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**SPANISH LANGUAGE**

**8685/21**

Paper 2 Reading and Writing

**October/November 2016**

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.

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### Section 1

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

| ACCEPT  |   | REFUSE   |  |
|---|---|--|--|
| <i>Spelling errors in transcription.<br/>Minor omissions in the body of the phrase.</i> |   | <i>Additional words or omissions at start or finish of phrase.</i> |  |
| (a)   | están en situación de vulnerabilidad    | [1]  | que...   |
| (b)   | se han dado historias muy difíciles     | [1]  | <i>omission</i> se...                          |
| (c)   | dará cobertura a todo el municipio      | [1]  | ...de Villaverde                               |
| (d)   | el día a día es labor de todos nosotros | [1]  | pero...<br><i>omission</i> el... / ...nosotros |
| (e)   | ha participado en la inauguración       | [1]  |  |

**[Total: 5 puntos]**

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- 2 **Rubric:** Las siguientes frases aparecen en el **Texto 1**. 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 re-worked.

| ACCEPT  |  | REFUSE  |
|---|--|---|
| <i>Allow misspellings, minor omissions / errors which do not form part of or affect the structure being tested.</i> |  | <i>Misspellings in the grammatical point which is being tested.</i>             |
| (a)   | hemos tenido / conseguido éxito en / al atraer / atrayendo<br>hemos conseguido con éxito atraer<br>hemos atraído con éxito<br>ha sido un éxito atraer  | [1] <i>preterite eg</i> tuvimos<br>fue un éxito haber atraído                   |
| (b)   | hace / mantiene / realiza (los) esfuerzos para que la gente se encuentre cómoda<br>concentra / emplea / pone <u>sus</u> esfuerzos en hacer que...  | [1] se hacen esfuerzos...<br>tiene / da / esfuerzos...<br>ha hecho esfuerzos... |
| (c)   | esperan / se espera que las comidas sean ofrecidas   | [1] se esperan que...   |
| (d)   | viven a poca / (una) corta / no a mucha distancia / una distancia cercana del comedor social   | [1] viven de poca distancia...  |
| (e)   | El gobierno nos ha dado una subvención / Hemos recibido una subvención que ha dado el gobierno<br>/ Se nos ha dado una subvención del gobierno<br>/ Nos han dado una subvención del gobierno | [1] Se ha dado una subvención del gobierno<br>Hemos sido dados...               |

[Total: 5 puntos]

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3 Contesta en español las siguientes preguntas basadas en el Texto 1, sin copiar frases completas (más de 4 palabras consecutivas) del texto.

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

| ACCEPT   |     | REFUSE                     |
|--|-----|----------------------------|
| <b>(a) ¿Qué hará el nuevo comedor social? (párrafo 1)</b>  |     | <b>[4]</b>                 |
| servirá 100 comidas <u>cada día</u>  | [1] | ...muchas comidas          |
| pronto se doblará este número  | [1] |                            |
| ayudará / alimentará a personas en dificultades económicas / que se sienten desprotegidas <u>por la crisis / el paro</u> | [1] |                            |
| dará ropa / calzado / alimentos básicos <u>a 200 familias</u> (más)  | [1] | ...a muchas familias (más) |

|  |     |   |
|--|-----|---|
| <b>(b) ¿Qué nos cuenta Dolores Ortiz de los voluntarios y del objetivo del centro? (párrafo 2)</b> |     | <b>[3]</b>  |
| son del barrio u otras zonas de Madrid / de todas las áreas de Madrid                              | [1] | de distintas zonas<br>no solo son oriundos de la zona |
| es un grupo de distintos perfiles / de todas las edades  | [1] |   |
| que la gente se sienta <u>cómoda y digna</u> / viva como se merece / tiene valor                   | [1] | viva felizmente<br>...tenga una vida digna y mejor    |

|   |     |            |
|---|-----|------------|
| <b>(c) ¿Cómo estará el centro al servicio de todo el municipio? (párrafo 3)</b> |     | <b>[2]</b> |
| dará de comer a los que viven cerca   | [1] |            |
| organizarán talleres para los que viven más lejos / el resto                    | [1] |            |

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**(d) Explica cómo y de quiénes el centro recibe su financiación y sus recursos alimenticios. (párrafo 4) [4]**

|   |     |                |
|---|-----|----------------|
| una familia ayuda a pagar / paga <u>la renta</u> (y otros gastos)                 | [1] | los vecinos... |
| el gobierno da una subvención / ayuda   | [1] |                |
| individuos / señoras / vecinos colaboran / dejan la mitad de sus compras / comida | [1] |                |
| negocios regalan <u>alimentación</u>  | [1] |                |

**(e) ¿Cómo ve el futuro el Arcipreste? (párrafo 5) [2]**

|  |     |  |
|--|-----|--|
| los comedores sociales ya no serán necesarios      | [1] |  |
| la comunidad se sentirá más solidaria / caritativa | [1] |  |

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Quality of Language – Accuracy (Questions 3, 4 and 5)

[5]

|  |
|--|
| <p><b>5 Very good</b><br/>Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).</p>                                   |
| <p><b>4 Good</b><br/>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><b>3 Sound</b><br/>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><b>2 Below average</b><br/>Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.</p>   |
| <p><b>0–1 Poor</b><br/>Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.</p>  |

### 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).

[Total: 20]

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**4 Rubric:** Contesta en español las siguientes preguntas basadas en el Texto 2, sin copiar frases completas (más de 4 palabras consecutivas) del texto.

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| ACCEPT  |     | REFUSE     |
|---|-----|------------|
| <b>(a) ¿De qué manera es Cuba diferente? y ¿cómo han conseguido esto?</b><br>(párrafo 1)  |     | <b>[3]</b> |
| no hay problemas de desnutrición <u>infantil</u>  | [1] |            |
| han invertido 10 millones de dólares / han hecho una gigantesca inversión <i>etc</i> para mejorar la alimentación<br>un presupuesto de \$10 millones <i>not a lift</i><br>buen / gran <i>etc.</i> presupuesto | [1] |            |
| han dirigido campañas educativas de alimentación <u>a los sectores más vulnerables</u>  | [1] |            |

|  |     |            |
|--|-----|------------|
| <b>(b) ¿Cuáles son las acciones que ha tomado el gobierno cubano para evitar la desnutrición?</b><br>(párrafo 2)         |     | <b>[4]</b> |
| ha publicitado las ventajas de la lactancia materna <u>hasta la edad de 4 meses / durante los primeros meses de vida</u> | [1] |            |
| ha organizado programas destacando la importancia de la alimentación <u>sana / buena para los niños / infantil</u>       | [1] |            |
| entrega (un litro de) leche <u>cada día hasta que el niño tenga 7 años</u>   | [1] |            |
| distribuye (cestas de) alimentos (básicos / para niños) <u>cada mes</u>  | [1] |            |

|        |  |          |       |
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**(c) Según Alberto Uzal, ¿cómo se diferencia Cuba política y económicamente de otros países del Cono Sur? (párrafo 3) [2]**

los políticos tienen más voluntad / hay más ayuda gubernamental

[1]

la economía es menos fuerte

[1]

**(d) ¿Qué datos aporta Uzal para mostrar que los niños son una prioridad en Cuba? (párrafo 4) [4]**

en las escuelas hay igualdad de género

[1]

la enseñanza es obligatoria / todos van a la escuela / no hay ninguno en la calle

[1]

la enseñanza es gratuita (desde 0 años hasta la universidad)

[1]

hay atención sanitaria garantizada / para los niños

[1]

**(e) ¿Qué quiere conseguir Cuba para el año 2020? (párrafo 5) [2]**

cambiar las costumbres (tradicionales) de los adultos en cuanto a la alimentación / una mejor alimentación adulta

[1]

introducir nuevos cultivos para dar más variedad

[1]



|               |   |                 |              |
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Quality of Language – Accuracy (Questions 3, 4 and 5)

[5]

|  |
|--|
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| <p><b>3 Sound</b><br/>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><b>2 Below average</b><br/>Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.</p>   |
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| 4–5   | 2                                   |
| 6–7   | 3                                   |
| 8–14  | 4                                   |
| 15  | 5                                   |

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[Total: 20]

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

(a) Escribe un resumen de lo que se dice en **Texto 1** y **Texto 2** sobre la contribución de los individuos y el Estado para mejorar la alimentación. [10]

(b) ¿Comen bien todos en tu país? Da tus opiniones. [5]

(NOTA: Escribe un máximo de 140 palabras)

[Calidad del lenguaje: 5]

[Total: 20 puntos]  
[10]

**Content marks: Summary**

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

|  |
|--|
| <b><u>Otro comedor social en Madrid</u></b>                                      |
| • han abierto un nuevo comedor social  |
| • servirá comidas a muchas <i>etc</i> personas / a personas en situación difícil |
| • el personal trabaja voluntariamente  |
| • una familia ayuda con el alquiler / otros gastos                               |
| • recibe una subvención gubernamental  |
| • individuos colaboran / señoras dejan la mitad de sus compras                   |
| • comercios / empresas regalan alimentación                                      |

|  |
|--|
| <b><u>Cuba sin desnutrición infantil</u></b>   |
| • el gobierno ha invertido diez millones de dólares / mucho dinero <i>etc</i> para mejorar la alimentación |
| • ha dirigido programas de enseñanza alimentaria   |
| • ha promovido la lactancia materna  |
| • ha creado programas promocionando la alimentación <u>infantil</u> sana                                   |
| • entrega un litro de leche diariamente  |
| • garantiza una cesta de alimentos básicos   |
| • planea cambiar las tradiciones alimentarias de la población adulta                                       |
| • introduce nuevos cultivos que den más variedad a las comidas   |

|         |  |          |       |
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**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.

|   |
|---|
| <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.  |
| <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. |
| <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.  |
| <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.                    |
| <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.  |

**Quality of Language – Accuracy (Questions 3, 4 and 5)**

**[5]**

|  |
|--|
| <b>5 Very good</b><br>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><br>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><br>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. |
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