)	3	
	podrá colaborar con especialistas (de hospitales)	1	...otros médicos
	sabrán cuántos fármacos le quedan <u>en el centro (de salud)</u> / tiene un fácil control de <u>sus</u> provisiones de fármacos	1	
	recibirá formación profesional sin tener que viajar	1	
4(e)	¿De qué manera beneficia Telesalud al gobierno boliviano? (párrafo 5)	3	
	incrementa su prestigio internacional <u>en cuanto a la salud</u>	1	
	el estado gasta menos <u>en salud</u>	1	
	combate la exclusión social <u>en comunidades rurales</u>	1	

Quality of Language – Accuracy

[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 **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.


Answers scoring 0 for Content 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).

PUBLISHED

Question	Answer	Marks	Not Allowed Responses
<p>Question 5</p> <p>Length of 5(a) + 5(b) (Summary and Personal Response)</p> <ul style="list-style-type: none"> • 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. • Insert the vertical wavy line <u>after</u> the 160th word to show the end of the response to be marked.  			
<p>Content marks – Summary</p>	<p>Indicate with a tick in the body of the text the point being rewarded. Do not penalise ‘lifting’ for content marks in this exercise, but excessive reliance on the text will reduce the language mark.</p> <p>The summary could include the following points (award 1 mark for each point covered up to a maximum of 10 points):</p>		

PUBLISHED

Question	Answer	Marks	Not Allowed Responses
5(a)	<p>Escribe un resumen de lo que se dice en Texto 1 y Texto 2 sobre las dificultades encaradas por los servicios de salud.</p> <p>Text 1</p> <ul style="list-style-type: none"> • epidemia de gripe • servicios de urgencias / <i>allow</i> hospitales <i>here</i> saturados / pacientes duermen en pasillos / colas • personal médico agotado • y con posibilidad de cometer errores • pacientes no esperan para ver al médico de familia / para ser llamados para su operación • solo un 10% verdaderas urgencias • dificultad de distinguir gravedad / infartos entre pacientes • falta de planificación por adelantado <p>Text 2</p> <ul style="list-style-type: none"> • servicio de salud no cubre todo el país / es un lujo • compleja geografía boliviana • difícil acceso a la atención médica especializada • largas distancias entre comunidades • un 20% / <i>allow</i> muchos <i>etc here</i> no recibe revisión médica • proliferación de enfermedades • gobierno gastaba mucho en salud 	10	servicios de urgencias <u>ocupados</u>

Question	Answer	Marks	Not Allowed Responses
<p>Content marks – Response to the Text 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.</p>			
5(b)	<p>¿Es fácil recibir atención médica en tu país? Da tus opiniones. [5]</p> <p>5 Very good Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>0–1 Poor Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.</p>	5	

Quality of Language – Accuracy

[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.