

CAMBRIDGE INTERNATIONAL EXAMINATIONS

GCE Advanced Subsidiary Level

MARK SCHEME for the October/November 2012 series

8685 SPANISH LANGUAGE

8685/22

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 2012 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

Page 2	Mark Scheme	Syllabus	Paper
	GCE AS LEVEL – October/November 2012	8685	22

Section 1

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

- (a) la basura se ha convertido en un problema (los desperdicios han llegado a ser un dilema) [1]
- (b) pueden ser sancionados (es posible que se les ponga una multa) [1]
disallow: addition of que
- (c) por todos los puntos cardinales (en todas las direcciones) [1]
- (d) no importa que esté desnuda (no tiene importancia que no tenga ropa) [1]
- (e) se le somete a una pequeña cirugía (le hacen una reparación menor) [1]
disallow: omission of se

[Total: 5 puntos]

2 **Rubric:** Cambia cada una de las siguientes frases, expresando las mismas ideas, 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, retaining the same meaning, and contain all elements of the phrase to be re-worked.

(a) **se recogen 2 400 toneladas [línea 8] (recogidas)**

2.400 toneladas son recogidas / hay 2.400 toneladas recogidas [1]
disallow: están / han sido

(b) **el vertedero ya no puede crecer más [línea 11] (imposible)**

(ya) es imposible que el vertedero crezca más [1]
allow: continúe creciendo (*allow omission of accent*) / pueda crecer / pueda continuar creciendo

(c) **Hace más de 40 años que las autoridades lo extienden [líneas 11–12] (llevan)**

las autoridades llevan más de 40 años extendiéndolo (*allow omission of accent*) / las autoridades lo llevan extendiendo más de 40 años [1]

(d) **tienen que ir a un médico [línea 25] (es necesario que)**

es necesario que (se) vayan / acudan a un médico [1]

Page 3	Mark Scheme	Syllabus	Paper
	GCE AS LEVEL – October/November 2012	8685	22

(e) cuando alguien se muere [línea 26] (al)

al morir(se) / fallecer alguien / un compañero [1]

[Total: 5 puntos]

3 **Rubric:** Contesta en español las siguientes preguntas, 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.

(a) ¿Por qué es infame el vertedero de Xochiaca? y ¿por qué no deja de crecer? (párrafo 1) [2]

es muy grande / se ve desde el cielo / extiende unos 8 kilómetros [1]

disallow: es el más grande de Latinoamérica

recibe (12.000 toneladas de / mucha etc) basura cada día [1]

allow: los residentes de Ciudad de Méjico producen 12.000 toneladas de basura cada día

(b)

(i) ¿Qué acción ha tomado el gobierno frente al problema de los desperdicios? (párrafo 2) [2]

lanzó una campaña para concienciar a los vecinos [1]

disallow: lanzó una campaña *without further qualification*

(avisar que les) impondrán una multa por tirar basura (en la calle) [1]

reason for fine needed

(ii) Según Mauricio Santos, ¿por qué ha sido necesaria esta acción? (párrafo 2) [3]

2.400 toneladas de basura son recogidas mensualmente (del alcantarillado) [1]

allow: la basura bloquea el drenaje de la ciudad

la gente se comporta irresponsablemente [1]

para evitar posibles inundaciones [1]

disallow: figurative interpretations eg ...inundados de basura

(c) Explica el desarrollo del vertedero a través de los años. (párrafo 3) [3]

antes el vertedero se desplazaba lateralmente [1]

allow: answers which imply lateral growth eg antes las autoridades lo extendían etc

disallow: hace 40 años las autoridades lo extendieron

ahora ha llegado a unas barreras / los límites / está rodeado de casas [1]

y tiene que crecer hacia arriba [1]

(d) ¿Cómo reciclan los recolectores la basura? (párrafo 4) [2]

usan banderas (electorales) para sus tejados [1]

allow generalisations eg usan los desperdicios para arreglar sus tejados / casas

reparan juguetes rotos [1]

allow generalisations eg recogen objetos rotos para repararlos

Page 4	Mark Scheme	Syllabus	Paper
	GCE AS LEVEL – October/November 2012	8685	22

(e) ¿Cómo se explota a los recolectores? (párrafo 5) [3]

no reciben el valor de mercado por los materiales [1]

tienen que pagar mucho para trabajar [1]

no tienen seguro de salud / tienen que cubrir los gastos médicos / del funeral [1]

Page 5	Mark Scheme	Syllabus	Paper
	GCE AS LEVEL – October/November 2012	8685	22

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

[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.

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]

Page 6	Mark Scheme	Syllabus	Paper
	GCE AS LEVEL – October/November 2012	8685	22

4 **Rubric:** Contesta en español las siguientes preguntas, 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.

(a) **¿Qué se recicla en un contenedor naranja? y ¿por qué es necesario? (párrafo 1)** [3]

aceite usado de la cocina [1]

el aceite usado causa contaminación en el mar [1]

las plantas depuradoras tienen dificultad en tratarlo [1]

(b) (i) **¿Qué hay que hacer antes de usar un contenedor naranja? (párrafo 2)** [2]

dejar que se enfríe el aceite [1]

meterlo en una botella de plástico (y cerrarla) [1]

(ii) **¿Qué le pasa al líquido después? (párrafo 2)** [3]

es trasladado a centros de tratamiento [1]

lo convierten en biodiésel / combustible alternativo [1]

se mezcla con gasóleo (para usar en coches y camiones) [1]

(c) **¿Cuáles son las características de los contenedores naranja? (párrafo 3)** [3]

(3 from 4)

son seguros / tienen carcasa de protección [1]

son resistentes al fuego [1]

allow reason for protective covering eg ya que el aceite es inflamable

caben botellas de cinco litros (*allow grandes*) [1]

aceptan aceite de oliva y aceite de girasol / todos los aceites vegetales / de cocina [1]

(d) **¿Qué factores tiene en cuenta el Ayuntamiento al decidir dónde instalar nuevos contenedores? (párrafo 4)** [2]

si los vecinos están de acuerdo /

la opinión de los vecinos (las asociaciones del barrio) [1]

la proximidad a sitios que usan mucho aceite [1]

(e) **¿Por qué deja algo que desear la situación actual en Málaga con respecto al reciclaje de aceite? (párrafo 5)** [2]

(2 from 3)

reciclan solo la quinta parte del aceite usado [1]

falta la concienciación de los ciudadanos [1]

las otras cuatro partes son tiradas con la basura / van al alcantarillado [1]

Page 7	Mark Scheme	Syllabus	Paper
	GCE AS LEVEL – October/November 2012	8685	22

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

[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>

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]

Page 8	Mark Scheme	Syllabus	Paper
	GCE AS LEVEL – October/November 2012	8685	22

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 aspectos positivos y negativos asociados a la cuestión de la basura. [10]

(b) ¿Hay buenas políticas de reciclaje en tu país? Da tus opiniones. [5]

(NOTA: Escribe un máximo de 140 palabras)

Length of 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.
- Then put a line through that part of the summary which exceeds 160 words.
- Marks will be totalled at the bottom in the following sequence:

Out of 10 for points scored in summary
 Out of 5 for personal response
 Out of 5 for language
 Total ringed out of 20

Content marks: Summary

[10]

The summary could include the following points (award 1 mark for each point covered up to a maximum of **5 each** for *positivo* and *negativo*):

positivo:

- campaña de sensibilación lanzada en México
- recolectores reciclan / se ganan la vida del vertedero
- España tiene política de reciclaje
- recicla aceite usado
- se convierte en biodiésel
- se reduce el consumo de petróleo
- recicla todo tipo de aceite vegetal
- evita contaminación en desagües / mar

negativo:

- vertedero de Xochiaca es enorme / habitantes de México DF producen mucha basura
- crece hacia arriba
- mucha basura en drenaje de México DF
- recolectores explotados
- ganan poco
- meten sus vidas en peligro / cubren propios gastos médicos / del funeral
- aceite usado de cocina contamina el mar
- solo reciclan quinta parte del aceite en Málaga
- resto va al alcantarillado / a la basura
- ciudadanos no están informados

Page 9	Mark Scheme	Syllabus	Paper
	GCE AS LEVEL – October/November 2012	8685	22

Content marks – Response to the passage

[5]

This should be marked as a mini-essay according to the variety and interest of the opinions and views expressed, the candidate's response to the original text stimulus and their ability to express a personal point of view. Additional guidance on marking specific 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 (Questions 3, 4 and 5)

[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]