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 2022 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **16** printed pages.

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.

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			Disallow additional words or omissions at start or finish of phrase
1(a)	enfrentarse a una cruda realidad	**1**	
1(b)	encabezó un programa de reciclaje	**1**	
1(c)	se quema la basura	**1**	
1(d)	partidas por la mitad	**1**	
1(e)	ha sido prácticamente nulo	**1**	

Question	Answer	Marks	Not Allowed Responses
Question 2 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.			
2(a)	había (*or other suitable imperfect tense verb*) acumulaciones de basura en la arena	**1**	
2(b)	hicieron un esfuerzo por / para / en reutilizar sus propios residuos pusieron esfuerzo en… reutilizaron sus propios residuos con esfuerzo	**1**	hubo a
2(c)	no tenía ganas de mandarlas	**1**	
2(d)	para que se prolongue / se prolongara / se prolongase su vida (útil) para que su vida (útil) sea / fuera / fuese prolongada / mas larga para que se pueda prolongar su vida	**1**	para que pueda prolongar su vida
2(e)	el lugar es de tal / tiene tanta rareza	**1**	

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)	**Según la experiencia de Grenier, ¿por qué no era tan paradisíaco su destino en la República Dominicana?** *(párrafo 1)*	**2**	
	había mucha basura en las playas	1	
	las tortugas y los peces / los animales que viven en el mar morían por ser <u>atrapados</u> / se quedaban <u>atrapados</u> en los plásticos / la basura	1	
3(b)	**¿Cómo realizó Grenier su plan de reciclaje? y ¿qué resultados consiguió?** *(párrafo 2)*	**4**	
	reclutó a voluntarios con voluntarios	1	
	reciclaron sus propios residuos y los de las familias vecinas	1	
	la playa y el pueblo / barrio quedaron más limpios	1	todos los lugares / la comunidad
	acumuló muchas botellas <u>de plástico</u>	1	
3(c)	**¿Cómo usó Grenier las botellas de plástico? y ¿por qué contribuyó esto a proteger el medioambiente?** *(párrafo 3)*	**3**	
	construyó una vivienda (con ellas)	1	
	<u>en el vertedero</u> las quemarían	1	
	lo que emitiría mucho <u>dióxido de carbono</u>	1	

Question	Answer	Marks	Not Allowed Responses
3(d)	**¿De qué materiales se construyeron las paredes? Y ¿de qué materiales se construyeron las ventanas y el tejado?** *(párrafo 4)*	**3**	
	las paredes son de botellas de plástico que se han llenado de arena	1	
	las ventanas son hechas de cajas para CDs	1	
	el tejado es de cartones que han sido <u>aplanados</u> y botellas de plástico <u>divididas en dos</u>	1	
3(e)	**¿Qué más se sabe de la casa?** *(párrafo 5)*	**3**	
	los muebles son de <u>botellas de plástico</u> (y otras cosas recicladas)	1	
	el coste de la construcción ha sido casi nada	1	
	las autoridades la han declarado de interés nacional	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	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)	**¿Qué ha resultado del aumento en la producción de plásticos?** *(párrafo 1)*	**4**	
	la <u>contaminación</u> por plástico es un problema grave	1	
	<u>cada año</u> se vierten unos <u>8 millones</u> toneladas al mar	1	
	(las corrientes del mar hacen que) se formen (enormes) islas de plástico	1	
	la mayor supera la superficie de Francia, España y Alemania (*2 from 3 needed*) juntas / unos <u>grandes</u> países europeos	1	tres países juntos
4(b)	**¿Por qué censuran los ecologistas a España y a sus ciudadanos?** *(párrafo 2)*	**2**	
	<u>en Europa</u> un 10% de los plásticos que son de un solo uso son consumidos por los españoles	1	
	detrás de Turquía España es el país que tira más <u>plásticos</u> al Mediterráneo	1	

Question	Answer	Marks	Not Allowed Responses
4(c)	**¿Qué comparaciones se hacen para darnos idea de los niveles de plásticos en el Mediterráneo?** *(párrafo 3)*	**2**	
	la cantidad vertida <u>anualmente</u> equivale a unos 66.000 camiones de basura	1	
	la <u>concentración / el nivel</u> es cuatro veces más alta al nivel en el Pácifico en la isla de plástico	1	
4(d)	**¿Cómo afecta a la fauna y a los seres humanos el problema de los plásticos?** (párrafo 4)	**4**	
	<u>134</u> especies son amenazadas con extinción	1	son extintos
	los plásticos llegan a la cadena alimentaria / comemos pescado que ha ingerido plástico	1	
	<u>cada año</u> consumimos unos 250 gramos de plástico	1	
	es como si consumiéramos una tarjeta de crédito cada semana	1	consumimos una tarjeta de crédito cada semana
4(e)	**¿Qué medidas y objetivos buscan los ecologistas** *(párrafo 5)*	**3**	
	un acuerdo <u>internacional</u> para eliminar que se viertan plásticos al mar	1	
	objetivos <u>nacionales</u> (*needs to be mentioned once to get both* marks) para conseguir altas tasas de reciclaje	1	
	la eliminación de plásticos que solo se pueden usar una vez	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 to shade the extra words <u>after</u> the 160th word to show the end of the response to be marked.

Question 5

Question	Answer	Marks	Not Allowed Responses
Content marks – Summary 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. The summary could include the following points (award 1 mark for each point covered up to a maximum of 10 points):			
5(a)	Escriba un resumen de lo que se dice en el **Texto 1** y el **Texto 2** sobre la contaminación por plástico y cómo se podría combatir. ***contaminación*** • mata a especies que viven en el mar • contaminación por plástico es un grave problema medioambiental • incinerar basura / plásticos emite dióxido de carbono • 8 millones de toneladas de plásticos vertidos al mar anualmente • se forman (enormes) islas de plástico • España el segundo país en vertir más plástico al Mediterráneo • el 95% de los residuos en el Mediterráneo son plásticos / unas 500.000 toneladas vertidas anualmente / 1,25 millones de fragmentos por km • amenaza con extinción a especies marinas • plásticos entran en la cadena alimentaria • comemos unos 250 gramos de plástico al año • ***cómo se podría combatir*** • trabajo de limpieza de voluntarios • reciclar los plásticos para construir casas / muebles • acuerdo <u>internacional</u> de no vertir plásticos al mar • mejores tasas de reciclaje (nacional) • eliminación de plástico de un solo uso	**10**	

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)	¿Se manejan efectivamente los residuos plásticos en su país? Dé sus opiniones. <table><tr><td>**5**</td><td>**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>**4**</td><td>**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>**3**</td><td>**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>**2**</td><td>**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>**0–1**</td><td>**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**	

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.