



# Cambridge International AS Level

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**SPANISH LANGUAGE**

**8685/21**

Paper 2 Reading and Writing

**October/November 2022**

**MARK SCHEME**

Maximum Mark: 70

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**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 2022 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

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This document consists of **16** 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.

**Detailed Mark Scheme****Section 1**

| <b>Question</b>  | <b>Answer</b>                              | <b>Marks</b> | <b>Not Allowed Responses</b>  |
|--|--|--------------|---|
| <b>Question 1</b>  |  |              |   |
| Accept spelling errors in transcription.<br>Accept minor omissions in the body of the phrase |  |              | Disallow additional words or omissions at start or finish of phrase |
| 1(a)   | ponga en peligro su libertad               | <b>1</b>     | sanción que   |
| 1(b)   | Estoy a punto de tirar la toalla           | <b>1</b>     |   |
| 1(c)   | cuándo le toca hacer la ronda a la Policía | <b>1</b>     | hacer la ronda a la policía   |
| 1(d)   | se vaya a la raíz del asunto               | <b>1</b>     | que   |
| 1(e)   | Deberían ofrecerles una salida             | <b>1</b>     | a estas personas  |

| Question   | Answer   | Marks | Not Allowed Responses   |
|--|--|-------|---|
| <b>Question 2</b><br>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)   | al ver a la Policía/los policías<br>al notar la presencia de la Policía<br>cuando ven al equipo/servicio de seguridad  | 1     | cuando ven/notan al policía   |
| 2(b)   | mi salud está sufriendo (por esto) /<br>está sufriendo mi salud /<br>estoy sufriendo (problemas) de (la)<br>(poca) / con mi salud<br>estoy sufriendo consecuencias en mi salud   | 1     | a mí me está sufriendo (de) la salud<br>estoy sufriendo al pagar la salud |
| 2(c)   | cómo esto / eso puede estar / ser permitido<br>cómo esto está / es permitido<br>cómo es / puede ser que esto sea /<br>esté ( <i>or indicative</i> ) permitido<br>cómo se ha permitido esto<br>cómo les tiene permitido eso | 1     |   |
| 2(d)   | es necesario que persigan / se persiga(n) / persigamos a / vayan contra los abastecedores<br>es necesario que los abastecedores sean perseguidos<br>es necesario que se haga un seguimiento a los abastecedores            | 1     | <i>omission of a</i>  |
| 2(e)   | euros no ganados/que (ya) no se ganan / que no ingresan al sistema financiero  | 1     | euros que no se dejan de ganar<br>euros que no ganamos                    |

| Question   | Answer  | Marks    | Not Allowed Responses   |
|--|---|----------|---|
| <b>Question 3</b>  |   |          |   |
| Note: Lifting = more than 4 consecutive words taken from the text and will usually invalidate answer unless further original explanation is offered. |   |          |   |
| 3(a)   | <b>¿Por qué temen los manteros a la Policía?</b> (párrafo 1)  | <b>3</b> |   |
|  | lo que hacen es ilegal  | 1        |   |
|  | podrían recibir una multa/sanción   | 1        |   |
|  | podrían ser detenidos   | 1        |   |
| 3(b)   | <b>¿Por qué está Manolo al borde de la ruina?</b> (párrafo 2)   | <b>3</b> |   |
|  | los bancos ya no le conceden crédito  | 1        |   |
|  | poca gente entra en la tienda<br>experimenta una gran disminución en las ventas<br>los clientes <u>prefieren</u> comprar camisetas baratas<br>nadie quiere pagar sus precios  | 1        |   |
|  | los manteros venden camis(et)as / suéteres / poleras <u>falsificadas / de calidad inferior a 20 euros / baratas</u><br>los manteros venden mercancía parecida a la de Manolo a precios más bajos y <u>de calidad inferior</u><br>Manolo vende camisetas oficiales / reales pero los manteros venden camisetas baratas | 1        | Manolo vende camisetas al precio original pero los manteros las venden mas baratas. |
| 3(c)   | <b>Según Manolo, ¿cuál es la rutina de los manteros?</b> (párrafo 3)  | <b>3</b> |   |
|  | se establecen en la puerta (de su tienda) / al frente / enfrente cerca de su tienda / afuera del local  | 1        |   |
|  | se van cuando la Policía hace la ronda  | 1        |   |
|  | si no, están siempre presentes  | 1        |   |

| Question | Answer  | Marks    | Not Allowed Responses         |
|----------|---|----------|-------------------------------|
| 3(d)     | <b>¿ Qué pide Flora Salazar para solucionar el problema? (párrafo 4)</b>  | <b>3</b> |                               |
|          | (en las calles,) un cumplimiento más riguroso de la ley   | 1        |                               |
|          | ir al fondo del problema / contra los que <u>comienzan</u> el problema  | 1        | el problema debe ser abordado |
|          | perseguir a los proveedores de las falsificaciones  | 1        |                               |
| 3(e)     | <b>¿Por qué son perjudiciales las ventas de los manteros? y ¿cómo se podría mejorar la vida de estos? (párrafo 5)</b> | <b>3</b> |                               |
|          | Madrid / se pierde (mucho) dinero<br>los comercios legales pierden mucho dinero                                       | 1        | perdimos mucho dinero         |
|          | empleos que no se crean   | 1        |                               |
|          | <u>formarles</u> para empleos <u>necesarios</u><br><u>ayudarles a conseguir ciertos</u> empleos                       | 1        |                               |

**Quality of Language – Accuracy**

[5]

|  |
|--|
| <b>5 Very good</b><br>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><br>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><br>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><br>Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.   |
| <b>0–1 Poor</b><br>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:

| <b>Total Content marks available on questions where a candidate scores 0</b> | <b>Reduce Quality of Language mark by:</b> |
|--|--|
| 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 |
|---|--|----------|-----------------------|
| <b>Question 4</b><br>Note: Lifting = more than 4 consecutive words taken from the text and will usually invalidate answer unless further original explanation is offered. |  |          |                       |
| 4(a)  | <b>Según Rosita Montes, ¿cómo obtienen limosnas algunos mendigos en Bucaramanga? y ¿cuál es su nivel de ingresos?</b><br>(párrafo 1) | <b>2</b> |                       |
|   | piden dinero en un semáforo  | 1        |                       |
|   | igual a una persona con empleo / al salario mínimo   | 1        |                       |
| 4(b)  | <b>¿Por qué quiere Montes que los ciudadanos no den limosna?</b><br>(párrafo 2)  | <b>3</b> |                       |
|   | hay programas de <u>alimentación</u> (diaria para los pobres)  | 1        |                       |
|   | los mendigos pueden comprar drogas con el dinero   | 1        |                       |
|   | para que aprovechen los centros de rehabilitación<br>hay centros de ayuda que los pueden ayudar a salir de la pobreza                | 1        |                       |
| 4(c)  | <b>¿Qué no le gusta a Gustavo Bautista con respecto al alto número de mendigos en la ciudad?</b><br>(párrafo 3)                      | <b>4</b> |                       |
|   | muestra la desigualdad (que hay en la ciudad)  | 1        | pobreza               |
|   | tiene un impacto negativo en el turismo  | 1        |                       |
|   | piden dinero en <u>lugares/establecimientos públicos</u>   | 1        | en lugares turísticos |
|   | pueden reaccionar violentamente/insultar (si no se les da plata)   | 1        |                       |

| Question | Answer  | Marks    | Not Allowed Responses |
|----------|---|----------|-----------------------|
| 4(d)     | <b>¿Qué le preocupa a Rosita Montes del uso de bebés en la mendicidad?</b> (párrafo 4)            | <b>3</b> |                       |
|          | alquilan bebés (para pedir limosna}   | 1        |                       |
|          | los consiguen de familias con dificultades económicas   | 1        |                       |
|          | drogan a los bebés (para evitar dificultades)   | 1        |                       |
| 4(e)     | <b>¿Qué acciones está tomando la Policía para proteger los derechos de los niños?</b> (párrafo 5) | <b>3</b> |                       |
|          | están siempre a la caza de/están haciendo controles para prevenir la mendicidad en menores        | 1        |                       |
|          | están <u>intensificando</u> los esfuerzos contra la explotación de niños                          | 1        |                       |
|          | van a encarcelar a los adultos que trafican con menores / usan a menores para pedir limosnas      | 1        |                       |

**Quality of Language – Accuracy**

[5]

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| 8–14   | 4  |
| 15   | 5  |

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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.
- Where the answer exceeds 160 words, use the highlighting tool to shade the extra words.

| Question  | Answer  | Marks     | Not Allowed Responses |
|---|---|-----------|-----------------------|
| <p><b>Content marks – Summary</b><br/>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):</p> |   |           |                       |
| 5(a)  | <p>Escriba un resumen de lo que se dice en <b>Texto 1</b> y <b>Texto 2</b> sobre las actividades de los manteros y los mendigos y sus consecuencias.</p> <p><i>manteros</i></p> <ul style="list-style-type: none"> <li>• hacen <u>venta</u> (ambulante) ilegal</li> <li>• venden falsificaciones / productos de menor calidad</li> <li>• sus precios son más bajos (que los de comerciantes)</li> <li>• dejan a estos a borde de la ruina / perjudicados económicamente</li> <li>• saben cómo evitar la policía</li> <li>• ocasionan pérdidas económicas / de (150) millones al año</li> <li>• y empleos que no se crean</li> <li>• pueden ser multados / arrestados</li> </ul> <p><i>mendigos</i></p> <ul style="list-style-type: none"> <li>• ganan lo equivalente al salario mínimo por pedir dinero (a un semáforo)</li> <li>• pueden gastar la plata que reciben en drogas</li> <li>• desaprovechan los centros de rehabilitación</li> <li>• impactan negativamente en el turismo / expone la desigualdad</li> <li>• piden dinero en lugares públicos</li> <li>• pueden insultar / reaccionar violentamente</li> <li>• alquilan / drogan a niños (para mendigar)</li> <li>• vulneran los derechos de menores/fomentan el tráfico de niños</li> <li>• pueden recibir hasta siete años en la cárcel</li> </ul> | <b>10</b> |                       |

| Question  | Answer  | Marks  | Not Allowed Responses   |  |  |  |   |  |
|---|---|--|---|--|--|--|---|--|
| <p><b>Content marks – Response to the Text</b><br/>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.</p> |   |  |   |  |  |  |   |  |
| 5(b)  | <p>¿Hay mucha desigualdad en su país?<br/>Dé sus opiniones.</p> <table border="1" data-bbox="304 483 815 1615"> <tr> <td data-bbox="304 483 815 714"> <p><b>5 Very good</b><br/>Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</p> </td> </tr> <tr> <td data-bbox="304 714 815 981"> <p><b>4 Good</b><br/>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.</p> </td> </tr> <tr> <td data-bbox="304 981 815 1182"> <p><b>3 Sound</b><br/>A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text.</p> </td> </tr> <tr> <td data-bbox="304 1182 815 1413"> <p><b>2 Below average</b><br/>Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition.</p> </td> </tr> <tr> <td data-bbox="304 1413 815 1615"> <p><b>0–1 Poor</b><br/>Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.</p> </td> </tr> </table> | <p><b>5 Very good</b><br/>Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</p> | <p><b>4 Good</b><br/>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.</p> | <p><b>3 Sound</b><br/>A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text.</p> | <p><b>2 Below average</b><br/>Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition.</p> | <p><b>0–1 Poor</b><br/>Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.</p> | 5 |  |
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