

MARK SCHEME for the May/June 2015 series

9719 SPANISH

9719/21

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 2015 series for most Cambridge IGCSE®, Cambridge International A and AS Level components and some Cambridge O Level components.

Page 2	Mark Scheme	Syllabus Paper
	Cambridge International A Level – May/June 2015	9710

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 More than one response offered by the candidate in Question 2

If a candidate gives more than one response to any of the items in Question 2 and does not indicate which is their final response, mark as follows:

Both answers correct = 1 mark

One answer correct and one answer incorrect = 0 marks

2.4 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.

2.5 No response and '0' marks

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
	Cambridge International A Level – May/June 2015	971

Detailed Mark Scheme

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. Minor omissions <u>in the body of the phrase.</u></i>		<i>Additional words at start or finish of phrase.</i>
(a) acaba de distribuir	[1]	que... destruir
(b) los factores que explican el incremento	[1]	aumento
(c) establece una relación	[1]	
(d) gira en torno a la difusión de campañas	[1]	
(e) han abordado parte del problema	[1]	solo...

[Total: 5 puntos]

Page 4	Mark Scheme	Syllabus
	Cambridge International A Level – May/June 2015	9710

- 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 be written into the original text, retain the same meaning and contain all the elements of the phrase to be re-worked.

ACCEPT	REFUSE
	<i>Spelling errors in the grammatical point which is being tested e.g.</i> <i>reject</i> Es posible que aya unos 191 millones <i>allow</i> Es possible que haya unos 191 millones
(a) Es posible que haya / hubiera (unos) 191 millones Es posible que pueda / pudiera haber / sean... Puede ser posible que... [1]	...hayan / halla... Es posible haber / tener ...
(b) Las ocupaciones suelen ser (típicamente) más sedentarias [1]	
(c) La obesidad (todavía) sigue asociándose/ se sigue asociando / sigue asociada / sigue siendo asociada [1]	
(d) Era (una / la) preocupación para / de los nutricionistas (Les) Causaba / daba (<i>etc + suitable prep.</i>) preocupación a los nutricionistas Creaba preocupación en los nutricionistas <i>Pluperfect, perfect</i> [1]	<i>Preterite / present</i> Era (una / la) preocupación <u>a</u> los nutricionistas La preocupación era de los nutricionistas (<i>doesn't fit back into original text</i>)
(e) Es necesario que el Banco Mundial haga un / el esfuerzo Es necesario para el Banco Mundial hacer un / el esfuerzo El Banco Mundial debe hacer un / el esfuerzo necesario Es necesario un / el esfuerzo del Banco Mundial Es necesario que el Banco Mundial deba hacer un esfuerzo [1]	..aga...

[Total: 5 puntos]

Page 5	Mark Scheme	Syllabus Paper
	Cambridge International A Level – May/June 2015	9710

- 3 **Rubric:** Contesta **en español** las siguientes preguntas basadas en el **Texto 1**, sin copiar palabras 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.

Words / phrases which are underlined indicate key ideas which are either needed in the response (Accept Column) or invalidate it (Refuse Column).

ACCEPT	REFUSE
(a) ¿Qué tendencias ha revelado el informe del Banco Mundial en cuanto a la obesidad en Latinoamérica? (párrafo 1) [3]	
En 2005 / hace 10 años <i>etc.</i> hubo / había 60 millones de personas obesas [1]	En el pasado... (<i>Not precise enough</i>)
Pueden llegar a ser / habrá 191 millones en 2030 / 15 años <i>etc.</i> [1]	En el futuro... (<i>Not precise enough</i>)
Esto será un 300% más (de personas obesas) Es un aumento de ... [1]	

(b) Según el informe, ¿cuáles son las causas de la obesidad en Latinoamérica? (párrafo 2) [4]	
(Ingestión de) alimentos poco nutritivos / saludables ...de baja calidad <i>etc.</i> La falta de <u>consumo</u> de alimentos nutritivos [1]	la <u>falta</u> de alimentos nutritivos
Movimiento migratorio hacia las ciudades <u>Ya</u> / <u>hoy</u> mucha gente vive en las ciudades (<i>must convey idea that this wasn't always so</i>) [1]	Mucha gente vive en las ciudades
<u>Trabajos</u> que requieren menos esfuerzo físico [1]	El éxodo a las ciudades ha aumentado el sedentarismo = 1 mark only for 1st bit of answer
Coste <u>alto</u> de los alimentos saludables / Coste <u>bajo</u> de las comidas menos sanas [1]	El precio de los alimentos saludables / insaludables

ACCEPT	REFUSE
(c) ¿Qué observación hace Pacheco en cuanto a la gente rica de Estados Unidos y Latinoamérica? (párrafo 3) [2]	
En <u>EEUU</u> la clase adinerada es más consciente de la comida que consume / busca comida de más calidad [1]	
En <u>Latinoamérica</u> los adinerados todavía son los más obesos [1]	

(d) ¿Cuáles son las soluciones que propone Pacheco con respecto a la obesidad? (párrafo 4) [4]	
(Lanzar) (una) campaña(s) de concienciación / educativa(s) / de salud (Lanzar) (una) campaña(s) para grupos vulnerables [1]	programas de salud
<u>Involucrar</u> más los servicios sanitarios [1]	aumentar los servicios sanitarios
Mandar comidas saludables a las escuelas con <u>niños</u> necesitados [1]	
Hacer la comida sana más barata [1]	obtenible / accesible

(e) Según Pacheco, ¿por qué ha habido tan poco éxito en tratar el problema de la obesidad? (párrafo 5) [2]	
Los políticos solo trataban parte del problema Los políticos solo trataban de la nutrición parcialmente/ se centraban en la escasez de comida Los políticos no se preocupaban por la obesidad <i>allow answers in present tense</i> [1]	
No se escuchaba a los nutricionistas / Solo los nutricionistas se preocupaban por la obesidad <i>allow answers in present tense</i> [1]	

Question 3(a) – (e)

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.

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.

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).

Page 8	Mark Scheme	Syllabus Paper
	Cambridge International A Level – May/June 2015	9710

- 4 Contesta **en español** las siguientes preguntas basadas en el **Texto 2**, **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.

Words / phrases which are underlined indicate key ideas which are either needed in the response (Accept Column) or invalidate it (Refuse Column).

ACCEPT	REFUSE
(a) ¿Qué posiciones ocupa España con respecto a los índices de esperanza de vida y de salud? (párrafo 1) [3]	
Las mujeres españolas viven más años <u>que el resto de las europeas</u> [1]	<u>los</u> españolas / las <u>españoles</u>
España es el tercer país donde las personas viven más años [1]	España ocupa el tercer lugar en los índices de esperanza de vida <u>y salud</u>
Es el segundo país en cuanto a los países que tienen una vida saludable [1]	

(b) Aparte del tipo de alimentación, ¿cuáles son los factores que influyen en la esperanza de vida entre los españoles? (párrafo 2) [3]	
Buen <u>sistema de salud gratuito que cuida de los ancianos</u> (all 3 elements needed) [1]	
La <u>familia</u> favorece el sentido de ser miembro de la sociedad / la comunidad [1]	
Menos gente muere en accidentes <u>de tráfico</u> [1]	Hay pocas muertes en accidentes de tráfico

(c) ¿Por qué ha mejorado la vida en España en los últimos 30 años? (párrafo 3) [3]	
La renta / el salario de los españoles ha subido <u>más del 70%</u> [1]	la economía ha mejorado
Aumento de la esperanza de vida <u>en más de 6 años</u> [1]	
Casi total alfabetización de la población / Gran aumento de la tasa de alfabetización (if 'increase' is mentioned, must have idea of 'substantial') [1]	la alfabetización es más alta aumento de la tasa de alfabetización

Page 9	Mark Scheme	Syllabus
	Cambridge International A Level – May/June 2015	9710

ACCEPT		REFUSE
(d) Explica las razones por las que la salud de los españoles puede empeorar. (párrafo 4) [4]		
Poca práctica de deporte / actividad física	[1]	no practican...
(Aumento de) ingestión de comida de alto valor calórico / ...comida chatarra / alimentos insaludables	[1]	
Reducción de las prestaciones	[1]	beneficios / préstamos
Estrés por la crisis económica	[1]	

(e) ¿Qué revela el informe de la UE con respecto a la popularidad de España? (párrafo 5) [2]	
El mejor* país donde jubilarse <u>para los europeos</u> *appropriate qualification needed e.g. muy popular / es el lugar donde... [1]	
Es el destino donde los <u>residentes británicos en el extranjero</u> / <u>expatriados británicos</u> son <u>más</u> contentos [1]	

Page 10	Mark Scheme	Syllabus Paper
	Cambridge International A Level – May/June 2015	9710

Question 4(a) – (e)

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.

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.

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]

Page 11	Mark Scheme	Syllabus Paper
	Cambridge International A Level – May/June 2015	9710

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

- (a) Escribe un resumen de lo que se dice en **Texto 1** y **Texto 2** sobre cómo y por qué está cambiando la sociedad en cuanto a la obesidad y la longevidad. [10]
- (b) ¿Se vive una vida saludable 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.
- Insert a vertical wavy line after the 160th word to show the end of the response to be marked.

Page 12	Mark Scheme	Syllabus
	Cambridge International A Level – May/June 2015	9710

Question 5(a)

Content marks: Summary

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

<u>Aumento de la obesidad</u>
• Mala alimentación / consumo de alimentación de muchas calorías (T2)
• Migración a las ciudades / la mayoría vive en las ciudades
• Vida sedentaria / poca participación en deportes (T2)
• Carestía de los alimentos nutritivos / Bajos precios de la comida basura
• En EEUU la obesidad afecta mayormente a la población pobre / las clases adineradas son más conscientes de una dieta saludable
• En Latinoamérica los más ricos son más obesos, pero esto está empezando a cambiar (<i>award extra mark if added</i>)
• Los políticos solo se han preocupado por la falta de comida / parte del problema
• La obesidad solo preocupaba a los nutricionistas
<u>El secreto de una vida larga</u>
• Alimentación mediterránea / saludable / de fruta y verduras
• Buen sistema sanitario <u>gratuito</u>
• Apoyo de la familia/ sentido comunitario
• Bajada de accidentes de tráfico
• Desarrollo económico / subida de ingresos
• Clima / bienestar / cohesión social (<i>award 1 mark for any 2</i>)

Page 13	Mark Scheme	Syllabus Paper
	Cambridge International A Level – May/June 2015	9710

Question 5(b)

Content marks: Response to the Text

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.

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.

Question 5(a) and (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]