SPANISH	**9719/21**
Paper 2 Reading and Writing	**May/June 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 May/June 2018 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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	**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 Allow minor misspellings in transcription and minor omissions in the body of the phrase.			Do not allow additional words or omissions at start or finish of the phrase
1(a)	la alta tasa de pobreza	**1**	
1(b)	consecuencias desastrosas para el tejido social	**1**	con…
1(c)	niveles cada vez más grandes de extrema pobreza	**1**	a…
1(d)	de nuevo en su comunidad (natal)	**1**	
1(e)	apenas llegan a cubrir sus necesidades	**1**	*omission* apenas…

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)	se prevé que haya / habrá / va a haber / vaya a haber un aumento en / de la migración	**1**	halla / hará / hay
2(b)	((Todo) (esto)) resulta en una fuerte emigración Lo que resulta (de todo esto) es una fuerte emigración	**1**	Resulta que todo esto es una fuerte emigración Todo esto resulta ser una fuerte emigración El resultado de todo esto resulta ser una fuerte emigración lo que resulta en una fuerte emigración
2(c)	muchos hondureños optan por (dar) el salto optan por saltar	**1**	optan a
2(d)	menores que (por lo general) solían viajar solos	**1**	*omission of* …solos
2(e)	Al llegar al otro lado Llegando al otro lado Cuando estás / cruzas *etc.* al otro lado	**1**	cuando llegas al otro lado estés

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)	**¿Cómo ha evolucionado hasta ahora la emigración hondureña?**	3	
	<u>Comenzó</u> en 1990 [1]		
	<u>Aumentó</u> (mucho) después del huracán Mitch/ en 1998 [1]		
	<u>Cada año</u> emigran (unas) 90 000 personas [1]		
3(b)	**¿Cuáles son las causas de los movimientos migratorios mencionados?**	4	
	El gobierno no ofrece ninguna ayuda <u>a la agricultura</u> [1]		
	Menor exportación de café [1]		
	El paro sigue <u>aumentando</u> / Hay desempleo muy <u>alto</u> [1]		
	El crimen reinante <u>en las calles</u> [1]		
3(c)	**¿Por qué atraían los Estados Unidos a Carlos?**	2	
	Quería salir de la pobreza / Quería ganar dinero de una forma <u>rápida / fácil / sencilla</u> [1]		
	Quería contribuir a la economía de su familia …hacer dinero para su familia [1]		ayudar a sus hermanos con la plantación de café

Question	Answer		Marks	Not Allowed Responses
3(d)	**¿De qué manera sufren las mujeres emigrantes?**		**3**	
	Les pagan poco	[1]		
	Son discriminadas <u>cuando dejan de trabajar</u>	[1]		
	Son maltratadas	[1]		
3(e)	**¿Qué consecuencias conllevaría el apoyo financiero a Centroamérica?**		**3**	
	Se reduciría / contendría la emigración	[1]		
	Se crearían puestos de trabajo	[1]		
	la <u>inversión</u> en infraestructuras	[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).

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 muestran los porcentajes mencionados la magnitud de la emigración española?**	3	
	Las inscripciones consulares / en el extranjero / han aumentado un 5 % Un 5% más de españoles fueron al extranjero [1]		
	El número de españoles que emigraron ha aumentado al 57% <u>con respecto a 2009</u>. [1]		un 57% de españoles han emigrado desde 2009
	Los españoles que regresan son <u>menos de la mitad</u> [1]		alrededor del 50%
4(b)	**¿Qué aspectos del mundo laboral en el extranjero atraen a Petra Huerta?**	4	
	La inversión en investigación es mejor En España se invierte poco en la investigación *(allow negative comparisons with Spain here and with the 2 following answers)* [1]		
	Un trabajo con <u>buen</u> sueldo [1]		
	Un trabajo que corresponda a sus cualificaciones/aptitudes [1]		
	Ver cómo se desarrolla / funciona la ciencia en el extranjero conocer / aprender (de) la ciencia de otros países [1]		

Question	Answer	Marks	Not Allowed Responses
4(c)	**¿Qué problema demográfico amenaza a España? y ¿cómo ha ayudado la población extranjera a combatirlo?**	**3**	
	Una bajada <u>del 50%</u> en / de la <u>mitad</u> de la población en <u>45 años</u> [1]		
	El número de inmigrantes / extranjeros que llegan a España sigue estable. / Los inmigrantes se mantienen estables. [1]		
	La población extranjera que se marcha ha caído a la mitad [1]		
4(d)	**Explica los problemas que causará la actual tendencia demográfica en España.**	**2**	
	Problemas para <u>pagar</u> pensiones [1]		problemas económicos
	Pérdida de influencia en <u>la UE/Europa</u> [1]		problemas políticos
4(e)	**¿Cómo podría pararse la disminución de la población en España?**	**3**	
	Llegada de inmigrantes jóvenes [1]		
	Descenso del desempleo [1]		
	Incentivar un mayor número de hijos <u>con ayudas</u> (a la familia) [1]		ayudar a familias con muchos hijos

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Question	Answer	Marks	Not Allowed Responses
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.			
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 causas y consecuencias de los movimientos migratorios. **Causas** • Pobreza • Menor exportación • Desastres naturales / huracán • Falta de subvenciones del gobierno • Desempleo *(credit once)* / Reducción de trabajo público • Crimen <u>en las calles</u> • Encontrar trabajo para sus cualificaciones/ bien pagado • Conocer cómo se investiga en el extranjero • Falta de inversión	**10**	

Question	Answer	Marks	Not Allowed Responses
5(a)	**Consecuencias** • Arriesgar la vida • Bajos salarios / explotación de las mujeres • Discriminación/maltrato de las mujeres • Descenso del número de habitantes • Falta de capital para las pensiones / consecuencias económicas • Falta de protagonismo en el contexto internacional • Desempleo/paro *(credit once)*		baja tasa de fecundidad problemas políticos

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)	¿Es estable la población de tu país? Da tus opiniones.	**5**	

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.

Quality of Language – Accuracy   [5]

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