



Cambridge International AS Level

SPANISH LANGUAGE

8685/23

Paper 2 Reading and Writing

October/November 2021

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 International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2021 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **20** printed pages.

PUBLISHED**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

1 General Marking Notes	
Question 1	Enter a mark of 1, 0 or NR as appropriate for each item ((a), (b), (c) etc.) in the mark input box. Annotate the script where necessary.
Question 2	Enter a mark of 1, 0 or NR as appropriate for each item ((a), (b), (c) etc.) in the mark input box. Annotate the script where necessary.
Questions 3 and 4	<p><u>Content marks</u></p> <ul style="list-style-type: none"> Annotate each correct point with a tick OR a tick + BOD. Use a cross or NBOD as necessary. Use the highlighting tool to highlight any words which are lifted. The number of ticks for each item ((a), (b), (c) etc.) will be added up for you and the total will appear beneath the tick annotation in the toolbar. Enter the mark (or NR as appropriate) for each item in the mark input box. <p><u>Quality of Language Mark</u></p> <ul style="list-style-type: none"> Click on 3L or 4L as appropriate in the mark input box. If any items have scored zero or NR for content, insert an on-page comment (text box) after the last item in the question and type in the details of the Quality of Language mark, e.g.: <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-left: 20px;">T</div> <p style="margin-left: 40px;">5–2 = 3</p> <p>OR</p> <p style="margin-left: 40px;">min 1</p> <ul style="list-style-type: none"> Then enter the Quality of Language mark in the mark input box for Question 3L / Question 4L. If no adjustment needs to be made to the Quality of Language mark, enter the mark in the mark input box without annotating the script.

Question 5	<p>If the answer exceeds 160 words, use the highlighting tool <u>after</u> the 160th word to show the end of the response to be marked.</p> <p>Summary</p> <ul style="list-style-type: none"> Annotate each correct point with a tick OR tick + BOD up to a maximum of 10 ticks. Use NBOD as necessary. The number of ticks will be added up for you and the total will appear beneath the tick annotation in the toolbar. Enter the mark (or NR as appropriate) in the mark input box for Question 5(a). <p>Personal response</p> <ul style="list-style-type: none"> Enter the mark for Personal response in the mark input box for Question 5(b). Note: if the Personal Response cannot be marked because it comes after the 160-word limit award a mark of 0, not NR. <p>Quality of Language</p> <ul style="list-style-type: none"> Enter the mark for Quality of Language in the mark input box for Question 5L.
-------------------	---

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:
	<p>(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.</p> <p>(b) If a candidate crosses out an answer <u>to a whole question</u> but makes no second attempt at it, mark the crossed out work.</p>
2.3	Annotation used in marking:
	<p>(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.</p> <p>(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.</p> <p>(c) caret = to indicate where something which is key to the response is missing.</p>

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.

Detailed Mark Scheme**Section 1**

Question	Answer	Marks	Not Allowed Responses
Question 1 Accept spelling errors in transcription. Accept minor omissions in the body of the phrase.			
		1	Disallow additional words or omissions at start or finish of phrase.
1(a)	durante el último decenio	1	
1(b)	tienen unos costes más abultados	1	
1(c)	despliega todo su potencial	1	
1(d)	merecen señalar	1	
1(e)	están levantando la voz contra el giro	1	

PUBLISHED

Question	Answer	Marks	Not Allowed Responses
<p>Question 2</p> <p>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.</p>			
2(a)	hacer que la imagen y el sonido sean mejores / se mejoren	1	se mejore mejoren
2(b)	porque han / se ha incrementado / el número de / el personal / porque el personal ha sido / fue incrementado por el personal incrementado / por el / debido al número incrementado de personal por haberse incrementado el personal	1	ha incrementado por haber incrementado el personal
2(c)	esta tecnología está / es limitada de / en dos maneras / modos ...por dos razones / factores	1	funciones
2(d)	una fórmula que se basa en un sistema	1	
2(e)	cuando se aparta / apartan el énfasis de la pantalla cuando el énfasis de la pantalla se aparta	1	se apartan

PUBLISHED

Question	Answer	Marks	Not Allowed Responses
Question 3			
Note: Lifting = more than 4 consecutive words taken from the text and will usually invalidate answer unless further original explanation is offered.			
3(a)	¿Qué dificultades encuentran los cines españoles? y ¿cómo responden? (párrafo 1)	3	
	han emergido / hay plataformas de streaming	1	
	hay menos diferencias entre la pantalla de la casa y la del cine	1	
	ofrecen otras innovaciones que mejorar el sonido y la imagen	1	ruido
3(b)	¿Cuáles son las innovaciones que se mencionan? (párrafo 2)	3	
	butacas de <u>doble</u> tamaño	1	
	servicio de restauración durante la película	1	
	tener un bar (de cócteles) en la entrada / <u>en vez del</u> puesto de palomitas	1	bar <u>y</u> puesto de palomitas
3(c)	¿Qué ofrece la tecnología de cuatro dimensiones? y ¿por qué está limitado su uso? (párrafo 3)	4	
	butacas que vibran y se mueven (<i>both needed</i>)	1	
	expulsan olores, aire, agua (<i>at least 2 needed</i>)	1	
	es más apta para películas de acción / escenas de alta velocidad	1	
	acceso prohibido a niños pequeños / personas de menos de un metro de alto	1	

PUBLISHED

Question	Answer	Marks	Not Allowed Responses
3(d)	¿Cómo atraen tantas visitas unos cines en Barcelona? (párrafo 4)	2	
	ofrecen descuentos atractivos (<i>suitable adj. needed</i>)	1	
	durante los primeros treinta minutos permiten cambiar de película	1	al comienzo de la película
3(e)	¿Qué quejas se hacen contra los cambios en el cine? (párrafo 5)	3	
	se permite usar el teléfono / dispositivo móvil	1	
	hay contaminación lumínica <u>de los que comen</u>	1	
	los espectadores se levantan y hablan (con otros / entre sí)	1	

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.

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).

PUBLISHED

Question	Answer	Marks	Not Allowed Responses
Question 4 Note: Lifting = more than 4 consecutive words taken from the text and will usually invalidate answer unless further original explanation is offered.			
4(a)	Según Carlos Mantecón, ¿qué tiene de especial ir al cine? (párrafo 1)	3	
	estar con otras personas	1	
	reír o llorar con gente que <u>no conocemos</u>	1	
	el placer de ver a otros compartir tus sentimientos / compartir tus sentimientos con otros	1	
4(b)	¿Qué datos destacan la importancia del cine en México? y ¿cuál es el aspecto negativo? (párrafo 2)	3	
	cada año venden unos 350 millones de boletos	1	
	solo China, India y EU tienen más salas de cine / a nivel mundial es el cuarto país en números de salas de cine	1	
	más de un 90% de entradas son para películas extranjeras/ menos del 10% de / muy pocas entradas son para películas locales	1	
4(c)	¿Por qué no puede competir la industria cinematográfica mexicana con Hollywood? (párrafo 3)	3	
	no atrae mucha inversión <u>por adelantado</u>	1	
	los productores tienen que conseguir dinero por distintas etapas de la producción	1	
	no tienen estrategia financiera	1	

PUBLISHED

Question	Answer	Marks	Not Allowed Responses
4(d)	¿Cómo se caracteriza la distribución de películas en México? (párrafo 4)	2	
	películas que garantizan altos números de entradas tienen mayor difusión	1	
	películas menos conocidas no se estrenan en las salas grandes / comerciales	1	
4(e)	¿Por qué dice Mantecón ‘hoy para los jóvenes la película es apenas una fracción de la experiencia?’ (párrafo 5)	4	
	ven películas fragmentadas / en plataformas	1	
	hacen esto de manera socializada	1	
	la comentan / comparten en redes sociales	1	
	leen el libro de la película	1	

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.

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).

Question 5**Length of 5(a) + 5(b) (Summary and Personal 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.
- Use the highlighting tool after the 160th word to show the end of the response to be marked.

PUBLISHED

Question	Answer	Marks	Not Allowed Responses
<p>Content marks – Summary</p> <p>Indicate with a tick in the body of the text the point being rewarded. Do not penalise ‘lifting’ for content marks in this exercise, but excessive reliance on the text will reduce the language mark.</p> <p>The summary could include the following points (award 1 mark for each point covered up to a maximum of 10 points):</p>			
5(a)	<p>Escriba un resumen de lo que se dice en el Texto 1 y el Texto 2 sobre lo que nos motiva a ver una película y cómo están cambiando nuestras maneras de verla.</p> <ul style="list-style-type: none"> • es una actividad social • compartimos emociones con desconocidos/ nos gusta ver que otros comparten los sentimientos • cines ofrecen descuentos • se ven películas en plataformas de streaming • se ven películas fragmentadas / por redes sociales • tenemos pantallas más grandes en casa • los cines ofrecen butacas más grandes • se puede cenar durante la película • venden cócteles en vez de palomitas / hay un bar con cócteles / en la entrada • hay tecnología de cuatro dimensiones / las butacas se mueven y vibran / expulsan aire, agua y olores • se permite cambiar de película • se permite usar los móviles • se puede levantar y hablar 	10	

PUBLISHED

Question	Answer	Marks	Not Allowed Responses					
Content marks – Response to the Text								
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(b)	<p data-bbox="338 379 1104 419">¿Es popular ir al cine en su país? Dé sus opiniones.</p> <table border="1" data-bbox="353 451 1111 1321"> <tr> <td data-bbox="365 467 1099 619"> 5 Very good Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view. </td> </tr> <tr> <td data-bbox="365 619 1099 818"> 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. </td> </tr> <tr> <td data-bbox="365 818 1099 986"> 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. </td> </tr> <tr> <td data-bbox="365 986 1099 1153"> 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. </td> </tr> <tr> <td data-bbox="365 1153 1099 1321"> 0-1 Poor Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error. </td> </tr> </table>	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.	5	
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.