

MARK SCHEME for the May/June 2014 series

8665 FIRST LANGUAGE SPANISH

8665/22

Paper 2 (Reading and Writing), maximum raw mark 70

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 2014 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

Page 2	Mark Scheme	Syllabus	Paper
	GCE AS LEVEL – May/June 2014	8665	22

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 **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.

Page 3	Mark Scheme	Syllabus	Paper
	GCE AS LEVEL – May/June 2014	8665	22

Detailed Mark Scheme

Section 1

1 **Rubric:** Busca expresiones en el texto que sean equivalentes a las que aparecen abajo:

ACCEPT		REFUSE
<i>spelling errors in transcription</i> <i>minor omissions <u>in the body of the phrase</u></i>		<i>additional words at start or finish of phrase</i>
(a) ha experimentado una pérdida sin precedente [1]		
(b) reside fuera de su país de origen reside fuera de su país origen [1]		
(c) factores que propician la emigración [1]		son factores...
(d) de ahí que la región figure [1]		...figure entre
(e) girará en torno a una cifra [1]		...cifra de

[Total: 5 puntos]

Page 4	Mark Scheme	Syllabus	Paper
	GCE AS LEVEL – May/June 2014	8665	22

- 2 **Rubric:** Cambia cada una de las siguientes frases, expresando el mismo significado, pero usando la forma exacta de la palabra o las palabras que aparecen entre paréntesis ().

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 reworked.

ACCEPT	REFUSE
<p>(a) esta pérdida no se había/ ha visto (antes) ...es algo que no se ha visto ...es / supone algo nunca / jamás visto ...es algo que nadie ha visto antes / visto por primera vez ...se ha visto como algo nuevo nunca se ha visto este tipo de pérdida / una pérdida así [1]</p>	<p>...no se ha visto <u>todavía</u> esta pérdida que <u>he visto</u> es algo nuevo nadie ha visto esta pérdida</p>
<p>(b) hace que (se) pierdan (los) recursos hace que sean perdidos (los) recursos hace que haya una pérdida de (los) recursos hace que (se) provoque la pérdida de (los) recursos [1]</p>	<p>hace que los recursos sufran pérdidas</p>
<p>(c) está relacionado con que nos encontramos [1]</p>	<p>está relacionado con <u>lo</u> que nos encontramos es relacionado... <u>encontremos</u> nos hemos encontrado</p>
<p>(d) cuenta con una estructura poblacional / de población cuenta con una población [1]</p>	<p>cuenta como... cuenta en... tiene una cuenta poblacional lo que se cuenta es una estructura poblacional</p>
<p>(e) (a menudo) los empleos y recursos suelen escasear ...suelen ser escasos tanto empleos como recursos... <i>allow omission of either empleos or recursos</i> [1]</p>	<p>los empleos y recursos suelen <u>escasearse</u></p>

[Total: 5 puntos]

Page 5	Mark Scheme	Syllabus	Paper
	GCE AS LEVEL – May/June 2014	8665	22

- 3 Rubric: Contesta en español las siguientes preguntas, sin copiar frases completas (más de 4 palabras consecutivas) del texto.

N.B. Lifting = more than 4 consecutive words taken from the text and will usually invalidate answer unless further original explanation is offered.

ACCEPT	REFUSE
(a) ¿Cómo ha cambiado la tendencia migratoria en América Latina en los últimos años? (párrafo 1) [4]	
Es el área de <u>más</u> / <u>mayor</u> emigración de gente altamente cualificada. [1]	<u>muy</u> elevada / alta etc.
El fenómeno no había ocurrido hasta ahora. [1]	este cambio es reciente etc.
11.3 % de personas altamente cualificadas vive en el extranjero. [1] <i>allow approximate %s, una en cada diez...etc.)</i>	muchas personas... un elevado porcentaje de personas...
La migración cualificada ha sobrepasado a la migración de gente no cualificada. [1]	

(b) Según Ocejón, ¿qué repercusiones tiene la emigración de personas altamente cualificadas? (párrafo 2) [2]	
Se pierde la inversión <u>en educación</u> . [1]	
Retrasa el desarrollo <u>económico de su país</u> . [1]	

(c) Según la ONU, ¿de qué manera es significativo y problemático que el 80% de la población en América Latina viva en ciudades? (párrafo 3) [3]	
Porcentaje superior al de la población urbana en países más desarrollados. [1]	
Una de las zonas más urbanizadas (del mundo) [1]	
Producirá más (problemas de) <u>emigración</u> y <u>desempleo</u> (<i>both needed</i>) [1]	

Page 6	Mark Scheme	Syllabus	Paper
	GCE AS LEVEL – May/June 2014	8665	22

ACCEPT	REFUSE
(d) [4]	
(i) ¿Cómo afecta a los países latinoamericanos el aumento de la tasa de fecundidad? (párrafo 4)	
No pueden mantener una <u>población</u> constante. [1]	
La población activa seguirá aumentando. [1]	
(ii) ¿Cómo se diferencia Argentina de otros países desarrollados? (párrafo 4)	
Tiene la <u>estructura poblacional</u> de un país en vías de desarrollo. [1]	parece un país emergente
En los países desarrollados la población activa va a disminuir OR La población activa (argentina) seguirá aumentando [1]	
(e) ¿A qué desafíos se enfrenta América Latina como consecuencia de la explosión demográfica? (párrafo 5) [2]	
Habrán problemas en los países <u>menos desarrollados</u> en cuestión de trabajo y recursos. [1]	
En <u>los países desarrollados</u> habrá más gente mayor (jubilada). [1] <i>Award 1 mark if <u>empleo, recursos and gente mayor</u> are mentioned without the distinction about level of development.</i>	

Page 7	Mark Scheme	Syllabus	Paper
	GCE AS LEVEL – May/June 2014	8665	22

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.

Note re questions 3 and 4: 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.

An individual answer scoring 0 for content cannot contribute to the overall Quality of Language mark. This means that the total mark out of 5 available on the whole set of answers is reduced on the following scale:

- Answer(s) worth a total of 2 or 3 scoring 0: reduce final assessment by 1
- Answer(s) worth a total of 4 or 5 scoring 0: reduce final assessment by 2
- Answer(s) worth a total of 6 or 7 scoring 0: reduce final assessment by 3
- Answer(s) worth a total of 8 or 9 scoring 0: reduce final assessment by 4

Note: A minimum of one mark for Quality of Language should be awarded if there are any content marks at all (i.e. 0 language marks only if 0 content marks).

[Total: 20]

Page 8	Mark Scheme	Syllabus	Paper
	GCE AS LEVEL – May/June 2014	8665	22

Section 2

- 4 Rubric: Contesta en español las siguientes preguntas, sin copiar frases completas (más de 4 palabras consecutivas) del texto.

N.B. Lifting = more than 4 consecutive words taken from the text and will usually invalidate answer unless further original explanation is offered.

ACCEPT	REFUSE
(a) ¿Por qué se menciona la cifra de “medio millón”? (párrafo 1) [2]	
En <u>España / el país</u> hubo más de 500 000 nacimientos en 2010. [1]	
Desde 2011 esta cifra ha bajado. [1]	

(b) Según María Carbajosa, ¿cuáles son las razones por las que hay menos nacimientos en España? (párrafo 2) [2]	
Existen menos mujeres como consecuencia de <u>la baja natalidad de los ochenta</u> . [1]	
Anteponen su trabajo a tener una familia. [1]	

(c) ¿Qué otros factores aduce Carbajosa para explicar la baja natalidad en España actualmente? (párrafo 3) [4]	
La crisis (económica) [1]	
Las ayudas para la natalidad no funcionan OR Hay menos apoyo a la maternidad [1]	
Hay menos ayudas financieras estatales que en los países del Norte de Europa. [1]	
Las familias tienen que correr con los gastos de cuidado de los hijos. [1]	

Page 9	Mark Scheme	Syllabus	Paper
	GCE AS LEVEL – May/June 2014	8665	22

ACCEPT	REFUSE
(d) [5]	
(i) ¿Qué papel han jugado las madres extranjeras en el índice de natalidad español en el pasado? (párrafo 4)	
Han contribuido al aumento del índice de nacimientos. <i>allow present tense (as past in question)</i> [1]	
Antes representaban un 20% del total de nacimientos. <i>allow present tense (as past in question)</i> [1]	
(ii) ¿Por qué ha bajado el índice de natalidad entre la población extranjera en España actualmente? (párrafo 4)	
Siguen el comportamiento del país de acogida. OR Se han integrado con el resto de la sociedad [1]	
No cuentan con la ayuda de sus familias. [1]	
Planifican el número de hijos. [1]	

(e) ¿Cómo ha afectado a las familias extranjeras en España la crisis económica? (párrafo 5) [2]	
Los varones han quedado en paro. [1]	
Las mujeres no pueden permitirse perder su trabajo para tener un hijo. [1]	

Page 10	Mark Scheme	Syllabus	Paper
	GCE AS LEVEL – May/June 2014	8665	22

Quality of Language – Accuracy

[5]

<p>5 Very good Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).</p>
<p>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.</p>
<p>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.</p>
<p>2 Below average Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.</p>
<p>0–1 Poor Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.</p>

Note re questions 3 and 4: 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.

An individual answer scoring 0 for content cannot contribute to the overall Quality of Language mark. This means that the total mark out of 5 available on the whole set of answers is reduced on the following scale:

- Answer(s) worth a total of 2 or 3 scoring 0: reduce final assessment by 1
- Answer(s) worth a total of 4 or 5 scoring 0: reduce final assessment by 2
- Answer(s) worth a total of 6 or 7 scoring 0: reduce final assessment by 3
- Answer(s) worth a total of 8 or 9 scoring 0: reduce final assessment by 4

Note: A minimum of one mark for Quality of Language should be awarded if there are any content marks at all (i.e. 0 language marks only if 0 content marks).

[Total: 20]

Page 11	Mark Scheme	Syllabus	Paper
	GCE AS LEVEL – May/June 2014	8665	22

5 Rubric: Escribe **en español un máximo de 140 palabras** para completar las **dos** tareas siguientes:

(a) ¿Qué cambios poblacionales se mencionan en los dos textos? Escribe un resumen. [10]

(b) ¿Está cambiando la sociedad en tu país? Da tus opiniones. [5]

(NOTA: Escribe un máximo de 140 palabras)

[Calidad del lenguaje: 5]

[Total: 20 puntos]

Length of 5(a) + 5(b)

- 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.
- Then insert a line after the 160th word.

Page 12	Mark Scheme	Syllabus	Paper
	GCE AS LEVEL – May/June 2014	8665	22

Question 5(a)

Content marks: Summary

[10]

The summary could include the following points (award 1 mark for each point covered up to a maximum of 10 points):

<u>Cambios demográficos</u>	
• La emigración cualificada ha sobrepasado a la no cualificada OR la del continente africano	[1]
• La mayoría de la emigración altamente cualificada proviene de Latinoamérica	[1]
• 11.3% personas altamente cualificadas viven al extranjero	[1]
• En el pasado solía haber más emigración no cualificada	[1]
• En Latinoamérica 80% vive en las ciudades OR La población latinoamericana es mayoritariamente urbana OR Latinoamérica es una de las áreas más urbanizadas (del mundo)	[1]
• Explosión demográfica OR tasa de fecundidad es alta	[1]
• Aumento de la población activa	[1]
• La población mundial seguirá creciendo OR 9000 millones de habitantes en 2050 OR Latinoamérica contribuye al aumento de la población mundial	[1]
<u>La natalidad en España</u>	
• El índice de natalidad ha bajado en España	[1]
• Había habido un crecimiento leve en la tasa de natalidad	[1]
• Hay menos mujeres en edad fértil OR porque nacieron menos en los 80	[1]
• Tienen menor número de hijos por familia	[1]
• La situación económica reduce la tasa de natalidad	[1]
• Los nacimientos de madres extranjeras en España también han bajado	[1]

Page 13	Mark Scheme	Syllabus	Paper
	GCE AS LEVEL – May/June 2014	8665	22

Question 5(b)

Content marks: Response to the Text

[5]

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 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.

Questions 5(a) and 5(b)

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.

[Total: 20]