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**SPANISH LANGUAGE**

**8685/21**

Paper 2 Reading and Writing

**October/November 2019**

MARK SCHEME

Maximum Mark: 70

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**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.

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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.

**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.

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Question	Answer	Marks	Not Allowed Answers
<b>Question 1</b> Accept spelling errors in transcription. Accept minor omissions in the body of the phrase.			
			Disallow additional words or omissions at start or finish of phrase.
1(a)	la grabación se hizo viral	1	
1(b)	la diferencia ahora es la rapidez	1	
1(c)	apenas sabe leer y escribir	1	que...
1(d)	es producto de la negligencia o ignorancia	1	omission es...
1(e)	no importa que circule	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)	(los) fraudes noticiosos que son / quedan publicados (los) fraudes noticiosos publicados	1	han sido / fueron
2(b)	(las) noticias falsas no / nunca han dejado de existir no / nunca han dejado de existir (las) noticias falsas	1	
2(c)	hay mentiras de / con <u>tanta</u> / <u>tal</u> rareza hay mentiras que tienen un nivel de rareza la rareza de unas mentiras es tanta / tal	1	...que son una rareza ...con alto nivel de / mucha rareza
2(d)	intentando específicamente engañar / el engaño	1	omission específicamente
2(e)	es (muy) probable que disminuya / <u>se</u> reduzca	1	disminuirá de manera muy probable

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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>¿Qué ocurrió tras la difusión rápida de la grabación?</b> (párrafo 1)	<b>3</b>	
	la policía detuvo a tres individuos / tres personas fueron detenidas los autores de la noticia falsa fueron detenidos	1	
	algunos vecinos se fugaron (a las colinas)	1	
	<u>las autoridades</u> (policía / gobierno, etc.) tuvieron que negar la veracidad de la información	1	
3(b)	<b>Según Pilar Ortiz, ¿cómo va cambiando el fenómeno de las noticias falsas?</b> (párrafo 2)	<b>3</b>	
	<u>la tecnología hace que</u> alcancen a más gente	1	
	circulan / son compartidas rápidamente	1	
	se filtran según (los gustos / las creencias, etc. del) el usuario	1	
3(c)	<b>¿Qué dice Ortiz en cuanto a la confianza en la información falsa?</b> (párrafo 3)	<b>3</b>	
	parece convincente porque proviene de amigos / familiares	1	
	alguna información es tan absurda que poca gente la cree	1	
	Depende de la educación de la gente	1	

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Question	Answer	Marks	Not Allowed Answers
3(d)	<b>Según Ricardo Casero, ¿cuáles son los dos tipos de información falsa y sus posibles remedios?</b> (párrafo 4)	<b>4</b>	
	mentiras publicadas intencionalmente para engañar	1	
	<u>las grandes firmas de Internet</u> podrían tomar medidas para prevenir esto	1	
	mentiras publicadas por desconocimiento	1	
	<u>los usuarios</u> de medios sociales deben tener más cuidado	1	
3(e)	<b>¿Por qué piensa Casero que la concienciación ayudará a remediar el problema?</b> (párrafo 5)	<b>2</b>	
	con una concienciación adecuada la información <u>falsa</u> no se va a creer / la información <u>falsa</u> es un problema solo si es creída	1	
	si no es creída la circulación disminuirá	1	

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Question	Answer	Marks	Not Allowed Answers
<b>Quality of Language – Accuracy</b>			[5]
<b>5</b>	<p><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).</p>		
<b>4</b>	<p><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.</p>		
<b>3</b>	<p><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.</p>		
<b>2</b>	<p><b>Below average</b> Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.</p>		
<b>0–1</b>	<p><b>Poor</b> Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.</p>		



Question	Answer	Marks	Not Allowed Answers
<b>Additional marking guidance for Quality of Language</b>			
The five marks available for Quality of Language are awarded <b>globally</b> 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.			
<b>Answers scoring 0 for Content</b> 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:			
<b>Total Content marks available on questions where a candidate scores 0</b>		<b>Reduce Quality of Language mark by:</b>	
2–3		1	
4–5		2	
6–7		3	
8–14		4	
15		5	
<b>Note:</b> 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 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 observaciones hace Camila Tavera en cuanto a los jóvenes y las noticias? (párrafo 1)</b>	<b>3</b>	
	tienen en alta estima las noticias	1	
	solo un 25% por ciento / es poco etc. el porcentaje que lee los periódicos	1	
	información publicada en redes sociales es más popular	1	tecnología
4(b)	<b>¿Qué sorpresa y qué problemas se destacan en el estudio de Tavera? (párrafo 2)</b>	<b>3</b>	
	los <u>jóvenes</u> se informan más por las redes sociales que por la televisión	1	las personas etc. – no reference to <u>young people</u> tecnología
	los <u>diarios</u> tienen menos lectores <u>jóvenes</u> (needed if not mentioned elsewhere in answer) <i>what is being read less i.e. 'press / newspapers' must be mentioned at least once to score both the last two marks</i>	1	
	es dudoso que la próxima generación lea los diarios	1	
4(c)	<b>¿Qué dice Ricardo Montes acerca de pagar por acceder a las noticias? (párrafo 3)</b>	<b>3</b>	
	los <u>jóvenes</u> no quieren pagar por la información solo un pequeño porcentaje de los <u>jóvenes</u> quieren pagar por la información	1	
	las noticias deben ser gratuitas	1	
	si la información es pagada será menos imparcial	1	

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Question	Answer	Marks	Not Allowed Answers
4(d)	<b>¿Por qué está Montes en contra de los medios tradicionales?</b> (párrafo 4)	<b>3</b>	
	(su generación) no se fía de ellos	1	
	solo publican lo que es de interés a ellos	1	
	no hay libertad de prensa	1	
4(e)	<b>Según Tavera, ¿cómo deberán adaptarse los medios periodísticos?</b> (párrafo 5)	<b>3</b>	
	usar las redes sociales	1	tecnología
	ofrecer noticias que respondan a los intereses de los jóvenes	1	
	ofrecer noticias gratuitas / siempre disponibles	1	

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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> <p>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> <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>			

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Question	Answer	Marks	Not Allowed Answers
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 asociados con la publicación de información.</p> <p><b>Text 1</b></p> <p>información falsa publicada en los medios sociales  alcanza a mucha gente  circula rápidamente  parece confiable porque viene de amigos / familia  puede ser generada intencionalmente  también generada / difundida por ignorancia / negligencia  es un problema si se cree</p> <p><b>Text 2</b></p> <p>muchos jóvenes no leen los periódicos / rechazan / desconfían de medios tradicionales  los periódicos pierden lectores  los periódicos tendrán menos lectores en el futuro  los jóvenes no quieren pagar por la información  dinero + información conlleva imparcialidad  los jóvenes prefieren redes sociales / Internet <u>para informarse</u>  los periodistas no usan suficientemente las redes sociales  los periodistas no responden a los intereses de los jóvenes / solo publican lo que les interesa</p>	10	

Question	Answer	Marks	Not Allowed Answers					
<p><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.</p>								
5(b)	<p>¿Quién lee los periódicos en tu país? Da tus opiniones.</p> <table border="1" data-bbox="347 416 1135 1286"> <tr> <td data-bbox="347 416 1135 584"> <p><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.</p> </td> </tr> <tr> <td data-bbox="347 584 1135 783"> <p><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.</p> </td> </tr> <tr> <td data-bbox="347 783 1135 951"> <p><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.</p> </td> </tr> <tr> <td data-bbox="347 951 1135 1118"> <p><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.</p> </td> </tr> <tr> <td data-bbox="347 1118 1135 1286"> <p><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.</p> </td> </tr> </table>	<p><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.</p>	<p><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.</p>	<p><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.</p>	<p><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.</p>	<p><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.</p>		
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