



Cambridge International AS Level

SPANISH LANGUAGE

8685/23

Paper 2 Reading and Writing

October/November 2023

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 2023 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.

1 General Marking Notes	
Question 1	<p>Enter a mark of 1, 0 or NR as appropriate for each item ((a), (b), (c) etc.) in the mark input box.</p> <p>Annotate the script where necessary.</p>
Question 2	<p>Enter a mark of 1, 0 or NR as appropriate for each item ((a), (b), (c) etc.) in the mark input box.</p> <p>Annotate the script where necessary.</p>
Questions 3 and 4	<p>Content marks</p> <ul style="list-style-type: none"> • 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. <p>Quality of Language Mark</p> <ul style="list-style-type: none"> • 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.: <p style="text-align: center;">5–2 = 3</p> <p>OR</p> <p style="text-align: center;">min 1</p> <ul style="list-style-type: none"> • 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, use the shading after 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)**.
- Note: 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 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 **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. omissions at start or finish of Accept minor omissions in the body of the phrase.		Disallow additional words or phrase.
1(a)	aprendía las palabras con gran rapidez	1	
1(b)	quizás fui excesivamente tranquilo	1	a la hora
1(c)	ya está perfectamente integrada	1	en el instituto
1(d)	venía del colegio disgustado	1	
1(e)	se vio obligada a escoger un nuevo centro (escolar)	1	su madre...

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)	otros niños no dirían más que coche / otros niños dirían no más que coche otros niños dirían coche, nada más	1	más niños solo dirían coche
2(b)	(e) iba constantemente / con frecuencia / mucho a la biblioteca pública	1	<u>constantamente</u>
2(c)	cuando vio / veía los motivos	1	
2(d)	es frecuente que los críos superdotados sufran	1	
2(e)	no tenía ganas de ir al colegio	1	

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)	¿Por qué creían en la guardería que Daniel era superdotado? (párrafo 1)	3	
	destacaba en las actividades / ejercicios	1	
	aprendía palabras rápidamente	1	
	distinguía entre distintos tipos de vehículos / camión y camioneta	1	
3(b)	¿Qué pensaba Gonzalo respecto a su hija? (párrafo 2)	3	
	sospechaba que era superdotada	1	
	no pensaba que necesitara llevarla a un especialista / psicólogo	1	
	creía que no tenía problemas en relacionarse con otros	1	
3(c)	¿Por qué se sintió aliviada la hija de Gonzalo tras recibir el diagnóstico? (párrafo 3)	3	
	comprendió por qué se sentía diferente	1	
	ya no tuvo problemas con compañeros / otros chavales	1	
	ahora encaja muy bien en el colegio	1	
3(d)	¿Qué problemas puede experimentar un superdotado en el colegio? (párrafo 4)	3	
	rechazo por compañeros de clase / falta de integración	1	
	acoso físico con golpes / empujones	1	
	ser expulsado <u>al pasillo / de la clase</u> por terminar demasiado rápido / para no molestar a los otros	1	

Question	Answer	Marks	Not Allowed Responses
3(e)	¿Cómo intentó la madre resolver los problemas de su hijo? y ¿qué cree ella que es lo más importante? (párrafo 5)	3	
	cambió de centro escolar	1	
	le matriculó en talleres para niños superdotados	1	
	que los niños superdotados sean felices	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)	¿De dónde vienen los alumnos de la Escuela? y ¿adónde van a trabajar? (párrafo 1)	3	
	pueden ser de cualquier clase social	1	
	podrían bailar en el (prestigioso) Ballet Nacional	1	<u>todos</u> van a trabajar
	o en <u>famosas</u> compañías <u>de otros países</u>	1	
4(b)	¿Cómo se financia la Escuela? y ¿cuánto pagan los alumnos cubanos? (párrafo 2)	3	
	el Estado financia casi todo	1	
	los alumnos de otros países pagan algo / 250 dólares al mes	1	
	los cubanos no pagan nada	1	
4(c)	¿Cómo se percibe la profesión del bailarín en Cuba y en Costa Rica? (párrafo 3)	3	
	en Cuba ser bailarín es una profesión respetada / reconocida	1	
	los padres cubanos no se oponen si los hijos quieren estudiar ballet	1	
	en Costa Rica muy pocos padres quieren que sus hijos sean bailarines / piensan que no tendrán un trabajo garantizado	1	
4(d)	¿Qué es lo que aprecia la bailarina de sus años en la Escuela? (párrafo 4)	3	
	la Escuela se parecía a una madre <u>tolerante</u>	1	
	aprendió todo lo que necesitaba	1	
	la animó a desarrollar su talento	1	

Question	Answer	Marks	Not Allowed Responses
4(e)	¿En qué se basa el éxito de la Escuela? (párrafo 5)	3	
	el talento que tienen los jóvenes cubanos	1	
	el apoyo / la voluntad del Gobierno	1	
	la <u>persistencia</u> / <u>dedicación</u> / el <u>esfuerzo</u> de profesores experimentados	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.
- Use the shading tool after the 160th word to show the end of the response to be marked.

Question	Answer	Marks	Not Allowed Responses
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):			
5(a)	<p>Escriba un resumen de lo que se dice en el Texto 1 y en el Texto 2 sobre reconocer y enseñar a los niños talentosos.</p> <p><i>superdotados</i></p> <ul style="list-style-type: none"> • son identificados / valorados cuando son jóvenes • aprenden rápidamente las palabras / devoran los libros / sobresalen en las actividades • la detección es muy importante / si se tarda puede causar problemas • puede dar tranquilidad / sentido de libertad / entienden por qué se sienten diferentes • pueden ser rechazados por compañeros de clase / sufrir acoso físico • pueden ser expulsados <u>del aula</u> / terminar el trabajo demasiado rápido • no quieren ir al colegio • van a talleres especializados <p><i>Escuela Nacional</i></p> <ul style="list-style-type: none"> • admiten los niños de cualquier clase social • el Estado financia (casi) todo • no pagan materiales didácticos / ropa / alimento / nada • alumnos extranjeros pagan • hacen intercambios con otros países • los padres cubanos no se oponen a que estudien ballet • tienen profesores con experiencia <u>internacional</u> 	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)	<p>¿Hay oportunidades para los jóvenes con talentos en su país? Dé sus opiniones.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"> 5 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 style="padding: 5px;"> 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. </td></tr> <tr> <td style="padding: 5px;"> 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. </td></tr> <tr> <td style="padding: 5px;"> 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. </td></tr> <tr> <td style="padding: 5px;"> 0–1 Poor Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error. </td></tr> </table>	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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