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**SPANISH**

**9719/22**

Paper 2 Reading and Writing

**May/June 2017**

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 will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2017 series for most Cambridge IGCSE<sup>®</sup>, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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This document consists of **16** printed pages.

**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 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 **RM Assessor**.

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**

| <b>Question</b>  | <b>Answer</b>                                       | <b>Marks</b> | <b>Not Allowed Responses</b> |
|--|---|--------------|------------------------------|
| <b>Question 1</b><br><i>Spelling errors in transcription.</i><br><i>Minor omissions in the body of the phrase.</i> |   |              |                              |
| <i>Additional words or omissions at start or finish of phrase.</i>   |   |              |                              |
| 1(a)   | decidió entrar en el sector                         | <b>1</b>     |                              |
| 1(b)   | un avance en productividad                          | <b>1</b>     | todo...                      |
| 1(c)   | están en condiciones de ofrecer ayudas (económicas) | <b>1</b>     |                              |
| 1(d)   | de momento poco habitual                            | <b>1</b>     | algo...                      |
| 1(e)   | enfocadas al mercado de empresas                    | <b>1</b>     |                              |

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| Question   | Answer   | Marks    | Not Allowed Responses  |
|--|--|----------|--|
| <b>Question 2</b><br>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)   | después de que Vidal viajara / viajase / viajó<br>después de que el viaje de Vidal terminara / terminase / terminó / acabara / acabase / acabó<br>después de que Vidal hiciera / hiciese / hizo / realizara / realizase / realizó su viaje / llegara / llegase / llegó de su viaje | <b>1</b> | viaja / ha viajado   |
| 2(b)   | Toma / adopta / la decisión de situar en España<br>Ha tomado / adoptado  | <b>1</b> | fue su decisión...<br>tiene / hace la decisión<br>...situarse<br>se toma la decisión |
| 2(c)   | Lo que España carece   | <b>1</b> | lo que carece <u>en</u> España<br><u>de</u> lo que carece España                     |
| 2(d)   | (a / por) la (buena) reputación que tiene nuestra comunidad/<br>de nuestra comunidad (científica)  | <b>1</b> | con la (buena) reputación...<br>nuestra comunidad tiene una buena reputación         |
| 2(e)   | harán posible que (se) produzcan / sean producidas / se<br>puedan producir series cortas   | <b>1</b> | la producción  |

| Question   | Answer  | Marks    | Not Allowed Responses           |
|--|---|----------|---------------------------------|
| <b>Question 3</b>  |   |          |                                 |
| Note: Lifting = more than 4 consecutive words taken from the text and will usually invalidate answer unless further original explanation is offered. |   |          |                                 |
| 3(a)   | <b>¿Cuáles son los resultados del viaje de Ramón Vidal a Barcelona?</b>   | <b>3</b> |                                 |
|  | La multinacional / compañía va a entrar en el mercado <u>de las impresoras (3D)</u> (must be somewhere in answer to 3a to score this point) | 1        |                                 |
|  | Las impresoras (3D) serán diseñadas / desarrolladas / fabricadas / producidas en España (en su totalidad)                                   | 1        |                                 |
|  | Liderarán el mercado de las impresoras (3D)   | 1        |                                 |
| 3(b)   | <b>¿Por qué supone un avance la nueva impresora?</b>  | <b>3</b> |                                 |
|  | Produce piezas más rápidamente  | 1        |                                 |
|  | Con mucha más perfección/ copias más exactas  | 1        |                                 |
|  | Rebajará / rebaja los precios / costos (de producción industrial)   | 1        | los costos... <u>han</u> bajado |
| 3(c)   | <b>Explica por qué resulta España atractiva para las multinacionales.</b>   | <b>3</b> |                                 |
|  | Ingenieros españoles de muy buena cualificación   | 1        |                                 |
|  | Buena <u>reputación</u> de los científicos españoles  | 1        |                                 |
|  | La calidad de vida (de algunas ciudades españolas es atractiva)   | 1        |                                 |

| Question | Answer  | Marks    | Not Allowed Responses |
|----------|---|----------|-----------------------|
| 3(d)     | <b>¿Por qué son positivos para España los centros de innovación?</b>  | <b>4</b> |                       |
|          | Desarrollan las empresas <u>de la zona / locales</u>  | 1        |                       |
|          | Promueven la creación de nuevas empresas <u>tecnológicas</u>  | 1        |                       |
|          | Crean colaboración con las universidades españolas  | 1        |                       |
|          | Promueven que en el sector público haya <u>innovación</u>   | 1        |                       |
| 3(e)     | <b>Según José Espinosa, ¿qué futuro se augura para las impresoras 3D?</b>   | <b>2</b> |                       |
|          | La reproducción de objetos se reducirá en precio en el future<br><i>(must make clear that objects – not printers – will be cheaper)</i> | 1        |                       |
|          | Aumentará el valor del mercado (de impresoras 3D) un 20%<br><u>cada año</u>   | 1        |                       |

**Quality of Language – Accuracy**

[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.   |

**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:

| <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  |

**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                 |
|---|--|----------|---------------------------------------|
| <b>Question 4</b><br>Note: Lifting = more than 4 consecutive words taken from the text and will usually invalidate answer unless further original explanation is offered. |  |          |                                       |
| 4(a)  | <b>¿Cuáles son las razones por las que este tratamiento es importante?</b>                       | <b>3</b> |                                       |
|   | Avance más significativo <u>de los últimos diez años</u>   | 1        |                                       |
|   | El <u>triple</u> de pacientes ha alargado sus vidas (en dos años)                                | 1        |                                       |
|   | Disponible en el mercado   | 1        |                                       |
| 4(b)  | <b>¿Qué significa esta vacuna en la actualidad para los pacientes y los sistemas de sanidad?</b> | <b>3</b> |                                       |
|   | No sufren efectos secundarios  | 1        | <u>reduce</u> los efectos colaterales |
|   | No necesitan ir al hospital / estar ingresados para ser tratados                                 | 1        |                                       |
|   | Costes similares <u>a otros tratamientos</u>   | 1        |                                       |
| 4(c)  | <b>Según Juan Donés, ¿qué efectos tiene el tratamiento al activar el sistema inmunológico?</b>   | <b>2</b> |                                       |
|   | (El paciente) combate la enfermedad  | 1        |                                       |
|   | Retarda la recaída   | 1        |                                       |

| Question | Answer   | Marks    | Not Allowed Responses |
|----------|--|----------|-----------------------|
| 4(d)     | <b>¿Por qué es revolucionaria esta vacuna?</b>   | <b>4</b> |                       |
|          | Es innovadora no solo científicamente  | 1        |                       |
|          | (Demuestra que) la industria latinoamericana puede contribuir con innovaciones farmacéuticas | 1        |                       |
|          | Primera innovación farmacéutica que va del hemisferio sur al norte                           | 1        |                       |
|          | Se produce el medicamento en América Latina  | 1        |                       |
| 4(e)     | <b>Según Donés, ¿qué cambios se están dando en el mundo científico latinoamericano?</b>      | <b>3</b> |                       |
|          | La ciencia está beneficiando el desarrollo económico / la economía                           | 1        |                       |
|          | Está cambiando el modelo de financiación (científica)  | 1        |                       |
|          | Hay colaboración estatal y privada (en la financiación)                                      | 1        |                       |

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| Question   | Answer | Marks | Not Allowed Responses |
|--|--------|-------|-----------------------|
| <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.</p> <p>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>  |        |       |                       |

| Question | Answer  | Marks     | Not Allowed Responses |
|----------|---|-----------|-----------------------|
| 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 beneficios de las innovaciones tecnológico-científicas.</p> <p><b>Texto 1</b></p> <ul style="list-style-type: none"> <li>Creación de medicinas/ Proveer órganos</li> <li>Avance en productividad /Mayor velocidad/ perfección</li> <li>Reducción de costos de producción</li> <li>Atrae inversión</li> <li>Estimulación de empresas <u>locales</u></li> <li>Promueve la <u>innovación</u> pública</li> <li>Creación de startups/ empresas tecnológicas</li> </ul> <p><b>Text 2</b></p> <ul style="list-style-type: none"> <li>Prolonga la vida de más enfermos</li> <li>No tiene efectos secundarios</li> <li>Hospitalización no es necesaria</li> <li>Sin incremento de costos</li> <li>Retraso de reaparición de tumores</li> <li>Impulsa / aumenta la reputación de la industria farmacéutica latinoamericana</li> <li>La ciencia (en América Latina) puede ayudar a la economía</li> </ul> | <b>10</b> |                       |

| Question  | Answer   | Marks  | Not Allowed Responses   |  |  |  |          |  |
|---|--|--|---|--|--|--|----------|--|
| <p><b>Content marks – Response to the Text</b><br/>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>¿Cuál es el avance tecnológico más importante para tu país?<br/>Da tus opiniones.</p> <table border="1" data-bbox="327 451 1149 1289"> <tr> <td data-bbox="327 451 1149 619"> <p><b>5 Very good</b><br/>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="327 622 1149 790"> <p><b>4 Good</b><br/>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="327 793 1149 960"> <p><b>3 Sound</b><br/>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="327 963 1149 1131"> <p><b>2 Below average</b><br/>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="327 1134 1149 1289"> <p><b>0–1 Poor</b><br/>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><br/>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><br/>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><br/>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><br/>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><br/>Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.</p> | <b>5</b> |  |
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