SPANISH LANGUAGE **8685/22**

Paper 2 Reading and Writing May/June 2019

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 May/June 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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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 <u>to a whole question</u> 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 *Spelling errors in transcription.* *Minor omissions in the body of the phrase*			*Additional words or omissions at start or finish of phrase*
1(a)	sigue las sugerencias	**1**	
1(b)	que recae sobre el consumidor	**1**	*omission* que
1(c)	estimular hábitos de vida saludables	**1**	
1(d)	años después.	**1**	
1(e)	nos toquen el bolsillo	**1**	que…

Question	Answer	Marks	Not Allowed Responses
Question 2 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.			
2(a)	está basado en una amplia experiencia / se ha basado en una amplia experiencia	1	es basado se a basado
2(b)	el abuso del azúcar (generalmente) suele conducir	1	
2(c)	si están preocupados por la salud	1	estuvieran …sobre / de / con la salud
2(d)	es suficiente / basta con que se ponga menos azúcar en las bebidas es suficiente que se les ponga menos azúcar a las bebidas	1	*omission* se ponga menos azúcar en las bebidas *without* es suficiente que se… pongan
2(e)	no ha habido/ no se ha experimentado (un) aumento del/ en el precio del azúcar / el precio del azúcar no ha tenido / experimentado aumento	1	*tenses other than present perfect*

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)	**Explica por qué ha introducido Cataluña el impuesto sobre bebidas azucaradas.**	**3**	
	para luchar contra <u>la diabetes y la obesidad</u>	1	
	(ya está en vigor) en otros países con buenos resultados / ha tenido buenos resultados en otros países	1	
	fue recomendado por la OMS *allow lift* la Organización Mundial de la Salud + *attempts to avoid eg* la Organización Mundial / una organización	1	
3(b)	**¿Qué objetivos se buscan con este impuesto?**	**3**	
	impulsar formas de vida saludable / costumbres sanas / una vida sana *etc*	1	
	que se elaboren <u>productos / bebidas</u> con <u>menos</u> azúcar	1	…menos productos con azúcar
	que se haga <u>publicidad</u> de productos con menor contenido de edulcorantes / azúcar / más sanos que se reduzca la <u>publicidad</u> de bebidas azucaradas	1	aditivos

Question	Answer	Marks	Not Allowed Responses
3(c)	**Explica el fracaso del impuesto en otros países.**	**3**	
	no diferenciaba según <u>el tamaño de la botella</u> y <u>el contenido en azúcar</u>	1	
	ha aumentado el número de bebidas consumidas	1	
	(Los consumidores) compraban botellas grandes porque resultaban baratas	1	
3(d)	**¿Cuáles son las objeciones de Amaya Marín contra este impuesto?**	**4**	
	no quiere que el gobierno decida por ella / ella decide por lo que bebe	1	
	hay información disponible sobre los problemas de los refrescos	1	
	la subida (de precio) responde a querer aumentar la recaudación	1	
	el objetivo debe ser mejorar la sanidad	1	
3(e)	**¿Qué medidas sugiere Luis Valverde para mejorar la salud de la población?**	**2**	
	bajar la cantidad de azúcar de los <u>refrescos / productos</u>	1	
	concienciar sobre el consumo de azúcar (con campañas)	1	…sobre el consumo de <u>bebidas azucaradas</u>

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).

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)	**¿Qué objetivos tiene la ley de antidesperdicios?**	**3**		
	combatir el hambre (del país)	1		
	que no se destruyan alimentos <u>que pueden consumirse</u>	1		
	dar los alimentos (perdidos) a la población necesitada	1		
4(b)	**¿Qué medidas se mencionan para mejorar la alimentación en Colombia?**	**2**		
	la práctica agrícola <u>adecuada</u>	1		reducción de desperdicios
	mejora de las <u>carreteras / autovías / la vía</u> (para la distribución de alimentos) mejora de <u>infraestructuras</u> destinadas al <u>transporte</u> de alimentos	1		calles
4(c)	**¿Por qué deberían tener más conciencia los ciudadanos sobre los alimentos desperdiciados?**	**4**		
	la cantidad de alimentos desperdiciados es 10 millones de toneladas / enorme *etc*	1		
	alrededor del 50% / una gran parte *etc* de la población / mucha gente pasa hambre	1		
	un 9% de niños <u>de menos de 5 años</u> están desnutridos	1		
	(muchos) niños mueren de hambre	1		

Question	Answer	Marks	Not Allowed Responses
4(d)	**Explica cuáles son las claves de la propuesta para mejorar la nutrición de los niños.**	**3**	
	implantar <u>incentivos</u> para reducir los desperdicios	1	
	promover que los <u>empresarios / empresas</u> hagan donaciones	1	
	imponer multas por desperdicios	1	
4(e)	**Según Recuero, ¿Por qué es significativo este proyecto?**	**3**	
	es el primero / único <u>del mundo</u> / es el primer / único <u>país</u>	1	
	se podrá ahorrar mucho dinero	1	
	la población reconocerá la importancia de la solidaridad	1	

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Question 5

Length of 5(a) + 5(b) (Summary and Personal 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.
- Insert the vertical wavy line <u>after</u> the 160th word to show the end of the response to be marked.

Question	Answer	Marks	Not Allowed Responses
Content marks – Summary 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. The summary could include the following points (award 1 mark for each point covered up to a maximum of 10 points):			
5(a)	Escribe un resumen de lo que se dice en **Texto 1** y **Texto 2** sobre las medidas propuestas para mejorar la nutrición de la población. **Text 1 Bebidas azucaradas** • se ha introducido un impuesto sobre <u>bebidas</u> con azúcar • se considera ampliar el impuesto a otros alimentos • quieren combatir la obesidad y la diabetes • esperan que los productores hagan bebidas con menor contenido de azúcar • y que promuevan productos con menos edulcorantes • el impuesto catalán varía según el contenido de azúcar • no todos los consumidores apoyan este tributo **Text 2 Iniciativa antidesperdicios** • proyecto para erradicar el hambre en el país • prohibir que los alimentos <u>aptos para el consumo</u> se destruyan • repartir esos alimentos entre las personas necesitadas • mejora de carreteras /distribución/ agricultura adecuada/ mejorar la cadena alimenticia / esfuerzo conjunto (*or any of the examples*) • se busca que mejore la nutrición de los pequeños / que los niños no se mueran de hambre • multas a los que desperdicien / destruyan alimentos • los empresarios (disfrutarán de incentivos si) donan alimentos	10	productos enfermedades

Question	Answer	Marks	Not Allowed Responses
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.			
5(b)	¿Hay mucha preocupación en tu país por la nutrición? Da tus opiniones. **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.	**5**	

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