
SPANISH

9719/23

Paper 2 Reading and Writing

October/November 2017

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 **16** printed pages.

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
Question 1			
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)	tanto más tiempo disponible	1	
1(b)	no te cuesta tanto	1	
1(c)	es bastante fácil que te enganche	1	
1(d)	mejoras rápidamente	1	
1(e)	todos se han subido al carro	1	

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 puede / puedes hacer cuando quieras se puede / puedes hacer en cualquier momento que quieras se puede / puedes hacer cuandoquiera que quieras	1	...hacerlo...
2(b)	acaba de tener su segundo niño	1	
2(c)	volví a ponerme las zapatillas	1	<i>omission of reflexive pronoun</i>
2(d)	es posible que compitas / puedas competir enseguida	1	
2(e)	grandes empresarios se citan para hablar	1	<i>omission of reflexive pronoun</i>

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)	Explica cómo el desempleo en España contribuye a la popularidad de correr. (párrafo 1)	3	
	las familias no pueden pagar el gimnasio	1	
	pero sí unas zapatillas de correr	1	zapatatos – <i>unless qualified by</i> de correr
	hay más tiempo libre	1	
3(b)	¿Cómo ha evolucionado la actitud de Fabiola con respecto a este pasatiempo? (párrafo 2)	3	
	al principio no le dio placer	1	
	llegó a ser parte de su vida	1	hoy le encanta correr
	lo echó de menos cuando no pudo correr	1	
3(c)	¿Por qué dice Gabriel que correr es un ejercicio psicológico? (párrafo 3)	3	
	puede pensar más claramente	1	
	soluciona (muchos de) sus problemas	1	
	se siente bien (consigo mismo)	1	

Question	Answer	Marks	Not Allowed Responses
3(d)	Según Mauricio Chaparro, ¿cuáles son los beneficios psicológicos de correr? (párrafo 4)	3	
	mejora la autoestima	1	
	aumenta la felicidad	1	
	combate la depresión	1	
3(e)	Según Alberto Fuentes, ¿cuáles son los cambios asociados con el correr? (párrafo 5)	3	
	hoy es muy común / popular (antes no)	1	
	ahora hombres de negocios se citan para hablar mientras corren	1	
	vende menos (ropa para corredores) que antes / hay mucho más competencia para vender ropa para corredores	1	

Quality of Language – Accuracy**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.

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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 se originó el baile-ejercicio? y ¿qué aceptación tuvo? (párrafo 1)	4	
	un entrenador olvidó traer la música de su clase (de aeróbicos) – <i>allow omission if mentioned elsewhere in answer</i>	1	
	puso unas canciones <u>que a él le gustaba</u>	1	
	improvisó la clase con esta <u>música no-aeróbica</u>	1	
	sus clases fueron las <u>más</u> populares	1	
4(b)	Según Paula Herrera, ¿qué tienen en común las mujeres que hacen el baile-ejercicio, aparte de su edad? (párrafo 2)	3	
	hacían aeróbicos <u>en los 90</u>	1	
	tienen los hijos ya crecidos	1	
	quieren pasarlo bien y sentirse saludables (<i>both needed</i>)	1	
4(c)	¿Cómo beneficia la salud el baile-ejercicio? (párrafo 3)	2	
	ayuda a adelgazar	1	
	combate el estrés	1	

Question	Answer	Marks	Not Allowed Responses
4(d)	Según Hugo Lazarte, ¿cuáles son las zonas del cerebro estimuladas por el baile-ejercicio? (párrafo 4)	3	
	las que conservan lo que recordamos <u>a largo plazo</u>	1	
	las que <u>mejoran</u> la coordinación motora	1	controlan
	las que reaccionan con las emociones	1	
4(e)	¿Por qué les agrada el baile-ejercicio a los pacientes de José Núñez? (párrafo 5)	3	
	no es tan aburrido como caminar / otras formas de ejercicio	1	
	es una actividad que se puede hacer solo	1	
	en poco tiempo ya no parece prescripción médica	1	

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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. 		

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 los beneficios <u>psicológicos</u> que aportan correr y hacer el baile-ejercicio.</p> <p>correr</p> <ul style="list-style-type: none"> permite pensar <u>claramente</u> (<i>suitable adv.needed</i>) solucionar problemas se siente bien se puede competir (con uno mismo / otros) aumenta la felicidad (<i>credit once</i>) mejora la autoestima se puede hacer nuevas amistades disminuye trastornos depresivos <p>baile-ejercicio</p> <ul style="list-style-type: none"> se siente alegre (<i>credit once</i>) combate el estrés estimula el cerebro ayuda la memoria ayuda la coordinación motora estimula las emociones engancha 	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>¿Está de moda mantenerse en forma en tu país? Da tus opiniones.</p> <table border="1" data-bbox="322 451 1198 1187"> <tr> <td data-bbox="322 451 1198 584"> <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="322 584 1198 751"> <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="322 751 1198 884"> <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="322 884 1198 1051"> <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="322 1051 1198 1187"> <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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