

MARK SCHEME for the October/November 2014 series

8685 SPANISH LANGUAGE

8685/23

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 2014 series for most Cambridge IGCSE[®], Cambridge International A and AS Level components and some Cambridge O Level components.

| | | | |
|--------|--|----------|-------|
| Page 2 | Mark Scheme | Syllabus | Paper |
| | Cambridge International AS Level – October/November 2014 | 8685 | 23 |

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 **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

1 **Rubric:** Busca expresiones en el texto que sean equivalentes a las que aparecen abajo:

| ACCEPT | | REFUSE |
|--|----------------------------|--|
| <i>spelling errors in transcription</i> <i>minor omissions <u>in the body of the phrase</u></i> | | <i>additional words at start or finish of phrase</i> |
| (a) | encabezan la liga | [1] |
| (b) | tienen un lugar destacado | [1] |
| (c) | el logro de esta meta | [1] |
| (d) | para ser mucho más exacto | [1] |
| (e) | la fuerte relación que hay | [1] |

[Total: 5 puntos]

2 **Rubric:** 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 |
|--------|--|--|
| (a) | un país donde la gente ve (el) deporte(s) en la televisión un país de espectadores de(l) deporte(s) en / de la televisión | [1] |
| (b) | el movimiento <i>Agita Brasil</i> ha sido creado por <u>e</u> l Dr. Lima | [1] |
| (c) | es esencial que se practique / practiques actividad física / sea practicada | [1] es esencial que practiquen actividad física ...esté practicada |
| (d) | (porque / por el hecho de) que son (demasiado) mayores | [1] por las edades mayores porque tienen mayores edades |
| (e) | (normalmente) suelen tener cargos directivos | [1] |

[Total: 5 puntos]

| | | | |
|--------|--|----------|-------|
| Page 4 | Mark Scheme | Syllabus | Paper |
| | Cambridge International AS Level – October/November 2014 | 8685 | 23 |

- 3 Contesta en español las siguientes preguntas, sin copiar frases completas (más de 4 palabras consecutivas) del texto.

N.B. 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 sería fácil – pero incorrecto concluir – que Uruguay es un país deportista? (párrafo 1) [2] | |
| aunque todos los uruguayos se interesan por el deporte / fútbol aunque las calles quedan desiertas cuando juega la selección uruguaya | [1] |
| prefieren verlo <u>en la tele</u> | [1] |

| | |
|---|-----|
| (b) ¿Cómo son los uruguayos en comparación con otros latinoamericanos? (párrafo 2) [3] | |
| son los primeros en la tabla del sedentarismo hacen menos ejercicio son los más perezosos | [1] |
| son los segundos más obesos | [1] |
| tienen altos índices de las enfermedades <u>relacionadas a esto</u> | [1] |

| | |
|---|-----|
| (c) Según el Dr. Lima: [5] | |
| (i) ¿Cómo se puede combatir el sedentarismo y la obesidad? (párrafo 3) | |
| cambiando el estilo de vida / comportamiento | [1] |
| haciendo ejercicio | [1] |
| (ii) ¿Qué beneficios conlleva esto? (párrafo 3) | |
| evita enfermedades / invalidez controla la obesidad | [1] |
| mejora la <u>calidad</u> de vida | [1] |
| la gente se siente mejor <u>física y psicológicamente</u> | [1] |

| | | | |
|--------|--|----------|-------|
| Page 5 | Mark Scheme | Syllabus | Paper |
| | Cambridge International AS Level – October/November 2014 | 8685 | 23 |

| ACCEPT | | REFUSE |
|--|-----|--|
| (d) ¿Cuáles son los dos argumentos más populares entre los uruguayos para no hacer ejercicio? (párrafo 4) [2] | | |
| que les falta el tiempo | [1] | <i>reduce total by 1 mark if 3 reasons given award no marks if 4 or more reasons given</i> |
| que son demasiado <u>viejos</u> | [1] | |

| | | |
|--|-----|--|
| (e) ¿Qué relación tiene el nivel socioeconómico con hacer actividad física o practicar deporte? (párrafo 5) [3] | | |
| son (más) activos los directivos / los profesionales / técnicos medios | [1] | |
| los niveles medio / alto se ejercen mucho más que la clase obrera | [1] | |
| los estratos más bajos de la sociedad casi nunca hacen deporte | [1] | |

| | | | |
|--------|--|----------|-------|
| Page 6 | Mark Scheme | Syllabus | Paper |
| | Cambridge International AS Level – October/November 2014 | 8685 | 23 |

Quality of Language – Accuracy (Question 3)

[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. |

Note re questions 3 and 4: 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.

An individual answer scoring 0 for content cannot contribute to the overall Quality of Language mark. This means that the total mark out of 5 available on the whole set of answers is reduced on the following scale:

- Answer(s) worth a total of 2 or 3 scoring 0: reduce final assessment by 1
- Answer(s) worth a total of 4 or 5 scoring 0: reduce final assessment by 2
- Answer(s) worth a total of 6 or 7 scoring 0: reduce final assessment by 3
- Answer(s) worth a total of 8 or 9 scoring 0: reduce final assessment by 4

Note: A minimum of one mark for Quality of Language should be awarded if there are any content marks at all (i.e. 0 language marks only if 0 content marks).

[Total: 20]

| | | | |
|--------|--|----------|-------|
| Page 7 | Mark Scheme | Syllabus | Paper |
| | Cambridge International AS Level – October/November 2014 | 8685 | 23 |

Section 2

- 4 Contesta **en español** las siguientes preguntas, **sin copiar frases completas (más de 4 palabras consecutivas) del texto**.

N.B. Lifting = more than 4 consecutive words taken from the text and will usually invalidate answer unless further original explanation is offered.

| ACCEPT | REFUSE |
|---|--------|
| (a) ¿Cuáles son las razones por las que la gente practica el senderismo? (párrafo 1) [4] | |
| escaparse de la vida urbana | [1] |
| aliviar las presiones de la vida reducir el estrés relajarse | [1] |
| es una manera de mejorar la fuerza / fortalecerse (sin esfuerzo) / ponerse en forma | [1] |
| <u>reforzar los lazos</u> con la familia / los amigos <u>pasar tiempo con...</u> | [1] |

| | |
|--|---|
| (b) ¿Por qué es más fácil ahora hacer senderismo? (párrafo 2) [2] | |
| hay más agencias especialistas de senderismo | [1] |
| hay mejor acceso a los senderos rurales | [1] hay mejor acceso al <u>senderismo</u> |

| | |
|---|-----|
| (c) ¿Cómo han cambiado las maneras de informarse sobre esta actividad? (párrafo 3) [3] | |
| en el pasado era necesario <u>ingresar</u> una organización excursionista | [1] |
| hoy se puede buscar información en Internet | [1] |
| los parques / las reservas (naturales) / los ayuntamientos ofrecen información | [1] |

| | | | |
|--------|--|----------|-------|
| Page 8 | Mark Scheme | Syllabus | Paper |
| | Cambridge International AS Level – October/November 2014 | 8685 | 23 |

| ACCEPT | | REFUSE |
|--|-----|------------|
| (d) ¿Por qué visitan los senderistas el portal <i>Encamino.com</i>? (párrafo 4) | | [2] |
| reúne información de excursiones en España | [1] | |
| quieren planear su próxima salida | [1] | |

| | | |
|--|-----|------------|
| (e) ¿Cuáles son los aspectos que hay que tener en cuenta al salir a hacer senderismo? (párrafo 5) | | [4] |
| el recorrido debe corresponder al nivel de los senderistas | [1] | |
| el ritmo debe corresponder al de la persona más lenta | [1] | |
| hay que llevar consigo comida <u>energizante</u> | [1] | |
| hay que enterarse del tiempo que va a hacer | [1] | |

| | | | |
|--------|--|----------|-------|
| Page 9 | Mark Scheme | Syllabus | Paper |
| | Cambridge International AS Level – October/November 2014 | 8685 | 23 |

Quality of Language – Accuracy (Question 4)

[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. |

Note re questions 3 and 4: 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.

An individual answer scoring 0 for content cannot contribute to the overall Quality of Language mark. This means that the total mark out of 5 available on the whole set of answers is reduced on the following scale:

- Answer(s) worth a total of 2 or 3 scoring 0: reduce final assessment by 1
- Answer(s) worth a total of 4 or 5 scoring 0: reduce final assessment by 2
- Answer(s) worth a total of 6 or 7 scoring 0: reduce final assessment by 3
- Answer(s) worth a total of 8 or 9 scoring 0: reduce final assessment by 4

Note: A minimum of one mark for Quality of Language should be awarded if there are any content marks at all (i.e. 0 language marks only if 0 content marks).

[Total: 20]

| | | | |
|---------|--|----------|-------|
| Page 10 | Mark Scheme | Syllabus | Paper |
| | Cambridge International AS Level – October/November 2014 | 8685 | 23 |

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 los dos textos sobre la falta de popularidad del ejercicio en Uruguay y su popularidad en España. [10]

(b) ¿Es físicamente activa la gente 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.



Content marks: Summary (Question 5(a))

[10]

The summary could include the following points (award 1 mark for each point covered up to a maximum of 10 points):

en Uruguay:

- prefieren ver la tele / el deporte
- les falta el dinero
- les falta el tiempo
- tienen problemas de salud
- no tienen interés
- los mayores no lo practican
- el estrato socioeconómico más bajo no lo hace

en España:

- el senderismo (más) popular en España
- alivia el estrés / se escapa de la vida urbana
- se pone en forma (sin gran esfuerzo)
- refuerza los vínculos familiares / se puede pasar tiempo con amigos / familia
- mejor acceso (a los senderos) / accesibilidad
- fácil acceso a información (hay más sitios web especializados / más interés en los sitios web especializados / ahora los ayuntamientos / parques nacionales publican folletos)

| | | | |
|---------|--|----------|-------|
| Page 11 | Mark Scheme | Syllabus | Paper |
| | Cambridge International AS Level – October/November 2014 | 8685 | 23 |

Content marks: Response to the Text (Question 5(b))

[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 (Question 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]