

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

Cambridge International Advanced Subsidiary Level

## **MARK SCHEME for the October/November 2015 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 2015 series for most Cambridge IGCSE<sup>®</sup>, Cambridge International A and AS Level components and some Cambridge O Level components.

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Page 2	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – October/November 2015	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 **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.

Page 3	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – October/November 2015	8685	23

## Detailed Mark Scheme

### Section 1

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

ACCEPT		REFUSE
<i>Spelling errors in transcription. Minor omissions in the body of the phrase.</i>		<i>Additional words or omissions at start or finish of phrase.</i>
(a)	salvaron el papel de un equipo	[1]
(b)	ofrecieron información diferente a la habitual	[1]
(c)	no les quedaba otro remedio	[1]
(d)	resultó un tanto extraño	[1]
(e)	abomina del sexismo	[1]

[Total: 5 puntos]

2 **Rubric:** Las siguientes frases aparecen en el **Texto 1**. 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
		<i>Misspellings in the grammatical point which is being tested</i>
(a)	descubrieron que existía el deporte	[1] descubrieron que el deporte existía
(b)	las 114 mujeres que hicieron / realizaron el viaje / fueron en el viaje / de viaje <i>bod</i>	[1] <i>imperfect tense</i> fueron en (un) viaje / tomaron el viaje
(c)	era necesario que citaran / citasen	[1]
(d)	(otra vez) ha vuelto a desaparecer	[1]
(e)	cuando se refiere a la selección	[1]

[Total: 5 puntos]

Page 4	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – October/November 2015	8685	23

- 3 Contesta **en español** las siguientes preguntas basadas en el **Texto 1**, **sin copiar frases completas (más de 4 palabras consecutivas) del texto.**

NB. 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) Explica las opiniones del Barón de Coubertin y la manera en que se manifiesta hoy una de sus ideas. (párrafo 1) [3]</b>		
más vale participar que vencer	[1]	
las mujeres no deben hacer deporte / solo deben dar los premios	[1]	las mujeres no deben participar en los Juegos Olímpicos
el deporte femenino sufre peores condiciones que el masculino ( <i>comparison needed</i> )	[1]	

<b>(b) ¿De que manera fueron importantes los Juegos Olímpicos de 2012 para las deportistas españolas y para la selección nacional? (párrafo 2) [3]</b>		
reveló que existía el deporte femenino (en España)	[1]	
mujeres ganaron más de la mitad de las medallas españolas	[1]	
las deportistas dieron razones para sentirse orgulloso / rescataron la reputación del equipo	[1]	

<b>(c) ¿Por qué se podría decir que los medios de comunicación españoles reaccionaron de una manera inesperada? (párrafo 3) [4]</b>		
lo que escribieron era muy diferente	[1]	
un periódico deportivo ( <i>allow revista</i> ) escribió 12 páginas sobre las deportistas	[1]	los periódicos...
los diarios (generales) llevaban fotos de las deportistas (en sus portadas)	[1]	
escribieron sobre las deportistas / no habían cubierto sus preparaciones	[1]	

Page 5	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – October/November 2015	8685	23

ACCEPT		REFUSE
<b>(d) ¿Por qué es decepcionante el comportamiento de los medios después los Juegos Olímpicos? (párrafo 4) [2]</b>		
el éxito (de las españolas) <u>no ha cambiado</u> los contenidos informativos	[1]	
el deporte femenino ha desaparecido de los medios (otra vez)	[1]	

<b>(e) ¿De qué maneras no cumplen los periodistas deportivos con su responsabilidad? (párrafo 5) [3]</b>		
no escriben sobre las deportistas	[1]	
la imagen que presentan es distorsionada / sexista	[1]	
escriben demasiado sobre el fútbol masculino	[1]	

Page 6	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – October/November 2015	8685	23

**Quality of Language – Accuracy (Questions 3, 4 and 5)**

**[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>

**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).

**[Total: 20]**

Page 7	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – October/November 2015	8685	23

4 Contesta **en español** las siguientes preguntas basadas en el **Texto 2**, **sin copiar frases completas (más de 4 palabras consecutivas) del texto.**

NB. 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) ¿Qué ocurrió recientemente en Gran Bretaña? (párrafo 1)</b>		<b>[3]</b>
dos reporteros hicieron comentarios sexistas (acerca de una jueza de línea)	[1]	
perdieron sus empleos	[1]	
se registró (alguna) simpatía hacia los dos	[1]	

<b>(b) ¿Cuáles son los prejuicios que tienen los detractores del fútbol femenino en América Latina? (párrafo 2)</b>		<b>[3]</b>
<u>la técnica de las mujeres</u> es inferior a la de los hombres / tienen menos habilidades...	[1]	
el fútbol es un deporte demasiado violento para una mujer	[1]	
a las madres no les gusta que sus hijas jueguen al fútbol	[1]	

<b>(c) ¿Qué reacciones experimentan las reporteras que cubren eventos futbolísticos? (párrafo 3)</b>		<b>[3]</b>
resistencia de sus colegas <u>y</u> del público	[1]	
<u>los periodistas</u> / <u>los medios</u> dicen que el fútbol es para los hombres	[1]	
dicen que solo tienen estos empleos porque son guapas	[1]	

Page 8	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – October/November 2015	8685	23

ACCEPT		REFUSE	
<b>(d) Según Rocío Cuéllar, ¿qué hay que hacer para lograr avances en el fútbol femenino? (párrafo 4) [3]</b>			
las escuelas deben ofrecer más fútbol femenino	[1]		
introducir <u>una variedad de</u> ( <i>allow muchos / más</i> ) programas recreativos	[1]		
hacer que los padres piensen de una manera diferente	[1]		

<b>(e) Explica el otro obstáculo mencionado por Rocío Cuéllar y cómo se puede vencer. (párrafo 5) [3]</b>			
el fútbol femenino casi no tiene apoyo financiero / patrocinadores	[1]		
<u>creen / se cree</u> que no llenará los estadios / no hay mucho interés	[1]		
con triunfos de equipos de fútbol femenino a nivel internacional	[1]		



Page 9	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – October/November 2015	8685	23

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Page 10	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – October/November 2015	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 **Texto 1** y **Texto 2** sobre los obstáculos sociales y mediáticos que afectan el deporte femenino. [10]

(b) ¿Hay mucho interés en el deporte femenino en 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. 

### Content marks: Summary

[10]

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

#### **sociales**

- sexismo / machismo
- se practica el deporte femenino en condiciones inferiores / precarias
- menos importancia dada al deporte femenino (*also in **mediático**, but credit once*)
- en el fútbol las mujeres son consideradas (técnicamente) inferiores
- el fútbol es demasiado violento para una mujer
- las madres están preocupadas si sus hijas quieren jugar al fútbol
- hay poca presencia del fútbol femenino en las escuelas / hacen falta programas recreativos
- las actitudes de los padres

#### **mediáticos**

- solo se interesan los medios cuando son exitosas / tienen más éxito que los hombres
- no se interesan por la preparación
- los reporteros deportivos no hacen lo que deberían hacer / no son imparciales
- prefieren informar sobre el fútbol masculino
- resistencia a mujeres comentaristas en el fútbol
- la actitud de los medios es que el fútbol es para los hombres
- dicen que solo emplean a reporteras porque son guapas

Page 11	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – October/November 2015	8685	23

**Content marks: Response to the Text**

**[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 (Questions 3, 4 and 5)**

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