

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

Cambridge International Advanced Subsidiary Level

## **MARK SCHEME for the October/November 2014 series**

### **8685 SPANISH LANGUAGE**

**8685/21**

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.

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## 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.

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## 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>	
<b>(a)</b>	su objetivo es irse	[1]	...a Australia
<b>(b)</b>	cuentan con el soporte económico	[1]	
<b>(c)</b>	lidiar con oportunidades perdidas	[1]	
<b>(d)</b>	rechaza la lógica que tienen sus progenitores	[1]	
<b>(e)</b>	favorecen sus redes sociales	[1]	...y tiempo libre

**[Total: 5 puntos]**

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- 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)	optó <u>por</u> no estudiar optó <u>por</u> rechazar el estudio	[1]	optó a... <i>omission of por</i>
(b)	es necesario que los mayores de 18 <u>se</u> enfrenten / puedan enfrentarse para los mayores de 18 es necesario que <u>se</u> enfrenten	[1]	<i>omission of se</i> es necesario que los mayores de 18 tengan la necesidad
(c)	no tienen / sienten ganas de trabajar	[1]	
(d)	hasta que sus / las ideas (no) sean / queden / estén (más) claras hasta que (no) tengan sus / las ideas (más) claras hasta tener / ser / quedar / estar (más) claras (sus / las) ideas	[1]	
(e)	la vida de sus papás era / fue / ha sido / se encontraba / -se encontró / se ha encontrado / se veía / se vio / se ha visto / se volvía / se volvió / se ha vuelto estaba siendo desgastada	[1]	es estaba

**[Total: 5 puntos]**

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- 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
<b>(a) ¿Por qué se puede definir a Claudio Tobar como "nini"? (párrafo 1)</b>		<b>[2]</b>
está entre los 15 y 29 años está en el rango de edad para serlo	[1]	« entre 15 y 29 años »
no trabaja ni estudia ( <i>both needed</i> ) <i>allow</i> se dedica a usar el ordenador / salir con amigos <i>as alternative to</i> no trabaja	[1]	

<b>(b) ¿Por qué ser "nini" es principalmente un problema de los mayores de 18 años? (párrafo 2)</b>		<b>[2]</b>
los menores de 18 van al colegio (los mayores de 18) ya no están resguardados por el sistema escolar	[1]	
(los mayores de 18) creen que no hay sitio para ellos en el mundo laboral	[1]	

<b>(c) ¿Cómo se caracterizan los "ninis" que tienen el apoyo financiero de sus familias? (párrafo 3)</b>		<b>[3]</b>
no saben remediar oportunidades desaprovechadas / combatir el fracaso escolar (no han aprobado el curso etc)	[1]	
no aceptan empleos que no guardan relación con sus estudios	[1]	
no quieren hacer nada hasta que tengan ideas más claras	[1]	

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ACCEPT		REFUSE	
(d)		[5]	
<b>(i) Según Ortega, ¿por qué no quieren estos "ninis" una vida como la de sus padres? (párrafo 4)</b>			
han visto los efectos negativos (de las presiones) del trabajo en sus padres	[1]		
(saben que) sus padres se sacrificaron para sacar provecho en un futuro	[1]		
piensan que un trabajo a tiempo completo / todo el día / tanto / duro <i>etc.</i> ( <i>qualifier needed</i> ) no garantiza un mejor (estilo de) vida	[1]		
<b>(ii) ¿Qué actitudes contrarias tienen estos jóvenes hacia el trabajo? (párrafo 4)</b>			
prefieren su vida social / el ocio (al trabajo)	[1]		
quieren tener éxito / beneficiarse inmediatamente	[1]		

<b>(e) ¿Cuáles son las razones por las que se encuentran "ninis" entre 15 y 18 años? (párrafo 5)</b>		[3]	
<i>Disregard « entre 15 y 18 años » if included in the answer.</i>			
han sido <u>expulsados</u> de las escuelas	[1]		
<u>dejan los estudios</u> como acto de rebelión hacia los adultos / padres / profesores / autoridades	[1]		
<u>son adictos al alcohol</u> o a los <u>videojuegos</u> <i>all 3 elements required</i>	[1]		

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Quality of Language – Accuracy (Question 3)

[5]

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

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### 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	
<b>(a) ¿De qué manera parece contradictoria la visión de la vida que tienen los jóvenes españoles de hoy? (párrafo 1)</b>		<b>[3]</b>	
viven en sociedades democráticas	[1]		
viven muy cómodos	[1]		
creen que su vida será peor <u>que la de sus progenitores</u>	[1]		

<b>(b) ¿Por qué no parece muy esperanzadora la situación laboral de los jóvenes? (párrafo 2)</b>		<b>[3]</b>	
<u>hace muchos años</u> que les afecta el paro	[1]		
(más de) la mitad no tiene trabajo	[1]	muchos / la cifra de desempleo es muy alta etc.	
faltan empleos que corresponden a los estudios	[1]		

<b>(c) Según la investigación de María González, ¿cómo creen los jóvenes que la crisis económica afectará a sus vidas? (párrafo 3)</b>		<b>[2]</b>	
tendrá un efecto negativo en sus <u>carreras</u>	[1]		
serán menos felices / tendrán una peor calidad de vida	[1]	los requerimientos económicos serán más fuertes	



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ACCEPT		REFUSE	
<b>(d) ¿Por qué dice González: "El futuro se vislumbra con muchas sombras"?</b> <b>(párrafo 4)</b>			
			<b>[2]</b>
(la mayoría de) los jóvenes no tienen planes <u>que les entusiasmen</u>	[1]		
se ven como víctimas de los eventos	[1]		

<b>(e)</b>			
<b>[5]</b>			
<b>(i) Según González, ¿por qué es tan importante el trabajo? (párrafo 5)</b>			
es la base de la paz en la sociedad	[1]	paz <u>mundial</u>	
permite al individuo integrarse en la sociedad evita la exclusión social de una persona	[1]		
<b>(ii) ¿Cuáles podrían ser las consecuencias de un prolongado período de paro? y ¿por qué es poco probable que ocurran en España? (párrafo 5)</b>			
podría resultar en la exclusión social	[1]		
(si esto se extendiera) podría haber conflicto	[1]		
las familias proporcionan apoyo	[1]		

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**Quality of Language – Accuracy (Question 4)**

[5]

<p><b>5 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>
<p><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.</p>
<p><b>3 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>
<p><b>2 Below average</b> Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.</p>
<p><b>0–1 Poor</b> Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.</p>

**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
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- 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

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**[Total: 20]**

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**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 los jóvenes y el trabajo. [10]

(b) ¿Cómo es la situación laboral para los jóvenes 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 160<sup>th</sup> word to show the end of the response to be marked.



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**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):

<b><i>en Chile:</i></b>
• hay quinientos mil / muchos <i>etc.</i> jóvenes que ni trabajan ni estudian
• sienten que no caben en el sistema laboral
• no quieren trabajar en lo que no estudiaron / hasta tener las ideas más claras
• rechazan la actitud de sus padres al trabajo / rechazan la actitud de sacrificarse al trabajo
• piensan que trabajar (a tiempo completo) no garantiza una mejor (calidad) de vida
• quieren éxito / beneficios inmediato(s)
• priorizan el ocio / la vida social al trabajo
<b><i>en España:</i></b>
• el paro les afecta desde hace muchos años
• un 50% no tiene trabajo
• falta de empleos apropiados a sus estudios
• la crisis económica impactará en sus carreras / futuros
• no tienen proyectos que les ilusionan
• se sienten derrotados por las circunstancias
• hay riesgos de exclusión social / conflicto

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**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.

<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.
<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.
<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.
<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.
<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.

**Quality of Language – Accuracy (Question 5)**

[5]

<b>5 Very good</b>	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>	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>	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>	Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.
<b>0–1 Poor</b>	Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.

[Total: 20]