
FIRST LANGUAGE SPANISH

8665/22

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.

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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 |
|-----------------|---|--------------|---|
| | Allow minor spellings 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) | una plataforma que permite diseñar | 1 | |
| 1(b) | Se quedó finalmente con | 1 | <i>omission se / con</i> |
| 1(c) | me organizo a mi manera | 1 | <i>omission me</i> |
| 1(d) | una empresa que arranca | 1 | para... |
| 1(e) | ha encontrado un hueco en el mercado | 1 | |

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| Question | Answer | Marks | Not Allowed Responses |
|---|---|-------|---|
| 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) | sin que nos importe / sea importante dónde desarrollen desarrollan / han / hayan desarrollado su actividad pueden desarrollar su actividad sin que nos importe el lugar | 1 | |
| 2(b) | <u>se</u> encarga <u>de</u> analizar las fuentes | 1 | |
| 2(c) | para que Cromol pueda ser/ sea encontrado por los usuarios / para que los usuarios que no hayan encontrado Cromol puedan hacerlo | 1 | esté / pueda estar / ...puedan haber / hayan encontrado |
| 2(d) | Llevaba cuatro años <u>trabajando en una oficina</u> | 1 | Llevaba cuatro años en una oficina Hacía cuatro años que llevaba en una oficina Hacía cuatro años que llevaba trabajando en una oficina |
| 2(e) | una vez al / por / cada mes viaja a Barcelona | 1 | |

| Question | Answer | Marks | Not Allowed Responses |
|--|--|----------|-----------------------|
| Note: Lifting = more than 4 consecutive words taken from the text and will usually invalidate answer unless further original explanation is offered. | | | |
| 3(a) | ¿De qué manera es diferente el mundo laboral en las empresas emergentes? | 3 | |
| | Los trabajadores no necesitan tener horarios fijos | 1 | |
| | Se puede trabajar en cualquier parte / No hay que trabajar en una oficina | 1 | |
| | Se mide a los trabajadores por la labor cumplida | 1 | |
| 3(b) | ¿Cómo ha usado Bernal la tecnología para montar y dirigir su empresa? | 3 | |
| | Seleccionó / entrevistó a los trabajadores / candidatos / personas etc por <u>videoconferencia</u> | 1 | |
| | Tiene reuniones / habla con sus colegas / compañeros / trabajadores por <u>Internet</u> | 1 | amigos |
| | Puede planificar / organizar su trabajo <u>en red / en línea / usando aplicaciones</u> | 1 | |
| 3(c) | ¿Cuáles son los inconvenientes de trabajar a distancia? (any 4 from 5) | 4 | |
| | Falta de comunicación no verbal | 1 | |
| | Dificultad para difundir los valores de la compañía | 1 | |
| | Falta de compartir ideas | 1 | |
| | No hay vida social <u>después / fuera del trabajo/</u> con los compañeros | 1 | amigos |
| | Tener que viajar para hablar con el jefe | 1 | |

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| Question | Answer | Marks | Not Allowed Responses |
|----------|---|----------|--|
| 3(d) | ¿Por qué resulta beneficioso el teletrabajo? | 2 | |
| | Se consigue ser internacionales <u>rápidamente</u> | 1 | fácilmente |
| | No hay gastos de alquiler / luz / costes fijos | 1 | |
| 3(e) | ¿Qué consiguió la campaña del champú <i>Genial</i>? | 3 | |
| | <u>Las personas</u> (de la calle) <u>mostraron</u> interés por la <u>marca</u> / <u>producto etc</u> | 1 | peatones / ...gente que pasaba por la calle / personas <u>en</u> la calle etc. ...interés por la compañía |
| | Unas 1000 participaron <u>en el concurso</u> | 1 | |
| | La compañía generó 50 000 euros / una alta y <u>sorprendente</u> / <u>inesperada</u> / <u>impresionante etc</u> cifra de dinero | 1 | mucho dinero |

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 |
|--|--|----------|-------------------------------|
| 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 problemas causa el absentismo laboral? | 2 | |
| | Pérdida de <u>8000</u> millones de euros | 1 | |
| | Pérdida de <u>productividad</u> de un <u>31%</u> | 1 | |
| 4(b) | ¿Por qué es necesario un cambio en la jornada laboral en España? | 3 | |
| | Ha aumentado el absentismo <u>un 39%</u> | 1 | el absentismo es muy alto etc |
| | Se trabajan más horas al día en España que en otros países / España tiene un horario laboral muy largo | 1 | |
| | España es <u>el país / uno de los países con menos productividad por hora de trabajo</u> | 1 | |
| 4(c) | Según Villegas, ¿cuáles son las ventajas de un cambio de horario? | 4 | |
| | Los trabajadores se comprometen más | 1 | |
| | Organizan <u>mejor</u> su <u>tiempo</u> | 1 | |
| | Los trabajadores se sienten más satisfechos | 1 | felices / mejor |
| | Desciende el absentismo | 1 | |

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| Question | Answer | Marks | Not Allowed Responses |
|----------|---|----------|---------------------------------------|
| 4(d) | ¿Qué medidas está tomando Compravol con respecto al absentismo? | 3 | |
| | Disponen de una aplicación / un programa etc. para saber si falta algún trabajador | 1 | |
| | Buscan un sustituto para el empleado que está ausente | | |
| | Conciencia a los empleados de la repercusión del absentismo <u>en la moral / el aumento del estrés del resto.</u> | 1 | salud |
| | <u>Da tiempo libre</u> a los empleados que tiene asistencia <u>de 95%</u> / <u>que cumplen el horario / muy alta etc.</u> | 1 | |
| 4(e) | Según Sajón, ¿qué cambios podrían mejorar la situación laboral? (3) | 2 | |
| | Comprimir la jornada laboral <u>de 8 a 3</u> | 1 | reducir las horas de trabajo de 8 a 3 |
| | Hacer que <u>la hora más popular</u> de la TV sea más temprana | 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 after the 160th word to show the end of the response to be marked.



| Question | Answer | Marks | Not Allowed Responses |
|---|---|-------|-----------------------|
| <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 Texto 1 y Texto 2 sobre las ventajas y desventajas para el trabajador de las nuevas prácticas laborales mencionadas.</p> <p>Text 1 Teletrabajo – ventajas Trabajo sin horarios fijos Trabajo no reducido a una oficina/ en cualquier parte Valoración del trabajador por trabajo hecho El trabajador es más productivo (<i>credit only once</i>) Puede organizar sus horas (de forma mas conveniente) (<i>credit only once</i>) – desventajas Falta de comunicación no verbal Falta de intercambio de ideas Sin vida social después / fuera del trabajo / no se puede ir a tomar algo con los compañeros</p> <p>Text 2 Racionalización de horarios – ventajas Trabajadores más involucrados / más satisfechos Gestionan mejor su tiempo (<i>credit only once</i>) / pueden elegir el turno No tienen reuniones al final del día Se reducirán los niveles de estrés Aumentará la moral Serán premiados con más tiempo libre Tendrán más tiempo libre (con la familia) El trabajador es más productivo (<i>credit only once</i>)</p> | 10 | |

| Question | Answer | Marks | Not Allowed Responses | | | | | |
|--|--|--|---|--|--|--|----------|--|
| <p>Content marks – Response to the Text</p> <p>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>¿Qué cambios laborales son necesarios en tu país? Da tus opiniones.</p> <table border="1" data-bbox="331 485 1196 1177"> <tr> <td data-bbox="342 485 1184 635"> <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> </td> </tr> <tr> <td data-bbox="342 635 1184 785"> <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> </td> </tr> <tr> <td data-bbox="342 785 1184 906"> <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> </td> </tr> <tr> <td data-bbox="342 906 1184 1056"> <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> </td> </tr> <tr> <td data-bbox="342 1056 1184 1177"> <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> </td> </tr> </table> | <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 | |
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