Cambridge International AS Level

FIRST LANGUAGE SPANISH	8665/22
Paper 2 Reading and Writing	October/November 2020
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 2020 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

This document consists of **20** 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.

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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.

1	General Marking Notes
Question 1	Enter a mark of 1, 0 or NR as appropriate for each item ((a), (b), (c) etc.) in the mark input box. Annotate the script where necessary.
Question 2	Enter a mark of 1, 0 or NR as appropriate for each item ((a), (b), (c) etc.) in the mark input box. Annotate the script where necessary.

Questions 3 and 4	**Content marks**
	• Annotate each correct point with a **tick** OR a **tick + BOD**.
	• Use a **cross** or **NBOD** as necessary.
	• Use the highlighting tool to **highlight** any words which are lifted.
	• The number of ticks for each item ((a), (b), (c) etc.) will be added up for you and the total will appear beneath the tick annotation in the toolbar. Enter the mark (or NR as appropriate) for each item in the mark input box.
	
	Quality of Language Mark
	• Click on 3L or 4L as appropriate in the mark input box. If any items have scored zero or NR for content, insert an **on-page comment** (text box) after the last item in the question and type in the details of the Quality of Language mark, e.g.: $\boxed{\text{T}}$
	
	      5–2 = 3
	OR
	      min 1
	• Then enter the Quality of Language mark in the mark input box for Question **3L** / Question **4L**.
	• If no adjustment needs to be made to the Quality of Language mark, enter the mark in the mark input box without annotating the script.

Question 5	If the answer exceeds 160 words, insert the vertical wavy line <u>after</u> the 160th word to show the end of the response to be marked.

If the answer exceeds 160 words, insert the vertical wavy line <u>after</u> the 160th word to show the end of the response to be marked.

Summary
- Annotate each correct point with a **tick** OR **tick + BOD** up to a maximum of 10 ticks.
- Use **NBOD** as necessary.
- The number of ticks will be added up for you and the total will appear beneath the tick annotation in the toolbar. Enter the mark (or NR as appropriate) in the mark input box for Question **5(a)**.

Personal response
- Enter the mark for Personal response in the mark input box for Question **5(b)**.
- NB if the Personal Response cannot be marked because it comes after the 160-word limit award a mark of 0, **not** NR.

Quality of Language
- Enter the mark for Quality of Language in the mark input box for Question **5L**.

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.

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)	que viven en situación de exclusión social	**1**	*omission* que…
1(b)	desarrollar una vida autónoma	**1**	
1(c)	insertarse en el mercado laboral	**1**	buscar un curso o un oficio
1(d)	me vi sin hogar	**1**	
1(e)	reclamó más inversión de las administraciones	**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)	no deja de crecer / …de estar creciendo	**1**	
2(b)	el centro cuenta con 21 plazas	**1**	
2(c)	después de que hayamos / se haya(n) cubierto / sean / estén cubiertas / se cubran sus necesidades básicas se vean cubiertas… …sus necesidades básicas hayan sido / estado cubiertas	**1**	*imperfect subjunctive eg* estuvieran cubiertas / se cubrieran cubran *without* se
2(d)	fui ingresado en un centro de menores	**1**	me han ingresado estuve ingresado he ingresado tuve que ser / estar ingresado en…
2(e)	por / al tener (la) tez negra	**1**	su / una

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)	**¿Para quiénes entre los jóvenes sin hogar está diseñado el centro?** *(párrafo 1)*	**3**	
	los mayores de edad / de más de 18 años	1	jóvenes mayores
	(que se encuentran) marginados	1	
	sin <u>familia</u> ni <u>apoyo</u> cerca (*both needed*)	1	
3(b)	**¿Qué les ofrecen el centro y sus empleados a los jóvenes?** *(párrafo 2)*	**3**	
	21 plazas para <u>estancias de hasta un año</u>	1	numerosas plazas
	(seguimiento socioeducativo que da) recursos para vivir independientemente	1	
	su propia habitación (*must be made clear that it's <u>own</u> room*)	1	una habitación
3(c)	**Según Montserrat Fornells, ¿cómo ayuda el plan de atención individualizada a los jóvenes?** *(párrafo 3)*	**3**	
	ayudará al joven a insertarse en / vincular a la sociedad	1	
	le ayudará a (entrenarse / le ofrecerá apoyo / ayuda para) conseguir un empleo	1	
	le enseñará cómo vivir de una manera saludable / les dará pautas de conducta	1	

Question	Answer	Marks	Not Allowed Responses
3(d)	**¿Qué cosas desagradables le ocurrieron a Gabriel después de que cumplió los 18 años?** *(párrafo 4)*	**3**	
	le echaron a la calle / del centro <u>de menores</u>	1	su familia / sus padres le echó / echaron a la calle fue echado de casa
	pasó <u>un mes</u> (difícil) en la calle sin hogar	1	
	experimentó discriminación <u>racial</u> (*or other ways of explaining that this is <u>racial</u> discrimination*)	1	
3(e)	**Según Fornells, ¿qué es necesario para afrontar el problema de los jóvenes sin hogar?** *(párrafo 5)*	**3**	
	<u>más inversión por parte de las autoridades</u> (*all needed*)	1	
	examinar las causas <u>subyacentes</u> (*or similar needed*)	1	
	<u>control</u> / <u>seguimiento</u> (continuo) de jóvenes vulnerables / echados de instituciones	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)	**¿Cómo ejemplariza Diego un problema con los sin hogar en Montevideo?** *(párrafo 1)*	**3**	
	prefiere dormir en la calle	1	
	no asiste a refugios <u>de Mides</u> / <u>del Ministerio</u> / <u>oficiales</u> / los 58 refugios *etc*	1	
	porque los refugios no ayudan a conseguir empleo / no les dan empleo	1	
4(b)	**¿Qué maneras hay de disuadir a los que duermen en espacios públicos? y ¿por qué no lo logran?** *(párrafo 2)*	**3**	
	equipos (*or similar*) (móviles) buscan a los que duermen en la calle	1	
	una ley castiga / la policía retira a personas que ocupan espacios públicos de <u>manera permanente / reiterada</u>	1	
	no pueden obligarles a ir a los refugios	1	
4(c)	**¿Qué razones se dan para no asistir a los refugios del Estado?** *(párrafo 3)*	**3**	
	no les dejan entrar con animales	1	
	les roban ahí	1	
	les cuesta <u>integrarse</u> / <u>estar</u> con otros	1	la aglomeración de gente (*no mention of integrating*)

Question	Answer	Marks	Not Allowed Responses
4(d)	**Según Marisa Bertral, ¿qué dificultades pueden ocurrir entre los que acuden a los refugios?** (párrafo 4)	**4**	
	se pelean	1	
	llegan borrachos	1	
	entran con drogas	1	
	hay los que sufren de enfermedades mentales	1	
4(e)	**Según Bertral, ¿qué es lo que no comprenden los que prefieren dormir en la calle?** *(párrafo 5)*	**2**	
	en los refugios no tratan de institucionalizarlos	1	
	sino equiparles para insertarse en la vida cotidiana	1	

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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 Answers
Content marks – Summary			

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 Answers
5(a)	Escriba un resumen de lo que se dice en el **Texto 1** y el **Texto 2** sobre los pros y los contras de los refugios para los sin hogar. **Text 1** • cubren sus necesidades básicas • continuo control socioeducativo / plan de atención individualizado • recursos para desarrollar una vida autónoma / inserción en la sociedad • (propia) habitación • ayuda para conseguir / les dan un empleo / oficio • pautas de conducta • hábitos de vida saludable **Text 2** • los que no quieren ir a los refugios porque : • no ayudan a conseguir trabajo • no permiten entrar con animales • hay robos • dificultades de convivir con otros • hay peleas • hay personas alcohólicas • consumen drogas • hay los que sufren trastornos mentales • mal entendimiento de lo que ofrecen los refugios	10	

Question	Answer	Marks	Not Allowed Answers
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)	¿Estar sin hogar es un problema en su país? Dé sus opiniones. **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.	**5**	

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