



## Cambridge International AS Level

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**SPANISH LANGUAGE**

**8685/21**

Paper 2 Reading and Writing

**May/June 2021**

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 May/June 2021 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 **18** printed pages.

**PUBLISHED****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.

**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.

**Section 1**

Question	Answer	Marks	Not Allowed Responses
<b>Question 1</b> Accept spelling errors in transcription. Disallow additional words or omissions at start or finish of phrase. Accept minor omissions in the body of the phrase.			
1(a)	la causa fundamental del problema	1	<i>omission of la</i>
1(b)	es necesario desplegar estrategias apropiadas	1	
1(c)	pierden una clase esporádicamente	1	que...
1(d)	un alumno que repite un año	1	
1(e)	deben comunicarse de inmediato con	1	<i>omission of ...con</i> <i>addition of ...los padres</i>

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Question	Answer	Marks	Not Allowed Responses
<p><b>Question 2</b> 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.</p>			
2(a)	a los adolescentes les parece el colegio (como / ser) a los adolescentes el colegio les parece (como / ser) el colegio les parece a los adolescentes (como / ser) les parece el colegio a los adolescentes (como / ser) a los adolescentes les parece que el colegio es la escuela <i>for</i> el colegio estudiantes / ellos <i>etc. for</i> adolescentes adolescentes / les parese ( <i>mistakes in transcription</i> )	1	para los adolescentes... ...se les parece ver
2(b)	quienes están / son / se ven (los) <u>más</u> / <u>mayormente</u> / <u>grandemente</u> / <u>principalmente</u> amenazados quienes <u>más</u> amenazados están / son quienes están siendo mayormente amenazados los / aquellos que están más amenazados	1	mayor
2(c)	estos se diferencian mucho / bien / bastante de	1	<i>omission of se</i> <i>omission of mucho / bien</i> <i>prepositions other than de</i>
2(d)	es necesario que intervenga / actúe la familia es necesario que la familia intervenga / actúe <i>allow</i> ...las familias / los padres intervengan	1	...se intervenga... ...tenga que intervenir interferir / interponerse / entrar
2(e)	no (les) faltan (los) medios / recursos / medidas no (les) faltan suficientes / muchos / medios los medios no (les) faltan	1	no faltan aplicaciones hay medios que no faltan no faltan más medios suficientes medios no se faltan

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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>¿Qué problema hay en España? y, en la opinión de Rebeca Cisternas, ¿a qué se debe? (párrafo 1)</b>	<b>3</b>	
	un 30% de alumnos se ausenta de clase <u>por lo menos un día de la semana</u>	1	muchos fallar clase
	ven el colegio como lugar que no les interesa / ven la escuela aburrida	1	un lugar ajeno
	creen que no tiene sentido / valor / significado <u>asistir</u> piensan que <u>asistir</u> al colegio es una pérdida de tiempo / no vale la pena	1	piensan que no es <u>necesario</u> asistir atender ( <i>penalise on 1<sup>st</sup> occasion only</i> )
3(b)	<b>¿Cuáles son las razones del absentismo que ha oído Cisternas? (párrafo 2)</b>	<b>3</b>	
	los alumnos se aburren (en las clases) las clases no son interesantes / el colegio es aburrido	1	
	los profesores ignoran a los que tienen dificultades	1	
	se ríen del alumno en la clase	1	insultan acoso
3(c)	<b>¿Cómo diferencia Cisternas a los alumnos que se ausentan? (párrafo 3)</b>	<b>2</b>	
	los que pierden una clase <u>de vez en cuando</u>	1	<i>reject basketball and seeing boy / girl if not stated that these are <u>occasional</u> absences</i>
	los que se ausentan cada semana / muy a menudo	1	toda la semana / todos los días

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Question	Answer	Marks	Not Allowed Responses
3(d)	<b>Explique cómo el absentismo afecta al alumno y el Estado. (párrafo 4)</b>	<b>4</b>	
	el alumno carecerá de formación / conocimiento / aprendizaje	1	información / títulos
	será / es marginado socialmente y en el mundo laboral / le impactará social y laboralmente <i>both needed</i> marginalizar	1	
	<u>repetir el curso</u> <u>cuesta el doble al Estado</u>	1	es muy caro <i>etc</i> para el Estado
	el fracaso / absentismo escolar provoca gastos de millones (de euros / dólares)	1	cuesta mucho dinero
3(e)	<b>¿Qué medidas deben adoptar los padres y los centros para combatir el absentismo escolar? (párrafo 5)</b>	<b>3</b>	
	los padres tienen que asegurarse de que sus hijos van a clase	1	atender
	los colegios deben priorizarlo / preocuparse (más) / prestar (más) atención	1	
	deben comunicar (una ausencia) <u>inmediatamente</u> a los padres	1	



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Question	Answer	Marks	Not Allowed Responses
<b>Quality of Language – Accuracy</b>			[5]
5	<p><b>Very good</b> Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).</p>		
4	<p><b>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.</p>		
3	<p><b>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.</p>		
2	<p><b>Below average</b> Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.</p>		
0–1	<p><b>Poor</b> Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.</p>		

Question	Answer	Marks	Not Allowed Responses
<b>Additional marking guidance for Quality of Language</b>			
The five marks available for Quality of Language are awarded <b>globally</b> 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.			
<b>Answers scoring 0 for Content</b> 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	
<b>Note:</b> 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).			

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Question	Answer	Marks	Not Allowed Responses
<b>Question 4</b> 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>¿Por qué los niños empiezan tan temprano su largo viaje a la escuela? y ¿qué dificultades pueden encontrar en la oscuridad? (párrafo 1)</b>	3	
	la escuela comienza a las 6:30 para llegar <u>a tiempo</u> a las 6:30 a las seis y media de la mañana <i>allow (not lift)</i> para llegar a tiempo (a sus clases)	1	a las 6.30 de la mañana = <i>lift</i> tienen que caminar 12 kilómetros
	hay mucha <u>agua y lodo</u> ( <i>both needed</i> ) en el camino <i>allow</i> carretera, calle	1	
	puede haber ramas de árbol <u>caídas</u> / <u>en el piso</u> / árboles <u>caídos</u>	1	
4(b)	<b>¿Por qué no hay servicio de transporte escolar para los niños? (párrafo 2)</b>	3	
	la vía es (casi) intransitable es muy difícil de pasar con carro	1	ruda
	los conductores tienen miedo de / no quieren ingresar <i>award 1 mark only for answers such as</i> los conductores tienen miedo de que su vehículo se quede atrapado / atorado <u>en el lodo</u>	1	
	se han quedado / se quedan vehículos atrapados <u>en el lodo</u>	1	

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Question	Answer	Marks	Not Allowed Responses
4(c)	<b>¿Por qué dice Tania ‘Es difícil. Demoro bastante caminando...’? (párrafo 3)</b>	<b>3</b>	
	sus chancletas / zapatos / sandalias <u>se pegan en el barro</u>	1	
	en la vía hay pozos	1	
	puede haber culebras <u>en los pozos / en el agua</u>	1	alrededor de / cerca de
4(d)	<b>¿De qué se queja Efraín Pérez? (párrafo 4)</b>	<b>3</b>	
	los lugareños se sienten aislados / olvidados (por las autoridades) el gobierno no los quiere ayudar / no los escucha <i>allow:</i> Efraín se queja que se siente aislado / olvidado...	1	
	les dicen que no hay dinero para <u>arreglar la vía</u>	1	
	pero están arreglando la vía del Gobernador	1	
4(e)	<b>Según Pérez, ¿cómo no cumple el gobierno con sus obligaciones? y ¿qué comparación hace entre los alumnos de la ciudad y los de El Toco? (párrafo 5)</b>	<b>3</b>	
	el gobierno no invierte en facilitar sus viajes a la escuela	1	
	algunos alumnos de la ciudad suspenden (a pesar de tener todas las comodidades)	1	...faltan a clase
	los de El Toco aprenden / se superan / pasan	1	hacen mejor que ellos

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<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.		
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<p><b>Question 5</b></p> <p><b>Length of 5(a) + 5(b) (Summary and Personal Response)</b></p> <ul style="list-style-type: none"><li>• Examiners make a rough estimate of the length by a quick calculation of the number of words on a line.</li><li>• If the piece is clearly too long, calculate the length more precisely.</li><li>• Insert the vertical wavy line <u>after</u> the 160th word to show the end of the response to be marked. </li></ul>			

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Question	Answer	Marks	Not Allowed Responses
<p><b>Content marks – Summary</b>            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 y Texto 2</b> sobre las razones por las cuales es difícil que algunos alumnos vayan a sus clases.</p> <ul style="list-style-type: none"> <li>• ven el colegio como lugar que no les interesa</li> <li>• creen que no tiene sentido asistir</li> <li>• se aburren mucho (en las clases)</li> <li>• los profesores ignoran <u>a los que tienen dificultades</u></li> <li>• se ríen de ellos en la clase</li> <li>• se ausentan para jugar al baloncesto</li> <li>• o para ver al/la chico/a que les gusta</li> <li>• hay que levantarse muy temprano</li> <li>• caminan larga distancia / muchas horas</li> <li>• por una vía muy mala / difícil / intransitable</li> <li>• viaje peligroso / pozos / culebras / ramas</li> <li>• no hay transporte escolar</li> <li>• las chanquetas se pegan (en el barro)</li> </ul>	<b>10</b>	



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Question	Answer	Marks	Not Allowed Responses					
<p><b>Content marks – Response to the Text</b>            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>¿Es buena la asistencia escolar en su país? Dé sus opiniones.  <i>Allow asistencia to mean ayuda.</i></p> <table border="1" data-bbox="336 485 1135 1353"> <tr> <td data-bbox="336 485 1135 651"> <p><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.</p> </td> </tr> <tr> <td data-bbox="336 651 1135 852"> <p><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.</p> </td> </tr> <tr> <td data-bbox="336 852 1135 1021"> <p><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.</p> </td> </tr> <tr> <td data-bbox="336 1021 1135 1190"> <p><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.</p> </td> </tr> <tr> <td data-bbox="336 1190 1135 1353"> <p><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.</p> </td> </tr> </table>	<p><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.</p>	<p><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.</p>	<p><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.</p>	<p><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.</p>	<p><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.</p>	<b>5</b>	
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