
FIRST LANGUAGE SPANISH

8665/21

Paper 2 Reading and Writing

October/November 2017

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.

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This document consists of **16** printed pages.

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.

Section 1

| Question | Answer | Marks | Not Allowed Responses |
|--|--|-------|--|
| Question 1 Accept spelling errors in transcription. Accept minor omissions in the body of the phrase. | | | |
| 1(a) | la escasez de inversiones | 1 | Disallow additional words or omissions at start or finish of phrase. |
| 1(b) | resultó en bosques muy densos | 1 | |
| 1(c) | nuestra aportación original al proceso | 1 | |
| 1(d) | se recupere en el menor tiempo posible | 1 | |
| 1(e) | no doblar la espalda constantemente | 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) | cuando no son cuidados cuando no se cuidan | 1 | cuando no / eran fueron cuidados cuando no se cuidaban |
| 2(b) | es posible que cualquiera la utilice /use ... / sea utilizada / usada por cualquiera <i>allow correct answers using pueda</i> | 1 | utilize lo |
| 2(c) | (Por regla general) la inversión en materia de bosques suele ir / ser destinada | 1 | |
| 2(d) | no harían falta tantos medios | 1 | haría no nos haría falta tantos medios |
| 2(e) | tendrían una reducción notable | 1 | habría tendrán |

| 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) | Explica por qué el paisaje de España sufre daños irreparables cada año. (párrafo 1) | 3 | |
| | incendios forestales <u>arrasan mucho terreno</u> (some mention of effect of forest <u>fires</u> on <u>large area</u> of <u>land</u> needed) | 1 | |
| | (que no se recupera) por falta de dinero invertido / financiación | 1 | dinero – <i>with no mention of investment</i> |
| | y la <u>acostumbrada</u> manera de replantar | 1 | plantar erróneamente <i>etc (without mention of traditional etc)</i> |
| 3(b) | ¿Cuáles son las técnicas de replantar que han sido usadas? y ¿por qué critica Luis Vallejo estos métodos? (párrafo 2) | 4 | |
| | se esparcían <u>much(ísim)as semillas</u> | 1 | un modo aleatorio (<i>without further explanation</i>) |
| | <u>se quemaban</u> fácilmente + los bosques densos que resultaban / al no cuidarlos adecuadamente | 1 | |
| | (trans)plantaban plantas muy jóvenes | 1 | |
| | era demasiado caro tres mil euros por hectárea – <i>only a lift when preceded by hasta</i> | 1 | |
| 3(c) | ¿Por qué tienen más éxito las semillas de <i>Silvarum</i>? (párrafo 3) | 3 | |
| | resisten el cambio climático / las condiciones adversas | 1 | |
| | <u>germinan</u> más rápidamente / eficientemente | 1 | |
| | permiten que los terrenos se recuperen <u>más pronto</u> | 1 | |

| Question | Answer | Marks | Not Allowed Responses |
|----------|---|----------|--|
| 3(d) | Aparte del menor coste, ¿cuáles son las otras ventajas de este nuevo método de reforestar? (párrafo 4) | 3 | |
| | no utiliza tantas semillas / (así) no da lugar a follaje denso | 1 | |
| | la compañía ofrece una sembradora (manual) fácil de utilizar | 1 | hace que el trabajo sea más fácil – <i>mention of implement needed</i> |
| | crea oportunidades de trabajo <u>en zonas pobres / rurales</u> | 1 | |
| 3(e) | ¿Cuál es la crítica de Vallejo en cuanto a la inversión en los bosques? (párrafo 5) | 2 | |
| | los fondos se dirigen a medios <u>para extinguir / contra</u> los incendios | 1 | |
| | si se gastara más en la prevención + <u>no serían necesarios / habría una reducción en los fuegos</u> | 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 ha afectado la deforestación a Colombia en años recientes? (párrafo 1) | 3 | |
| | un terreno enorme ha sido deforestado | 1 | |
| | la tasa es mayor que la <u>del último decenio</u> (reference needed) | 1 | |
| | ha ocurrido sobre todo en el ecosistema más importante la Amazonia + un ecosistema importante | 1 | la Amazonia – <i>without mention of importance</i> |
| 4(b) | ¿Por qué arrasan los bosques? y ¿qué daños hace esto? (párrafo 2) | 4 | |
| | para hacer ganadería | 1 | |
| | para sembrar cultivos ilegales | 1 | |
| | amenaza la <u>supervivencia / reproducción</u> de (importantes) animales / especies / el jaguar | 1 | |
| | se produce <u>menos</u> agua | 1 | problemas en el agua |
| 4(c) | Según Marina Calderón, ¿qué terrenos son amenazados? y ¿en qué consiste el error que ella quiere aclarar? (párrafo 3) | 3 | |
| | los que no están protegidos (por un esquema de conservación) / dentro de parques nacionales | 1 | |
| | las comunidades locales no son culpables | 1 | |
| | son grupos involucrados en el comercio ilícito de la <u>madera</u> | 1 | |

| Question | Answer | Marks | Not Allowed Responses |
|----------|--|----------|-----------------------|
| 4(d) | ¿Cuáles son los otros actos criminales que contribuyen a la deforestación? (párrafo 4) | 3 | |
| | la minería <u>ilegal</u> | 1 | |
| | incendios forestales provocados por delincuentes / intencionalmente | 1 | |
| | para <u>cazar</u> tortugas / animales y venderlas en <u>el mercado negro</u> / <u>ilegalmente</u> | 1 | |
| 4(e) | ¿Cuáles son los objetivos de los dos programas para frenar la deforestación? (párrafo 5) | 2 | |
| | concienciar (las comunidades / la población <i>etc</i>) <u>de las consecuencias</u> (de devastar los bosques) / <u>la importancia</u> de no dañar los bosques | 1 | |
| | reforestar <u>20 millones</u> de hectáreas para <u>2020</u> (<i>both needed</i>) | 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 after the 160th word to show the end of the response to be marked.



| Question | Answer | Marks | Not Allowed Responses |
|---|---|-------|-----------------------|
| <p>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):</p> | | | |
| 5(a) | <p>Escribe un resumen de lo que se dice en Texto 1 y Texto 2 sobre las razones por las cuales ocurre la deforestación y cómo se podría remediar.</p> <p><u>razones de la deforestación</u> incendios forestales sembrar de manera tradicional / muchas semillas / técnicas de replantación erróneas falta de financiación bosques muy densos / no cuidados ganadería cultivos ilegales comercio de la madera minería ilícita mercado negro de <u>animales / tortugas</u></p> <p><u>cómo se podría remediar</u> trasplantar plantas jóvenes usar semillas / especies especialmente preparadas / que resisten el cambio climático usar sembradora (manual) de fácil uso gastar más en la prevención de los incendios / la reforestación con acciones policivas concienciar a las comunidades locales / la población / programas de educación (programas de) reforestación</p> | 10 | |

| Question | Answer | Marks | Not Allowed Responses | | | | | |
|---|---|--|---|--|--|--|---|--|
| <p>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.</p> | | | | | | | | |
| 5(b) | <p>¿Cuál es la principal amenaza al medioambiente en tu país? Da tus opiniones.</p> <table border="1" data-bbox="331 416 1196 1155"> <tr> <td data-bbox="331 416 1196 552"> <p>5 Very good 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="331 552 1196 719"> <p>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.</p> </td> </tr> <tr> <td data-bbox="331 719 1196 855"> <p>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.</p> </td> </tr> <tr> <td data-bbox="331 855 1196 1023"> <p>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.</p> </td> </tr> <tr> <td data-bbox="331 1023 1196 1155"> <p>0-1 Poor 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>5 Very good Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</p> | <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>0-1 Poor 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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