
SPANISH LANGUAGE

8685/23

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.

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.

1 General Marking Notes

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 <i>Spelling errors in transcription.</i> <i>Additional words or omissions at start or finish of phrase</i> <i>Minor omissions in the body of the phrase</i> | | | |
| 1(a) | (también) vamos por ahí | 1 | |
| 1(b) | es de vital importancia | 1 | <i>omission es</i> |
| 1(c) | fueran autodidactas <i>allow fueron</i> | 1 | |
| 1(d) | sus bondades no son pocas | 1 | <i>considera que...</i> |
| 1(e) | usamos a diario <i>allow omission a</i> | 1 | |

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| 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) | A pesar de que haya / ha habido / pasado / hubo / pasó (mucho / un) boom / A pesar de(l) (mucho / un) boom que haya / ha habido / hubo | 1 | A pesar que... tenido / hecho |
| 2(b) | Al principio estuvo/ fue / estaba / era mal visto | 1 | ...y se criticó <u>se</u> fue visto |
| 2(c) | Pocas personas (se) cuestionan / Pocas personas son las que (se) cuestionan / Son pocas (las) personas que / quienes (se) cuestionan / Son pocas personas las que (se) cuestionan | 1 | son pocas las personas que cuestionan son pocas las personas que <u>lo</u> cuestionan |
| 2(d) | (Ya) (sea) al programar, probar o corregir / al estar programando, probando o corrigiendo | 1 | corrigir al ser programando... |
| 2(e) | Sin que se den / dé (<i>allow</i> de) cuenta Sin que se haya(n) dado cuenta Sin que se diera(n) / diese(n) cuenta | 1 | |

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| 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 los desafíos a los que se enfrenta la enseñanza de la robótica en las clases. | 2 | |
| | No hay suficientes profesores especializados/ de robótica [1] | | Se ha introducido a marchas forzadas |
| | Es necesario que <u>todos</u> los profesores se involucren / Solo los maestros de tecnología lo están enseñando [1] | | <u>más</u> / <u>la mayoría de los</u> profesores |
| 3(b) | ¿Qué problemas ha habido en Madrid para introducir la robótica como asignatura? | 3 | |
| | Comenzó a enseñarse de repente/ sin mucha planificación [1] | | |
| | Falta de formación adecuada del profesorado/ Profesores autodidactas [1] | | <i>non reflexive use of formar</i> |
| | Disparidad en la provisión de presupuesto [1] | | la economía de los centros variaba mucho |
| 3(c) | ¿Cómo justifica Costas la enseñanza de la robótica? | 3 | |
| | El mundo científico no les resulta <u>tan</u> difícil [1] | | otras asignaturas no les resultan... el ámbito científico resulta fácil |
| | (Los alumnos) usan el método científico <u>sin ser conscientes de ello</u> [1] | | |
| | (Los alumnos) <u>son conscientes de que</u> se están preparando para su vida laboral / <u>saben que</u> se necesita la robótica en el mundo laboral [1] | | |

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| Question | Answer | Marks | Not Allowed Responses |
|----------|--|----------|---|
| 3(d) | Según Fariza, ¿cómo debe impartirse la asignatura de robótica? | 4 | |
| | Interrelacionada con otras asignaturas / no debe ser específica [1] | | |
| | Resaltando la (posible) utilidad [1] | | |
| | Despertando la curiosidad / interés [1] | | |
| | Animando a / logrando que los alumnos sean independientes [1] | | |
| 3(e) | ¿Qué beneficios destaca Fariza para los estudiantes que aprenden robótica? | 3 | |
| | Los resultados de los exámenes / sus calificaciones / notas / grados mejorarán [1] | | |
| | Los alumnos desarrollan la creatividad [1] | | |
| | Les ayuda a <u>resolver problemas</u> / <u>superar las barreras</u> de otras asignaturas [1] | | Esto les ayuda en sus otras asignaturas |

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).

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| 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) | ¿Por qué enfocó Alicia Cornejo la enseñanza en las destrezas necesarias para el mundo agrario? | 3 | |
| | Para asegurar el interés del alumnado [1] | | |
| | Porque el sector agrario es la fuente de empleo más importante / Para dar oportunidades a los jóvenes / enriquecer la vida rural [1] | | |
| | Para que utilicen lo que han aprendido / lo que aprendan sea relevante / no se olvide [1] | | |
| 4(b) | ¿De qué forma se ha transformado la escuela? | 4 | |
| | Se promueve el emprendimiento en los estudiantes [1] | | |
| | Se enfoca en la <u>creación y marketing</u> de productos [1] | | |
| | Las clases tradicionales han sido sustituidas por / La escuela tiene un huerto, un laboratorio, una panadería <i>all 3 needed, or suitable generalisation e.g.</i> Las clases han sido sustituidas fuera del aula tradicional [1] | | |
| | Ponen en práctica la teoría [1] | | |

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| Question | Answer | Marks | Not Allowed Responses |
|----------|--|----------|------------------------------|
| 4(c) | ¿A que aspiraba Cornejo dándole un nuevo rol a la escuela? | 3 | |
| | A ser <u>partícipe</u> del cambio <u>en Colombia / el país</u> [1] | | Aspiraba a cambiar Colombia |
| | A apoyar a la zona rural porque <u>ahí el estado invierte menos</u> [1] | | |
| | A hacer que la educación esté relacionada con su entorno [1] | | |
| 4(d) | ¿Por qué ha sido beneficioso el cambio promovido por Cornejo? | 3 | |
| | Se reactiva la economía <u>local</u> [1] | | |
| | Los alumnos desarrollan sus habilidades laborales [1] | | |
| | <u>Los alumnos conocen</u> la importancia de la agricultura en su país [1] | | |
| 4(e) | ¿Cuáles son los objetivos que esperan alcanzar los profesores del colegio Capitán Cortés? | 2 | |
| | Abastecer el comedor del colegio con los productos de su huerto / con lo que producen los alumnos Que la comida de la escuela sea cosechada por los alumnos [1] | | con lo que hacen los alumnos |
| | Que los <u>ex</u> alumnos monten sus propias empresas [1] | | |

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| 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> | | | |
| 5(a) | <p>Escribe un resumen de lo que se dice en el Texto 1 y el Texto 2 en cuanto a los cambios en el mundo educativo hoy en día.</p> <p style="text-align: center;">Text 1</p> <ul style="list-style-type: none"> Se ha introducido la enseñanza de la Robótica El mundo científico parece más asequible para los alumnos Los alumnos aplican el método científico Adaptación de la educación a los cambios en el mundo laboral La robótica logra una conexión entre todas las asignaturas Los alumnos toman más la iniciativa / desarrollan creatividad Mejoran sus calificaciones / superan problemas en otras asignaturas | 10 | |

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| Question | Answer | Marks | Not Allowed Responses |
|-----------------|---|--------------|------------------------------|
| 5(a) | <p style="text-align: center;">Text 2</p> <ul style="list-style-type: none"> • Adaptación de la educación al mundo rural • Aplicar lo aprendido en la escuela a la práctica • Promover el emprendimiento de los (ex) alumnos • Capacitarlos para que participen en procesos de producción / venta • Clases fuera del aula (e.g. huerto / laboratorio / panadería) • Conexión entre la escuela y la comunidad • La escuela como motor de la economía | | |

| 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>¿Está cambiando el sistema educativo en tu país? Da tus opiniones.</p> <table border="1" data-bbox="336 478 1086 1348"> <tr> <td data-bbox="336 478 414 646">5</td> <td data-bbox="414 478 1086 646"> <p>Very good Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</p> </td> </tr> <tr> <td data-bbox="336 646 414 853">4</td> <td data-bbox="414 646 1086 853"> <p>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> </td> </tr> <tr> <td data-bbox="336 853 414 1021">3</td> <td data-bbox="414 853 1086 1021"> <p>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> </td> </tr> <tr> <td data-bbox="336 1021 414 1189">2</td> <td data-bbox="414 1021 1086 1189"> <p>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> </td> </tr> <tr> <td data-bbox="336 1189 414 1348">0–1</td> <td data-bbox="414 1189 1086 1348"> <p>Poor Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.</p> </td> </tr> </table> | 5 | <p>Very good Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</p> | 4 | <p>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> | 3 | <p>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> | 2 | <p>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> | 0–1 | <p>Poor Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.</p> | | |
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