Cambridge Assessment International Education
Cambridge International Advanced Subsidiary Level

SPANISH LANGUAGE	**8685/21**
Paper 2 Reading and Writing	**October/November 2018**
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.

Cambridge International is publishing the mark schemes for the October/November 2018 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **19** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1: Marks must be awarded in line with: •   the specific content of the mark scheme or the generic level descriptors for the question •   the specific skills defined in the mark scheme or in the generic level descriptors for the question •   the standard of response required by a candidate as exemplified by the standardisation scripts.
GENERIC MARKING PRINCIPLE 2: Marks awarded are always **whole marks** (not half marks, or other fractions).
GENERIC MARKING PRINCIPLE 3: Marks must be awarded **positively**: •   marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate •   marks are awarded when candidates clearly demonstrate what they know and can do •   marks are not deducted for errors •   marks are not deducted for omissions •   answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.
GENERIC MARKING PRINCIPLE 4: Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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 <u>to a whole question</u> 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)	educar a la población	1	
1(b)	con el fin de crear conciencia en ellos	1	*omission* con el fin de…/ …en ellos
1(c)	se efectuaron varias actividades lúdicas (y recreativas)	1	*omission* lúdicas (y recreativas)
1(d)	se depositan en los fondos marinos	1	
1(e)	los usuarios del entorno litoral	1	algunos de…

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)	la importancia de / que tiene no contaminar la importancia del no contaminar	1	la importancia está en no contaminar la importancia de lo que es no contaminar
2(b)	hay que prevenir la destrucción	1	prever
2(c)	(la) llevaron para que fuera / fuese pesada	1	llevaron para que se pese / sea pesada *omission* llevaron… para que se llevaron a pesar la llevaron para que la pesaran
2(d)	no solo ofrece un impacto visual desagradable sino que (también) provoca / causa problemas / no solo <u>es</u> que ofrezca un impacto…	1	no solo que ofrezca un impacto…
2(e)	fueron recogidos centenares de kilos / centenares de kilos fueron recogidos	1	han sido

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)	**¿ Qué se quiere conseguir con las acciones de ayer?** *(párrafo 1)*	**3**	
	recoger los desechos en las playas	1	
	enseñar a la gente la importancia de no contaminar	1	
	cambiar el comportamiento de los que dejan basura	1	
3(b)	**¿ Cuáles son los tres puntos clave del llamamiento a la acción de la Ministra?** *(párrafo 2)*	**3**	
	participar en la protección de las playas	1	
	hay que actuar antes de que se contamine / no esperar que un lugar / las playas esté/n contaminado/as para actuar	1	
	hay que parar el destrozo de / proteger nuestro ambiente natural	1	

Question	Answer	Marks	Not Allowed Responses
3(c)	**Aparte de recorrer la playa con saquillos en busca de basura, ¿qué más hicieron los voluntarios?** *(párrafo 3)*	**3**	
	participaron en actividades / juegos	1	
	registraron <u>la cantidad</u> y <u>el tipo</u> de la basura *to score 2 marks for this and the next point 4 details are required* *award 1 mark if only 2 or 3 details are mentioned* *award 0 for 1 detail only*	1	
	llevaron la basura para ser <u>pesada</u> y <u>separada</u> / la <u>pesaron</u> y la <u>separaron</u>	1	
3(d)	**¿Por qué cree Gema Vélez que es importante poner fin a la gran cantidad de basura en las costas y el mar?** *(párrafo 4)*	**3**	
	es desagradable verla	1	
	los <u>fragmentos</u> se mezclan con el <u>sedimento</u> / se acumulan en el <u>fondo</u>	1	el mar
	esto causa problemas / puede tener un efecto tóxico en / afecta la fauna (marina / invertebrados y peces)	1	

Question	Answer	Marks	Not Allowed Responses
3(e)	**¿Qué medidas son necesarias para hacer que la zona litoral sea más limpia?** *(párrafo 5)*	**3**	
	concienciar a <u>los que utilizan esta zona</u>	1	la población
	<u>mejorar</u> la recolección de basura / recolectar la basura <u>adecuadamente</u>	1	
	<u>mejorar</u> la gestión de aguas residuales / depurar aguas residuales <u>correctamente</u>	1	

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.

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)	**¿ Por qué es deficiente la gestión de residuos en España?** *(párrafo 1)*	**3**	
	no recicla la mitad / una gran parte *etc* de los residuos / no cumple con la normativa europea hay bajos niveles de recuperación de la basura	1	
	deposita <u>la mayoría</u> (*or similar qualifier*) de los deshechos en vertederos	1	<u>todos</u> los deshechos
	recicla pocos restos orgánicos	1	
4(b)	**Explica cómo funciona el sistema de *Devuelve*.** *(párrafo 2)*	**3**	
	el cliente debe devolver el envase a donde compró el producto / a la tienda / al supermercado	1	
	recibe dinero por el envase /	1	
	ya había pagado esta cantidad / más en el precio de comprar el dinero que había pagado de más	1	

Question	Answer	Marks	Not Allowed Responses
4(c)	**¿Por qué cree innecesario Marta Mateos un sistema de depósito como el de *Devuelve*?** *(párrafo 3)*	**4**	
	el sistema actual <u>de recogida / depositar los envases</u> (en los distintos contenedores) funciona (eficazmente)	1	
	reciclan casi las tres cuartas partes de envases de cartón y plástico	1	*award 0 if merged with next point*
	y más de la mitad de envases de vidrio / botellas	1	*award 0 if merged with previous point*
	las cifras de las auditorías son certeras	1	
4(d)	**¿Cómo critica Alfonso Sanz la práctica de los productores?** (párrafo 4)	**3**	
	falsifican las estadísticas	1	
	no revelan la entera producción <u>de envases</u>	1	
	incluyen otros residuos (en el reciclaje)	1	
4(e)	**¿Cómo afectarán a los españoles y los municipios las propuestas del gobierno?** *(párrafo 5)*	**2**	
	los españoles deberán pagar más por la recolección de basura	1	
	<u>los municipios</u> / <u>las comunidades</u> deberán buscar nuevos métodos de gestionar los residuos	1	*award no more than 1 mark if no distinction made between* los españoles *and* los municipios / <u>las comunidades</u>

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.

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

Question	Answer	Marks	Not Allowed Responses
5(a)	Escribe un resumen de lo que se dice en **Texto 1** y **Texto 2** sobre por qué son necesarias las iniciativas para mejorar la gestión de basura. **Text 1** • hay basura en las playas • se debe proteger el medioambiente / hay que prevenir la destrucción del medioambiente • falta de educación ambiental / promover la importancia de no contaminar • desagradable impacto visual de la basura • efecto tóxico en la fauna / la basura se deposita en los fondos marinos • no se administra bien la recolección de basura • incorrecta depuración de aguas residuales **Text 2** • España no cumple con objetivos europeos de reciclaje / no recicla el 50% de residuos • deposita <u>demasiada</u> (or similar qualifier) basura en vertederos • lo que crea mayor impacto medioambiental • recicla pocos restos orgánicos • muchas botellas sin reciclar • cifras de reciclaje no son verdaderas • muchos vertederos son ilegales	10	

Question	Answer	Marks	Not Allowed Responses
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. Further, more detailed guidance for particular questions will be given to examiners.			
5(b)	¿Se gestiona eficazmente la basura en tu país? Da tus opiniones. <table><tr><td>**5**</td><td>**Very good** Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</td></tr><tr><td>**4**</td><td>**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.</td></tr><tr><td>**3**</td><td>**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.</td></tr><tr><td>**2**</td><td>**Below average** Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition.</td></tr><tr><td>**0–1 Poor**</td><td>Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.</td></tr></table>	**5**	

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.