

## **MARK SCHEME for the October/November 2014 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 2014 series for most Cambridge IGCSE<sup>®</sup>, Cambridge International A and AS Level components and some Cambridge O Level components.

Page 2	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – October/November 2014	8685	22

## 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.

Page 3	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – October/November 2014	8685	22

**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>
(a)	no se limitan a echar una mano	[1]	
(b)	proveer el sustento	[1]	
(c)	una pauta social arraigada	[1]	
(d)	choca con un mundo laboral hostil	[1]	
(e)	no hará los quehaceres de igual modo	[1]	

**[Total: 5 puntos]**

<b>Page 4</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Cambridge International AS Level – October/November 2014</b>	<b>8685</b>	<b>22</b>

**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.

<b>ACCEPT</b>			<b>REFUSE</b>
<b>(a)</b>	al abuelo (actual) le gusta cuidar/estar cuidando de/a sus nietos /actualmente a los abuelos les gusta cuidar/estar cuidando de/a sus nietos el abuelo (actual) gusta del cuidado/ de cuidar de sus nietos ...hacerse cargo de...	[1]	al abuelo (actual) le gusta cuidar <u>gustosamente</u> de sus nietos
<b>(b)</b>	quieren que las responsabilidades (domésticas) sean/estén compartidas /quieren (tener) (las) responsabilidades (domésticas) compartidas	[1]	
<b>(c)</b>	las/aquellas que (les) atraen (más) a los hombres para los hombres las que (más) atraen	[1]	atraen más a/para los hombres
<b>(d)</b>	no siempre es suficiente la voluntad del hombre	[1]	no suele ser suficiente la voluntad del hombre no siempre es suficiente <u>con</u> la voluntad del hombre <i>omission of siempre</i>
<b>(e)</b>	hace falta que la(s) mujer(es) reconozca(n) a la(s) mujer(es) le(s) hace falta que reconozca (n)	[1]	...lo reconozca

**[Total: 5 puntos]**

Page 5	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – October/November 2014	8685	22

3 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.

ACCEPT		REFUSE
<b>(a) Describe la "tendencia creciente" ejemplificada por Martín Aliaga. (párrafo 1)</b>		<b>[3]</b>
hace más que presta ayuda a su pareja	[1]	
comparte la responsabilidad con su pareja	[1]	
hasta hace más tareas de la casa que su pareja	[1]	

<b>(b) ¿Cómo ha evolucionado el rol del padre y del abuelo en la crianza de los hijos? (párrafo 2)</b>		<b>[3]</b>
el padre moderno quiere una relación más íntima con sus hijos	[1]	
antes el padre <u>sostenía</u> a la familia y <u>castigaba</u> a los niños ( <i>both needed</i> )	[1]	
ahora al abuelo <u>le gusta cuidar/busca recuperar la vida que dejó atrás cuidando</u> de los niños	[1]	

<b>(c) ¿Cuál ha sido la actitud tradicional española hacia el cuidado de los hijos? y ¿por qué está cambiando? (párrafo 3)</b>		<b>[3]</b>
es algo para las mujeres	[1]	
<u>las mujeres quieren que</u> las responsabilidades de la casa sean compartidas	[1]	
a los hombres les atrae más cuidar de los hijos	[1]	

Page 6	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – October/November 2014	8685	22

ACCEPT		REFUSE
<b>(d) ¿A qué problemas se enfrentan los padres españoles al querer ayudar con el cuidado de los niños? (párrafo 4) [3]</b>		
no les gusta a sus jefes que pidan tiempo para estar con los niños /se enfrentan a una cultura empresarial en contra	[1]	
<u>tienen miedo de</u> pedir permiso de paternidad	[1]	
(piensan que) sus mujeres no entienden su problema	[1]	

<b>(e) ¿Qué otras barreras hay que eliminar para que el hombre comparta las responsabilidades en casa? (párrafo 5) [3]</b>		
hay mujeres que <u>creen que</u> solo ellas deben asumir estas responsabilidades	[1]	
no permiten que los hombres participen	[1]	
las mujeres deben aceptar los hombres harán las cosas de una forma diferente	[1]	

Page 7	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – October/November 2014	8685	22

**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]**

Page 8	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – October/November 2014	8685	22

**4 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.

ACCEPT		REFUSE
<b>(a) Según Joaquina Rocío, ¿a qué problemas se enfrentan las mujeres latinoamericanas? (párrafo 1)</b>		<b>[3]</b>
hay <u>desigualdad</u> en el <u>pago</u> y en las <u>sociedades</u> (all needed)	[1]	
no se reconoce el trabajo <u>sin pagar</u> que hacen	[1]	
la manera de aumentar su participación en la política	[1]	

<b>(b) ¿Qué medidas mejorarían la situación de las mujeres trabajadoras? (párrafo 2)</b>		<b>[3]</b>
más protección en el trabajo	[1]	
más posibilidades de crecer profesionalmente	[1]	
<u>leyes</u> para apoyar la maternidad	[1]	

<b>(c) ¿Cómo está cambiando la situación en torno al 'techo de cristal'? y ¿por qué existe este 'techo' todavía? (párrafo 3)</b>		<b>[3]</b>
hay más mujeres directivas/que atraviesan el techo de cristal	[1]	
es inculcado en la cultura del país/del trabajo	[1]	
escasean mujeres en empleos importantes que sirven como ejemplos	[1]	



Page 9	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – October/November 2014	8685	22

ACCEPT		REFUSE	
<b>(d) ¿De dónde proviene el machismo experimentado por la mujer trabajadora? (párrafo 4)</b>		<b>[3]</b>	
el modo de pensar en el mundo empresarial	[1]		
pasa a través de las generaciones	[1]		
la sociedad culpa a las mujeres <u>exitosas</u>	[1]		

<b>(e) ¿Qué evidencia hay de los avances que están haciendo las mujeres en el mundo de trabajo? (párrafo 5)</b>		<b>[3]</b>	
las empresas intentan <u>guardar</u> sus empleadas <u>con aptitud</u>	[1]		
algunos países eligen a presidentas	[1]		
más mujeres son nombradas a puestos de dirección/tienen posibilidades de liderar	[1]		

Page 10	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – October/November 2014	8685	22

**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
- 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 11	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – October/November 2014	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 las razones por las cuales sigue existiendo la desigualdad de género. [10]

(b) ¿Hay igualdad de género 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. 

Page 12	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – October/November 2014	8685	22

**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>en España:</b>
<ul style="list-style-type: none"> <li>• se cree que solo las mujeres deben cuidar de los niños</li> </ul>
<ul style="list-style-type: none"> <li>• los jefes no permiten que un hombre pase más tiempo con su familia</li> </ul>
<ul style="list-style-type: none"> <li>• los hombres no se atreven a pedir/no piden la paternidad</li> </ul>
<ul style="list-style-type: none"> <li>• creen que las mujeres no comprenden estas dificultades</li> </ul>
<ul style="list-style-type: none"> <li>• el rol tradicional está inculcado en ciertas mujeres</li> </ul>
<ul style="list-style-type: none"> <li>• estas no permiten que el hombre ayude</li> </ul>
<ul style="list-style-type: none"> <li>• si no ayudan, no aprenderán</li> </ul>
<ul style="list-style-type: none"> <li>• las mujeres no aceptan que los hombres hagan las cosas de su manera</li> </ul>
<b>en América Latina:</b>
<ul style="list-style-type: none"> <li>• hay desigualdad en el pago</li> </ul>
<ul style="list-style-type: none"> <li>• no se aprecia el trabajo <u>impagado/doméstico</u> de las mujeres</li> </ul>
<ul style="list-style-type: none"> <li>• faltan protecciones laborales/legislación que reconozca las presiones de la maternidad</li> </ul>
<ul style="list-style-type: none"> <li>• muchas empresas no las dejan crecer profesionalmente</li> </ul>
<ul style="list-style-type: none"> <li>• hay un techo de cristal</li> </ul>
<ul style="list-style-type: none"> <li>• la cultura nacional/corporativa sostiene esta barrera /faltan modelos a seguir</li> </ul>
<ul style="list-style-type: none"> <li>• existe machismo en el mundo laboral</li> </ul>
<ul style="list-style-type: none"> <li>• hay machismo en la sociedad en general</li> </ul>

Page 13	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – October/November 2014	8685	22

**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 (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]