

MARK SCHEME for the October/November 2015 series

8685 SPANISH LANGUAGE

8685/21

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 October/November 2015 series for most Cambridge IGCSE[®], Cambridge International A and AS Level components and some Cambridge O Level components.

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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 **RM Assessor**.

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.

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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. Minor omissions in the body of the phrase.</i> | | | <i>Additional words or omissions at start or finish of phrase.</i> |
| (a) | Desde el amanecer hasta el anochecer | [1] | |
| (b) | trabajan duro por escaso pago | [1] | |
| (c) | desde que nacieron viven en carencia | [1] | |
| (d) | combatir las duras condiciones de vida | [1] | |
| (e) | (un) trabajo que les permita apenas vivir | [1] | |

[Total: 5 puntos]

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>Misspellings in the grammatical point which is being tested eg (c) recogan</i> |
| (a) | cuando cocinan / se cocina la comida diaria (de todos los días / del día) cuando la comida diaria es cocinada | [1] | |
| (b) | plantas (que son / fueron / han sido) cultivadas por ellas (mismas) | [1] | <u>las</u> plantas |
| (c) | es necesario que (ellas) recojan | [1] | |
| (d) | <u>a</u> los productores de caña no les interesa | [1] | el productor de caña no se interesa en |
| (e) | antes de / previo a la llegada de los hombres | [1] | |

[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 |
|---|-----|---|
| (a) ¿Cómo es la vida de los jornaleros de la caña de azúcar? (párrafo 1) | | [4] |
| buscan trabajo por los distintos estados / son nómadas que buscan trabajo | [1] | buscan trabajo (<i>without idea of going from place to place</i>) |
| viven bajo condiciones <u>antihigiénicas</u> / <u>sanitarias muy malas</u> | [1] | viven con pobres / en malas <i>etc</i> condiciones de vida |
| trabajan largas / muchas horas / durante todo el día | [1] | día y noche trabajan mucho |
| el trabajo es muy duro (<i>allow</i> manos lastimadas / caras sucias <i>as illustration of</i> duro) + cobran poco | [1] | |

| | | |
|---|-----|---|
| (b) ¿Cómo explica José que las condiciones de vida mejoran cuando va a trabajar en las plantaciones? (párrafo 2) | | [3] |
| (ya) no pasan frío | [1] | |
| tienen una <u>vivienda</u> (más) cómoda / de mejor calidad el <u>lugar donde viven</u> es (más) cómodo (<i>allow with no mention of dwelling place if comparison made with casa en la sierra</i>) | [1] | (el lugar) es más cómodo la vida es más cómoda |
| (ya) no tienen hambre | [1] | |

| | | |
|--|-----|------------|
| (c) Además de cocinar, ¿cómo contribuyen las mujeres a las comidas de los jornaleros y sus familias? (párrafo 3) | | [3] |
| cultivan plantas | [1] | hierbas |
| buscan plantas / hierbas silvestres (<i>clear distinction between cultivating and collecting plants needed for both marks</i>) | [1] | |
| recogen leña | [1] | |

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| ACCEPT | | REFUSE |
|---|-----|------------|
| (d) ¿Cómo son sus pequeñas viviendas? (párrafo 4) | | [3] |
| tienen tejado de <u>hierro</u> (ondulado) | [1] | |
| <u>dos</u> colchones (para dormir) son los únicos muebles | [1] | |
| no hay ninguna privacidad | [1] | |

| | | |
|--|-----|------------|
| (e) Explica por qué las mujeres se bañan por la tarde. (párrafo 5) | | [2] |
| se bañan antes de la llegada de los hombres / ...ya que los hombres están en el trabajo / no están | [1] | |
| porque los lavaderos no tienen mamparas | [1] | |

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

[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> |

| <p>Additional marking guidance for Quality of Language</p> <p>The five marks available for Quality of Language are awarded globally for the whole performance on each set of answers.</p> <p>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.</p> <p>Answers scoring 0 for Content cannot contribute to the overall Quality of Language mark.</p> <p>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:</p> <table border="1"> <thead> <tr> <th>Total Content marks available on questions where a candidate scores 0</th> <th>Reduce Quality of Language mark by:</th> </tr> </thead> <tbody> <tr> <td>2–3</td> <td>1</td> </tr> <tr> <td>4–5</td> <td>2</td> </tr> <tr> <td>6–7</td> <td>3</td> </tr> <tr> <td>8–14</td> <td>4</td> </tr> <tr> <td>15</td> <td>5</td> </tr> </tbody> </table> <p>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]</p> | 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 |
|--|---|-------------------------------------|-----|---|-----|---|-----|---|------|---|----|---|
| 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 | | | | | | | | | | | |

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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.

| ACCEPT | REFUSE |
|---|--------|
| (a) ¿Por qué hay menos gente joven en las áreas rurales de España? (párrafo 1) [2] | |
| los jóvenes se van a las ciudades | [1] |
| no hay nuevos nacimientos / hay un índice de nacimientos bajo | [1] |

| | |
|---|---|
| (b) ¿Por qué se traslada la gente a las ciudades? (párrafo 2) [4] | |
| allí se encuentran todos los empleos | [1] las ofertas (<i>without</i> de trabajo <i>etc</i>) <u>demanda</u> de trabajo |
| (la crisis económica) ha dejado <u>parados</u> a muchos trabajadores en <u>construcción</u> / <u>no hay trabajo</u> en la <u>construcción</u> | [1] la construcción ha caído |
| las multinacionales / <u>grandes</u> empresas prefieren reunir a todos sus empleados en una ciudad | [1] |
| hay <u>mejores</u> / <u>más</u> <i>etc</i> servicios / facilidades / comodidad(es) en una ciudad | [1] |

| | |
|--|---|
| (c) ¿Cómo se puede revertir la migración hacia los núcleos rurales? (párrafo 3) [3] | |
| ofrecer posibilidades que no existen en las ciudades | [1] |
| dar gratis casas <u>con</u> (grandes) <u>parcelas</u> | [1] viviendas gratuitas <u>o</u> con parcelas |
| dar parcelas <u>para la construcción</u> a precios (muy) económicos | [1] |

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| ACCEPT | REFUSE |
|--|---|
| (d) Según Ángeles Navarro, ¿qué factores podrán provocar más migración inversa? (párrafo 4) [2] | |
| un estilo de vida mejor / (más) saludable / ecológico / sostenible | [1] |
| escaparse de una vida dedicada únicamente al trabajo <i>OR</i> dejar atrás el estrés (de la ciudad) | [1] el estrés (<i>without further qualification</i>) |

| | |
|---|---|
| (e) ¿Qué elementos están fomentando ya la migración al campo? (párrafo 5) [4] | |
| el turismo <u>de escape</u> / <u>en el weekend</u> (a zonas rurales) (<i>idea of 'short break' tourism needed</i>) | [1] |
| personas de la tercera edad / los mayores / al jubilarse se traslada (al pueblo) buscando tranquilidad | [1] |
| mejores sistemas / avances en la infraestructura de <u>transporte</u> / <u>aeropuertos y trenes</u> / <u>comunicaciones</u> | [1] el desarrollo de la infraestructura (<i>without reference to transport</i>) |
| (avances en) (tele)comunicaciones que permiten <u>trabajar de casa</u> / <u>teletrabajo</u> | [1] |

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

[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> |
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| <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> |

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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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 las causas y las consecuencias de los movimientos de población dentro de y hacia las zonas rurales. [10]

(b) ¿Cómo es la vida rural de 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 the vertical wavy line after the 160th word to show the end of the response to be marked.



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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):

| |
|---|
| <i>jornaleros en Méjico</i> |
| • la búsqueda de trabajo |
| • no pasar hambre / frío |
| • mejorar sus condiciones de vida / tener una vivienda más cómoda |
| • vivir en pobreza / bajas condiciones de higiene / falta de facilidades |
| • trabajar duro y cobrar poco (<i>both needed</i>) |
| • dieta limitada / cocinar afuera |
| • viviendas pequeñas / con solo dos colchones para dormir |
| • ninguna privacidad |
| <i>en España</i> |
| • brindan ofertas que las ciudades no dan |
| • ofrecen casas gratuitas (con grandes parcelas) |
| • ofrecen tierra para construir a precios económicos |
| • la gente busca mejor estilo de vida / una vida más ecológica / sostenible / saludable |
| • se escapa del estrés de la vida urbana / de una vida dedicada al trabajo |
| • (mucho) turismo <u>de fin de semana</u> / <u>de escape</u> |
| • la gente vuelve al campo al jubilarse |
| • mejores sistemas de transporte / infraestructura |
| • es posible trabajar desde casa |

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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.

| |
|---|
| 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. |

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

[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]