
SPANISH LANGUAGE

8685/23

Paper 2 Reading and Writing

May/June 2016

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 will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2016 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 – May/June 2016	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 – May/June 2016	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)	cifras que se dispararon <i>omission of se</i>	[1]	
(b)	una parte importante de la actividad de la ciudad	[1]	es...
(c)	la solución pasa por el decrecimiento turístico	[1]	
(d)	genera globalmente similares problemas	[1]	
(e)	(hace) falta un reparto igualitario	[1]	

[Total: 5 puntos]

Page 4	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – May/June 2016	8685	23

- 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>Allow misspellings, minor omissions / errors which do not form part of or affect the structure being tested.</i>		<i>Misspellings in the grammatical point which is being tested</i>	
(a)	puestos (de trabajo) (que son / han sido) generados por el / del turismo	[1]	
(b)	Los vecinos de Barcelona están hartos de este problema (<i>allow</i> del problema) Los vecinos (de Barcelona), hartos, han dicho basta a este problema	[1]	son
(c)	A otros les molesta el ruido	[1]	... <u>los</u> molesta... el ruido (les) molesta a otros (<i>doesn't fit</i>)
(d)	es posible que se caiga/ se pueda caer / caigamos / podamos caer en (las) trampas	[1]	caigan / puedan caer caigas / puedas caer es posible que exista la posibilidad de caer en trampas
(e)	con el propósito de reclamar (por) el uso del espacio público	[1]	a propósito de para reclamar el propósito del espacio público El / Su propósito era...

[Total: 5 puntos]

Page 5	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – May/June 2016	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.

Words / phrases which are underlined indicate key ideas which are needed in the response.

ACCEPT	REFUSE
(a) ¿Cómo ha evolucionado el turismo en Barcelona? (párrafo 1) [3]	
número de turistas ha aumentado hasta 8 millones (al año) / ha aumentado en 6 millones	[1] ...ha aumentado considerablemente <i>etc.</i>
genera un 14% de los beneficios de la ciudad genera un catorce por ciento de los... (<i>not a lift</i>)	[1]
los ingresos han aumentado mucho desde 1992 / las Olimpiadas	[1] ... <u>debido a</u> / <u>en</u> los Juegos Olímpicos de 1992

(b) ¿Cuáles son las causas del descontento de los trabajadores del sector turístico? (párrafo 2) [2]	
trabajan en peores condiciones	[1]
ha bajado su poder adquisitivo	[1]

(c) ¿Qué problemas causa el turismo en Barcelona? (párrafo 3) [4]	
dificultad para andar (por las aceras / calles – <i>unnecessary if large numbers of tourists given as reason</i>)	[1] <i>generalisations eg</i> los turistas ocupan casi todo el espacio público
falta de espacios para sentarse / descansar afuera / en la ciudad	[1] sentir
hay que ir a un café para <u>charlar</u> (con los amigos) / no se puede hablar con un amigo en los espacios públicos	[1]
<u>ruido hasta la noche</u> por apertura de <u>tiendas</u>	[1]

Page 6	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – May/June 2016	8685	23

ACCEPT		REFUSE
(d) ¿En qué consisten las obras de reurbanización? y ¿por qué está desilusionada Reverte? (párrafo 4) [3]		
hacer calles peatonales	[1]	
hacer las aceras más anchas	[1]	
las aceras están ocupadas por terrazas (de bares) (y no los peatones)	[1]	<i>answers which state that <u>both</u> bars and pedestrians occupy the pavements</i>

(e) ¿Cómo se sugiere combatir los problemas que causa el turismo en las ciudades? (párrafo 5) [3]		
seguir <u>modelos (positivos)</u> adoptados en / <u>buena práctica</u> de otros lugares / aprender / tomar ejemplo de otras ciudades	[1]	
atender a lo que los ciudadanos necesitan / las necesidades de los ciudadanos	[1]	
distribución de las ganancias de forma equitativa	[1]	

Page 7	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – May/June 2016	8685	23

Quality of Language – Accuracy

[5]

<p>5 Very good Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).</p>
<p>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.</p>
<p>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.</p>
<p>2 Below average Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.</p>
<p>0–1 Poor 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 8	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – May/June 2016	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.

Words / phrases which are underlined indicate key ideas which are needed in the response.

ACCEPT		REFUSE
(a) ¿Qué esperan hacer en Cuba? y ¿cómo van a conseguir esto? (párrafo 1)		[4]
convertir a Cuba en el destino por excelencia del turismo <u>del Caribe</u>	[1]	
creando un plan de turismo para los próximos 15 años / a largo plazo	[1]	
quieren atraer a turistas <u>de élite</u> que practican el golf (<i>link between golf and elite tourism needed</i>)	[1]	
van a construir 29 (<i>approximate number eg 30 / una treintena needed</i>) campos de golf o más	[1]	varios / muchos campos de golf

(b) Explica cómo podría el golf afectar negativamente a Cuba. (párrafo 2)		[3]
requiere <u>mucha</u> agua	[1]	
no habrá agua suficiente <u>para la población</u>	[1]	
problemas de falta de agua en la agricultura	[1]	

(c) Según Costas, ¿qué medidas existen ahora para salvaguardar el medioambiente? (párrafo 3)		[3]
hierbas que necesitan menos agua	[1]	plantas...
reducir las zonas de hierba	[1]	
usar agua reciclada / reutilizar el agua	[1]	

Page 9	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – May/June 2016	8685	23

ACCEPT		REFUSE	
(d) ¿Cómo puede el golf ayudar a la economía cubana? (párrafo 4) [3]			
<u>cada campo</u> genera alrededor de 2 millones de dólares	[1]		
incremento de <u>divisas</u>	[1]		
crea (nuevos) puestos de trabajo	[1]		

(e) ¿Por qué apoya esta iniciativa Carlos Vega? (párrafo 5) [2]			
los cubanos podrán practicar el golf	[1]		
para que puedan <u>destacar</u> en el golf	[1]	mejorar	

Page 10	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – May/June 2016	8685	23

Quality of Language – Accuracy

[5]

<p>5 Very good Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).</p>
<p>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.</p>
<p>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.</p>
<p>2 Below average Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.</p>
<p>0–1 Poor 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 11	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – May/June 2016	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 problemas y beneficios asociados al turismo, ahora y en el futuro. [10]

(b) ¿Se beneficia tu país del turismo? Da tus opiniones. [5]

(NOTA: Escribe un máximo de 140 palabras) [Calidad del lenguaje: 5]

[Total: 20 puntos]

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):

<u>Barcelona y el turismo</u>
<u>Beneficios</u>
• parte importante de los ingresos económicos (<i>to be credited only once</i>)
• genera puestos de empleo (<i>to be credited only once</i>)
<u>Problemas</u>
• condiciones laborales de trabajadores han empeorado / poder adquisitivo ha bajado
• demasiada gente por las calles / no se puede caminar por las calles
• demasiado ruido <u>hasta la noche</u>
• no hay sitio para charlar con amigos / sentarse en las calles / hay que ir a una cafetería para charlar
• turismo de borrachera
• beneficios sólo para los especuladores / no están repartidos equitativamente
<u>Iniciativas turísticas en Cuba</u>
<u>Beneficios</u>
• crea infraestructura <u>en zonas poco desarrolladas</u>
• desarrolla la economía (<i>to be credited only once</i>)
• aumento de las divisas
• genera puestos de empleo (<i>to be credited only once</i>)
• aumento de recursos para la población
<u>Problemas</u>
• impacto medioambiental
• el golf consume mucha agua / el golf hará que los problemas de abastecimiento de agua para la población / para la agricultura aumenten
• el turismo altera la cultura tradicional

Page 12	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – May/June 2016	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.

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

[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]