

---

**SPANISH LANGUAGE**

**8685/22**

Paper 2 Reading and Writing

**October/November 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 October/November 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

---

This document consists of **17** 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.

<b>2</b>	<b>General Marking Principles</b>
<b>2.1</b>	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.
<b>2.2</b>	<b>Crossing out:</b>  <b>(a)</b> 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>(b)</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.
<b>2.3</b>	Annotation used in marking:  <b>(a)</b> 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>(b)</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 <b>not</b> given to the candidate and the mark is <b>not</b> awarded. <b>(c)</b> caret = to indicate where something which is key to the response is missing.
<b>2.4</b>	No response and '0' marks  There is a NR (No Response) option in <b>scoris</b> .  Award NR (No Response): <ul style="list-style-type: none"><li>• If there is nothing written at all in the answer space or</li><li>• 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</li><li>• If there is only a mark which is not an attempt at the question (e.g. a dash, a question mark).</li></ul> Award 0: <ul style="list-style-type: none"><li>• 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.</li></ul>

**Detailed Mark Scheme**

Question	Answer	Marks	Not Allowed Answers
<b>Question 1</b> Accept spelling errors in transcription. Disallow additional words or omissions at start or finish of phrase. Accept minor omissions in the body of the phrase.			
1(a)	buscan experiencias más íntimas (sobre)	1	quienes...
1(b)	cuando preguntan si está peligroso	1	
1(c)	se celebró una actividad	1	<i>omission se</i>
1(d)	(la) falta de una adecuada estrategia de promoción	1	por...
1(e)	hay mucho desconocimiento de la gente	1	

Question	Answer	Marks	Not Allowed Answers
<b>Question 2</b> 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)	No es (muy) común / Es poco común que lleguen (los) turistas ...que (los) turistas lleguen No es común ver a turistas llegar La llegada de turistas no es común	1	
2(b)	de (solo) no / nada más de 150 personas	1	<i>omission of initial de que</i>
2(c)	(normalmente) suele aumentar el número de visitas el número de visitas (normalmente) suele aumentar	1	

**PUBLISHED**

Question	Answer	Marks	Not Allowed Answers
2(d)	<u>tampoco</u> / no hacía (hizo) / (con) tenía ((con) tuvo) / había (hubo) (ninguna) (una / la) mención del / al / sobre el programa de actividades	1	<i>present / present perfect tense</i> <i>omission of tampoco correctly used in phrase</i>
2(e)	es esencial que se promocione / promocionen en las escuelas / es esencial que las escuelas promocionen <i>allow</i> (se) haga(n) / haya promoción en las escuelas <u>de</u> <i>allow</i> promover <i>if correct</i>	1	deba(n) + infinitive

Question	Answer	Marks	Not Allowed Answers
<b>Question 3</b>			
<b>Note:</b> Lifting = more than four consecutive words taken from the text and will usually invalidate answer unless further original explanation is offered.			
3(a)	<b>¿Quiénes visitan la Ruta Maya? y ¿por qué? (párrafo 1)</b>	<b>3</b>	
	salvadoreños al igual que extranjeros ( <i>allow</i> turistas <i>if nationals are also mentioned</i> )	1	
	para conocer más profundamente la cultura	1	
	para el contacto con la naturaleza / el entorno / el medioambiente	1	
3(b)	<b>¿Qué dice Javier Iribas sobre la seguridad de los parques y sus alrededores? (párrafo 2)</b>	<b>3</b>	
	los parques son seguros	1	
	hay violencia en las zonas (donde se encuentran)	1	
	recomienda no pasearse por los alrededores	1	

**PUBLISHED**

Question	Answer	Marks	Not Allowed Answers
3(c)	<b>¿Por qué fue decepcionante la asistencia a la celebración del día del equinoccio? (párrafo 3)</b>	<b>3</b>	
	asistieron solo 150 espectadores	1	
	los números suelen aumentar <u>durante estos eventos / este evento</u>	1	
	el número había disminuido	1	
3(d)	<b>¿Por qué critica Iribas la nota que publicó el Ministerio de Turismo en el sitio web? (párrafo 4)</b>	<b>3</b>	
	el sitio web no dio las horas de apertura / el horario	1	
	el sitio no mencionó (el programa de) <u>actividades</u>	1	
	no hubo enfoque específico en los parques	1	
3(e)	<b>¿Cómo se queja Iribas de los visitantes a los sitios arqueológicos? (párrafo 5)</b>	<b>3</b>	
	la gente lo trata como cualquier otro parque	1	
	no va a los museos	1	
	la gente no está enterada	1	

**PUBLISHED**

Question	Answer	Marks	Not Allowed Answers
<b>Quality of Language – Accuracy [5]</b>			
<b>5</b>	<b>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</b>	<b>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</b>	<b>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</b>	<b>Below average</b> Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.		
<b>0–1</b>	<b>Poor</b> Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.		



**PUBLISHED**

Question	Answer	Marks	Not Allowed Answers
----------	--------	-------	---------------------

**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 Answers
<b>Question 4</b>			
<b>Note:</b> Lifting = more than four consecutive words taken from the text and will usually invalidate answer unless further original explanation is offered.			
4(a)	<b>¿Qué problemas concretos está experimentando la ciudad de Palma? y ¿qué remedio específico pide el GON?</b> (párrafo 1)	<b>3</b>	
	superpoblación <u>en el casco antiguo</u>	1	
	los vecinos se desplazan	1	
	no conceder más licencias para <u>alojamientos</u> para turistas	1	<i>answers which state that this measure <u>will</u> take / <u>is</u> in place</i>
4(b)	<b>Según Estel Balaguer, ¿qué inconvenientes sufre la población mallorquina por las infraestructuras saturadas?</b> (párrafo 2)	<b>3</b>	
	<u>barcos privados</u> afectan negativamente a los pescadores	1	
	demasiado tráfico por coches <u>de alquiler</u> 90.000 coches <u>alquilados</u> atascan las carreteras	1	las calles
	cortes de agua	1	no hay suficiente agua
4(c)	<b>¿Por qué no le gustan los cruceros al GON?</b> (párrafo 3)	<b>3</b>	
	utilizan muchos recursos naturales	1	hacen daño al medioambiente
	no contribuyen mucho a la economía de Palma	1	
	ven a Palma como una especie de parque temático	1	

**PUBLISHED**

Question	Answer	Marks	Not Allowed Answers
4(d)	<b>¿Qué solución propone Enric Silvestre?</b> (párrafo 4)	<b>2</b>	
	mejorar las cosas / las infraestructuras <u>para eliminar la sensación de saturación</u>	1	
	extender la temporada turística por todo el año	1	
4(e)	<b>¿Qué medidas propone Balaguer? y ¿cómo contrarrestarían estas el impacto negativo del turismo?</b> (párrafo 5)	<b>4</b>	
	regular los pisos turísticos	1	
	para dar prioridad a los vecinos	1	
	imponer una ecotasa	1	
	reinvertir esta en restaurar el medioambiente / para restaurar / ayudar, etc. el medioambiente	1	

**PUBLISHED**

Question	Answer	Marks	Not Allowed Answers
<b>Quality of Language – Accuracy [5]</b>			
<b>5</b>	<b>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</b>	<b>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</b>	<b>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</b>	<b>Below average</b> Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.		
<b>0–1</b>	<b>Poor</b> Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.		

**PUBLISHED**

Question	Answer	Marks	Not Allowed Answers
----------	--------	-------	---------------------

**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 Answers
<p><b>Question 5</b></p> <p><b>Length of 5(a) + 5(b) (Summary and Personal Response)</b></p> <ul style="list-style-type: none"><li>• Examiners make a rough estimate of the length by a quick calculation of the number of words on a line.</li><li>• If the piece is clearly too long, calculate the length more precisely.</li><li>• Insert the vertical wavy line <u>after</u> the 160th word to show the end of the response to be marked. </li></ul>			

Question	Answer	Marks	Not Allowed Answers
<p><b>Content marks – Summary</b></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 <b>Texto 1</b> y el <b>Texto 2</b> sobre los problemas relacionados con el turismo.</p> <p><b>Text 1</b></p> <ul style="list-style-type: none"> <li>• bajan las visitas a los parques <u>arqueológicos</u> / Ruta Maya</li> <li>• violencia en los alrededores / se cree que hay problemas de violencia</li> <li>• transporte público solo para cerca de los parques</li> <li>• (Ministerio) no promociona adecuadamente</li> <li>• desconocimiento de la gente</li> <li>• los tratan como cualquier otro parque / no entran los museos</li> <li>• falta de promoción en las escuelas / visitas escolares</li> </ul> <p><b>Text 2</b></p> <ul style="list-style-type: none"> <li>• Mallorca está saturada de turistas</li> <li>• problemas de superpoblación</li> <li>• vecinos tienen que desplazarse</li> <li>• infraestructuras saturadas (<i>allow only if none of three following examples given</i>)</li> <li>• <u>barcos privados</u> perjudican a los pescadores</li> <li>• demasiados coches</li> <li>• cortes / una falta de agua</li> <li>• cruceros gastan recursos naturales / medioambiente perjudicado</li> <li>• cruceristas contribuyen poco a la economía</li> <li>• tratan la ciudad como parque temático</li> </ul>	10	

**PUBLISHED**

Question	Answer	Marks	Not Allowed Answers					
<b>Content marks – Response to the Text</b>								
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)	<p data-bbox="360 379 1160 416">¿Hay problemas con el turismo en tu país? Da tus opiniones.</p> <table border="1" data-bbox="360 448 1160 1321"> <tr> <td data-bbox="360 448 1160 619"> <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.         </td> </tr> <tr> <td data-bbox="360 619 1160 818"> <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.         </td> </tr> <tr> <td data-bbox="360 818 1160 986"> <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.         </td> </tr> <tr> <td data-bbox="360 986 1160 1153"> <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.         </td> </tr> <tr> <td data-bbox="360 1153 1160 1321"> <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.         </td> </tr> </table>	<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.	<b>5</b>	
<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.								



**PUBLISHED**

Question	Answer	Marks	Not Allowed Answers
<b>Quality of Language – Accuracy</b>	[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.		