

**MARK SCHEME for the May/June 2015 series**

**8685 SPANISH LANGUAGE**

**8685/22**

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<sup>®</sup>, Cambridge International A and AS Level components and some Cambridge O Level components.

Page 2	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – May/June 2015	8685	22

## 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	Paper
	Cambridge International AS Level – May/June 2015	8685	22

## 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)	han llegado a su límite [1]	
(b)	no están disponibles en el área [1]	
(c)	pueden ocurrir temblores de tierra [1]	
(d)	discutir seriamente el modelo [1]	
(e)	se postula como una alternativa [1]	

[Total: 5 puntos]

Page 4	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – May/June 2015	8685	22

- 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>Spelling errors in the grammatical point which is being tested</i>
(a)	(Se) Requiere usar / el uso de grandes cantidades de agua  Requiere grandes cantidades de agua  Se requiere (una) gran cantidad de agua [1]	Se requiere grandes cantidades de agua  Se requier <u>en</u> grandes cantidades de agua ...una grande cantidad...
(b)	Precisamos que (se)hagan estudios ambientales  Precisamos que es/sea necesario hacer...  Precisamos que se debe(n)/a(n) hacer... [1]	
(c)	El gobierno tiene/hace planes de / para / sobre explotar el proyecto  Hay planes del gobierno para explotar el proyecto  Los planes del gobierno son (de) explotar el proyecto  Uno de los planes del gobierno es (de) explotar...  Explotar el proyecto se incluye en(tre) los planes del gobierno [1]	
(d)	Han sido creados (los llamados) Bancos de Conservación  Fueron creados... [1]	Se han cread <u>o</u> ...
(e)	Permite(n) / deja(n) a las grandes corporaciones comprar  Da(n) la posibilidad a las grandes corporaciones de comprar  Permite(n) que las grandes corporaciones puedan comprar [1]	Las grandes corporaciones pueden comprar  Permiten / dejan a las grandes corporaciones <u>de/a</u> comprar  Permite(n) que las grandes corporaciones quieran comprar

[Total: 5 puntos]

Page 5	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – May/June 2015	8685	22

- 3 **Rubric:** 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.

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

ACCEPT	REFUSE
<b>(a) ¿Cuál es la situación en Argentina con respecto a las cantidades de combustibles disponibles? (párrafo 1) [2]</b>	
Han agotado / se están acabando (las existencias de combustibles fósiles / tradicionales) [1]	
Tienen (grandes) cantidades de gas y petróleo/combustibles que <u>no pueden extraer convencionalmente</u> (or similar idea e.g. "son difíciles/complicados de extraer") [1]	

<b>(b) ¿Por qué se argumenta que el fracking es una técnica muy agresiva? (párrafo 2) [4]</b>	
Uso de <u>grandes*</u> cantidades de agua [1]	
Transporte de <u>mucha*</u> agua <i>*At least 1 mention of large quantity needed in either of the above points</i> [1]	
Contaminación del agua <u>potable</u> / las <u>reservas</u> de agua [1]	
Peligro de terremotos / sismos [1]	

Page 6	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – May/June 2015	8685	22

ACCEPT	REFUSE
<b>(c) Según José Navarro, ¿qué argumentos hay en contra del fracking en Argentina? (párrafo 3) [3]</b>	
Argentina va a depender <u>más</u> en combustibles <u>fósiles</u> [1]	
Se retrasan las energías alternativas [1]	
<u>Poblaciones</u> se verán afectadas [1]	Las zonas se verán afectadas

<b>(d) ¿Por qué no está Navarro a favor de los Bancos de Conservación? (párrafo 4) [3]</b>	
Las empresas adquieren el derecho a dañar la naturaleza Permiten que se adquiriera el derecho... [1]	
<u>Puede que</u> no se beneficie directamente la zona dañada <u>Puede que</u> ese dinero no se destine a reparar los daños [1]	
La naturaleza dañada no se puede recuperar [1]	

<b>(e) ¿Qué ventajas supone el fracking? (párrafo 5) [3]</b>	
Menor coste que el proceso convencional <i>Idea of comparison with conventional needed</i> [1]	Es (el) más barato.
Asegura la disposición de gas/combustible/energía en 40/muchos años/unas décadas en <u>España</u> [1]	
Creación de 10 000 / muchos / miles de trabajos [1]	

Page 7	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – May/June 2015	8685	22

**Question 3(a) – (e)**

**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).

[Total: 20]

Page 8	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – May/June 2015	8685	22

- 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 needed in the response.

ACCEPT	REFUSE
<b>(a)</b> <span style="float: right;"><b>[4]</b></span>	
<b>(i) ¿Para qué sirven las azoteas verdes? (párrafo 1)</b>	
Luchar contra el cambio climático [1]	
Crear espacios verdes <u>en las ciudades</u> / <u>donde hacen falta</u> [1]	
<b>(ii) ¿Cómo ha apoyado la Ciudad de México esta iniciativa? (párrafo 1)</b>	
Ha creado una norma para la creación de azoteas <u>verdes</u> / de estas azoteas [1]	
Ha inaugurado el <u>primer</u> jardín (botánico) en un <u>tejado</u> en <u>Latinoamérica/la región</u> [1]	

<b>(b) ¿Por qué están adoptando estos tejados los mejicanos? (párrafo 2)</b> <span style="float: right;"><b>[2]</b></span>	
Mejoran la estética de los edificios / la ciudad [1]	
Para luchar contra el calor acumulado en la ciudad [1]	



Page 9	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – May/June 2015	8685	22

ACCEPT	REFUSE
<b>(c) ¿Qué otros beneficios suponen las azoteas verdes? (párrafo 3)</b> [4]	
No hay necesidad de aparatos eléctricos para reducir las temperaturas No es necesario (el) aire acondicionado [1]	
Ahorro económico [1]	
Mejoran el aire que se respira [1]	El nivel del aire
Tienen una vida más larga Resisten mejor a los climas extremos [1]	

<b>(d) Según Elisa Sampere, ¿qué dificultades presenta la creación de una azotea verde? (párrafo 4)</b> [3]	
El peso que puede soportar el edificio [1]	
La pendiente y el sistema de desagüe necesarios [1]	
Cumplir con la normativa sobre <u>la planificación</u> [1]	

<b>(e) ¿Por qué considera Sampere que las azoteas verdes son elitistas? (párrafo 5)</b> [2]	
Son caras de <u>instalar</u> [1]	
La mayoría de la población no tiene tejados de los 100 metros cuadrados [1]	

Page 10	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – May/June 2015	8685	22

**Question 4(a) - (e)**

**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).

[Total: 20]

Page 11	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – May/June 2015	8685	22

5 **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 el impacto medioambiental del fracking y las azoteas verdes. [10]

(b) ¿Está adoptando tu país buenas medidas para proteger el medio ambiente? 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.



Page 12	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – May/June 2015	8685	22

### Question 5(a)

#### **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):

<b><u>El fracking</u></b>
<ul style="list-style-type: none"> <li>• Daña el medio ambiente</li> </ul>
<ul style="list-style-type: none"> <li>• Se necesitan grandes cantidades de agua</li> </ul>
<ul style="list-style-type: none"> <li>• Es necesario transportar agua hasta zonas donde se haga el fracking</li> </ul>
<ul style="list-style-type: none"> <li>• Se contamina el agua</li> </ul>
<ul style="list-style-type: none"> <li>• Puede provocar pequeños terremotos</li> </ul>
<ul style="list-style-type: none"> <li>• Retrasa el uso de energías alternativas / Aumenta la dependencia de energías no renovables</li> </ul>
<ul style="list-style-type: none"> <li>• Afecta a las comunidades (de la zona)</li> </ul>
<b><u>Azoteas verdes</u></b>
<ul style="list-style-type: none"> <li>• Combaten el cambio climático</li> </ul>
<ul style="list-style-type: none"> <li>• Se crean espacios verdes</li> </ul>
<ul style="list-style-type: none"> <li>• Alegran el aspecto de los edificios</li> </ul>
<ul style="list-style-type: none"> <li>• Disminuyen el efecto 'isla de calor'</li> </ul>
<ul style="list-style-type: none"> <li>• No es necesario usar aire acondicionado / aparatos eléctricos para cambiar el calor / Ahorran energía</li> </ul>
<ul style="list-style-type: none"> <li>• Mejora de la calidad del aire en las ciudades</li> </ul>
<ul style="list-style-type: none"> <li>• Los tejados duran más</li> </ul>

Page 13	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – May/June 2015	8685	22

### Question 5(b)

#### 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.

<b>5 Very good</b>	Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.
<b>4 Good</b>	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.
<b>3 Sound</b>	A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text.
<b>2 Below average</b>	Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition.
<b>0–1 Poor</b>	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]

<b>5 Very good</b>	Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).
<b>4 Good</b>	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.
<b>3 Sound</b>	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.
<b>2 Below average</b>	Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.
<b>0–1 Poor</b>	Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.

[Total: 20]