SPANISH LANGUAGE **8685/22**

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.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2017 series for most Cambridge IGCSE®, Cambridge International A and AS Level components and some Cambridge O Level components.

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 <u>to a whole question</u> 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. Accept minor omissions in the body of the phrase.			Disallow additional words or omissions at start or finish of phrase.
1(a)	mantenerse al margen	**1**	
1(b)	tiene la tasa de homicidios más alta (del mundo)	**1**	
1(c)	no hay que hacer mucho esfuerzo	**1**	
1(d)	se ven obligados a trabajar	**1**	
1(e)	la escuela pública es gratuita	**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)	Al terminar las vacaciones de Navidad Después de / tras terminar las vacaciones de Navidad Cuando las vacaciones de Navidad vayan a terminar / terminen	1	
2(b)	su trabajo será / va a ser visto por mucha gente mucha gente habrá visto su trabajo	1	ha / tiene visto
2(c)	prohíben que los niños / menores trabajen prohíben que se haga / haya (el) trabajo infantil prohíben que el trabajo infantil siga / sea llevado a cabo	1	los infantiles
2(d)	niños utilizando palas para excavar (la) arena	1	excabar
2(e)	los niños no / nunca dejarán de (ir a) trabajar	1	siempre dejarán a los niños trabajar dejarán que los niños vayan a trabajar

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 se podría decir que la actividad de Raúl impacta negativamente en su vida?** *(párrafo 1)*	**3**	
	trabaja muchas horas / 8 horas al día / pasa su infancia trabajando	1	
	puede causarle daños a la salud trabaja sin una máscara / alguna protección (para el polvo)	1	
	interfiere con su enseñanza	1	
3(b)	**¿Por qué quiere Raúl estar ocupado trabajando?** *(párrafo 2)*	**3**	
	le permite dar apoyo a su familia	1	
	no cae en manos de las pandillas	1	
	no pasa hambre / no tendría comida	1	
3(c)	**¿En qué trabajan otros niños hondureños?** *(párrafo 3)*	**4**	
	excavan <u>arena del río</u> *all needed – overlook omissions if* putting in sacks / loading (sacks) onto lorries / working for construction companies *is added*	1	tierra – only *allow if* putting in sacks / loading *is added*
	reciclan basura	1	
	venden comida / cigarros / en la calle (*2 from 3 needed*)	1	
	recogen dinero (extorsionado) por las pandillas	1	

Question	Answer	Marks	Not Allowed Responses
3(d)	**Según Jorge Mendieta, ¿por qué muchos niños hondureños se ven obligados a trabajar en vez de ir a la escuela?** *(párrafo 4)*	**3**	
	las familias prefieren que trabajen – *allow if 1 of following added:* aportan dinero a las familias / para que las familias coman	1	0 *if no mention of* <u>families</u> *or* bring food to the <u>home / table</u>
	tienen que pagar los materiales de estudios	1	
	tienen que pagar el transporte	1	
3(e)	**¿Cuál es el círculo vicioso que destaca Mendieta?** *(párrafo 5)*	**2**	
	si no van a la escuela los niños siempre serán pobres	1	
	por ser ya pobres no pueden ir a la escuela	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)	**¿Por qué tiene que trabajar Elena Noguera? y ¿cuáles son las dificultades que enfrenta?** *(párrafo 1)*	**3**	
	su familia no apoya (sus estudios)	1	
	siente que no es ni estudiante ni trabajadora / no se siente una estudiante verdadera	1	
	su vida se complica cuando tiene los exámenes	1	
4(b)	**Explica cómo se diferencia España de otros países de la Unión Europea.** *(párrafo 2)*	**2**	
	en otros países europeos <u>es común trabajar y estudiar</u>	1	
	<u>un 4%</u> de los/ <u>muy pocos etc</u> estudiantes trabajan y estudian en España **OR** en España solo <u>4 un % / muy pocos *etc*</u> lo hace(n)	1	es más complicado
4(c)	**Según Alberto Hita, ¿por qué es particular el caso de España?** *(párrafo 3)*	**3**	
	hay <u>mucho</u> paro <u>juvenil</u>	1	
	en la cultura / tradicionalmente no es común que los estudiantes trabajen	1	
	los sistemas de enseñanza y trabajo no permiten combinar las dos actividades	1	los que quieren compaginar las dos actividades no reciben ayudas de ningún tipo – *not specific enough*

Question	Answer	Marks	Not Allowed Responses
4(d)	**¿Por qué cree Martín Ferrer que es difícil que un estudiante universitario español estudie y trabaje a la vez?** *(párrafo 4)*	**4**	
	en España hay que estar más tiempo en las aulas	1	
	hay que dirigir hasta 40 horas / muchas horas a los estudios cada semana	1	
	<u>si se estudia a tiempo parcial</u> se tardará en terminar los estudios	1	
	no favorece los estudios de <u>posgrado</u>	1	
4(e)	**¿Cómo han reaccionado en su lugar de trabajo y en la universidad a la situación de Elena?** *(párrafo 5)*	**3**	
	en su lugar de trabajo la permiten organizar su horario / más flexibilidad	1	
	algunos profesores entienden / la ayudan 1 *mark only if this and the next point made without making majority / minority distinction*	1	0 *marks for last 2 points for answers such as* en la universidad dicen que es problema suyo – *with no mention of any sympathy*
	la mayoría de los profesores dice que es su problema / no ofrece ninguna flexibilidad	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 <u>after</u> 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)	Escribe un resumen de lo que se dice en **Texto 1** y **Texto 2** sobre el impacto que tiene el trabajo en los niños y jóvenes de escasos recursos. **T1** • riesgos para la salud / trabajar sin protección • menos tiempo en la escuela • explotación / sueldo bajo • apoyar a la familia • no involucrarse con las pandiilas • no pasar hambre • infancia perdida • no salir de la pobreza **T2** • no sentirse ni estudiante ni empleado • dificultades cuando hay exámenes • incompatibilidad de trabajar y estudiar *porque* • la cultura no anima a los estudiantes a trabajar • se requiere más asistencia en las aulas / estudiar muchas horas • alarga el tiempo de estudios / dificulta estudios de posgrado • inflexibilidad / falta de apoyo de profesores	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)	¿Es muy común trabajar mientras se estudia en tu país? Da tus opiniones. **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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