CAMBRIDGE
International Education

Cambridge International AS & A Level

SPANISH LANGUAGE AND LITERATURE **9844/21**

Paper 2 Writing **October/November 2024**

MARK SCHEME

Maximum Mark: 40

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 2024 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

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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 descriptions 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.

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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.

Candidates respond to two questions. All candidates answer Question 1 and choose to answer **either** Question 2 **or** Question 3. Each question is worth 20 marks.

Candidates will be awarded marks in three categories for each response:

Question 1
- Content (maximum of 8 marks): see Table A
- Linguistic range and organisation (maximum of 6 marks): see Table B
- Language accuracy (maximum of 6 marks): see Table C.

Question 2 and Question 3
- Content (maximum of 8 marks): see Table D
- Linguistic range and organisation (maximum of 6 marks): see Table E
- Language accuracy (maximum of 6 marks): see Table F.

The Writing assessment objectives are:

- **W1**: Communicate information, opinions, arguments and creative ideas clearly and effectively, with support/justification.
- **W2**: Organise ideas into coherent text by using a range of cohesive devices and paragraphing where appropriate.
- **W3**: Use text conventions and register appropriate to the given purpose and audience.
- **W4**: Use a wide range of vocabulary and grammar effectively.
- **W5**: Use vocabulary and grammar accurately.

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Generic guidance on using levels-based mark schemes

(a) Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The examiner should look at the work and then make a judgement about which level statement is the best fit. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.
Once a 'best-fit' level statement has been identified, examiners should use the following guidance to decide on a specific mark:

- Where the candidate's work **convincingly** meets the level statement, award the highest mark.
- Where the candidate's work **just** meets the level statement, award the lowest mark.

(b) Examiners are reminded that this is a language qualification aimed at assessing language proficiency at level B2 and C1 of the Common European Framework of Reference for Languages (CEFR). The descriptions in this mark scheme should be understood and applied with reference to CEFR B2 and C1 level.

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TABLE A – Question 1 Content

W1: Communicate information, opinions, arguments and creative ideas clearly and effectively, with support/justification.
W3: Use text conventions and register appropriate to the given purpose and audience.

The recommended response length is 300–400 words. There will be no penalty for responses that do not adhere to the recommended response length.

Level	Description	Marks
4	• Information used is fully relevant to the question. • Fully develops complex ideas, expanding particular points, with a wide range of supporting evidence, justifications and examples. • A very detailed argumentative/discursive response, written in an assured and natural style appropriate to the task. • Convincingly argues a case and/or discusses both sides, with an effective conclusion.	7–8
3	• Information used is mostly relevant to the question. • Develops some complex ideas, expanding particular points, with a range of supporting evidence, justifications and examples. • A detailed argumentative/discursive response, written in a natural style appropriate to the task. • Clearly argues a case and/or discusses both sides, with a clear conclusion.	5–6
2	• Information used is partially relevant to the question. • Develops ideas and main points with some supporting evidence, giving reasons and examples. • An argumentative/discursive response with some detail, written in an appropriate style. • Argues a case and/or discusses both sides with some repetition. May draw a simple conclusion.	3–4
1	• Information used is occasionally relevant to the question. • Partially develops ideas and main points with occasional supporting reasons and examples. • An argumentative/discursive response with limited detail; attempts to write in an appropriate style. • There are inconsistencies in the argument or discussion with repetition.	1–2
0	No creditable response. Performance is below level 1.	0

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TABLES B and C – Question 1 Quality of Written Communication

W2: Organise ideas into coherent text by using a range of cohesive devices and paragraphing where appropriate.
W4: Use a wide range of vocabulary and grammar effectively.
W5: Use vocabulary and grammar accurately.

Only work which is clearly related to the question can be considered when applying the marks for Quality of Written Communication. Essays which do not relate in any way to the exact essay title/question will be awarded 0 marks for content and 0 marks for language.

Table B Linguistic range and organisation

Level	Description	Marks
3	• A clearly-organised and coherent text using a good range of cohesive devices and appropriate paragraphing. • Uses a wide range of grammar, including complex structures. • Uses a wide range of appropriate vocabulary including less common vocabulary. Uses language naturally and with ease.	5–6
2	• A generally well-organised and coherent text using a range of cohesive devices and possibly using paragraphing. • Uses a range of grammar including some complex structures. • Uses a range of appropriate vocabulary. Can avoid repetition with some success.	3–4

Table C Language accuracy

Level	Description	Marks
3	• Consistently maintains a high degree of grammatical accuracy. • Spelling and punctuation are accurate with occasional slips. • Errors do not impede communication.	5–6
2	• Good use of simple grammar. Use of some complex grammar with occasional errors. • Spelling and punctuation are generally accurate, with occasional errors. • Errors rarely impede communication.	3–4

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Table B Linguistic range and organisation		
Level	**Description**	**Marks**
1	• The text is not well organised. May include limited or repetitive use of cohesive devices. • Uses mostly simple structures with occasional use of complex structures. • Uses vocabulary appropriate to the task, but frequently overuses some vocabulary.	1–2
0	No creditable response. Performance is below level 1.	0

Table C Language accuracy		
Level	**Description**	**Marks**
1	• Uses simple grammar, with some errors. • Attempts to use more complex grammar, with frequent errors. • Some errors in spelling and punctuation. • Errors sometimes impede communication.	1–2
0	No creditable response. Performance is below level 1.	0

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TABLE D – Questions 2 and 3 Content

W1: Communicate information, opinions, arguments and creative ideas clearly and effectively, with support/justification.
W3: Use text conventions and register appropriate to the given purpose and audience.

The recommended response length is 300–400 words. There will be no penalty for responses that do not adhere to the recommended response length.

<table>
<tr><th>Level</th><th colspan="2">Description</th><th>Marks</th></tr>
<tr><td rowspan="2">4</td><td colspan="2">General
• Fully develops more complex ideas, expanding particular points, with a wide range of supporting information and examples.
• A very detailed descriptive or narrative response, written in an assured and natural style appropriate to the task.</td><td>7–8</td></tr>
<tr><td>Specific – Descriptive
• Very strongly conveyed and controlled description which is consistently developed.
• Rich in experiences, ideas, images and/or sensory details, appropriate to the task.</td><td>Specific – Narrative
• Very strongly conveyed and controlled narrative which is consistently developed.
• Narrates real or imaginary events with convincing and engaging features appropriate to the task (e.g. plot, characterisation, effective climax).</td><td></td></tr>
<tr><td rowspan="2">3</td><td colspan="2">General
• Develops some complex ideas, expanding particular points, with a range of supporting information and examples.
• A detailed descriptive or narrative response, written in a natural style appropriate to the task.</td><td>5–6</td></tr>
<tr><td>Specific – Descriptive
• Strongly conveyed description which is well developed.
• A good range of experiences, ideas, images and/or sensory details, appropriate to the task.</td><td>Specific – Narrative
• Strongly conveyed narrative which is well developed.
• Narrates real or imaginary events with clear and engaging features appropriate to the task (e.g. plot, characterisation, effective climax).</td><td></td></tr>
</table>

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<table>
<tr><th>Level</th><th>Description</th><th>Marks</th></tr>
<tr><td rowspan="2">2</td><td colspan="2">General
• Develops ideas and main points with some supporting information and examples.
• A descriptive or narrative response with some detail, written in an appropriate style.</td><td>3–4</td></tr>
<tr><td>Specific – Descriptive
• Appropriately conveyed description which is developed.
• A range of experiences, ideas, images and/or sensory details which are appropriate to the task.</td><td>Specific – Narrative
• Appropriately conveyed narrative which is developed.
• Narrates real or imaginary events with features appropriate to the task (e.g. plot, characterisation, effective climax).</td><td></td></tr>
<tr><td rowspan="2">1</td><td colspan="2">General
• Partially develops ideas and main points with occasional supporting information and examples.
• A descriptive or narrative response with limited detail; attempts to write in an appropriate style.</td><td>1–2</td></tr>
<tr><td>Specific – Descriptive
• Conveys a simple description which is occasionally developed.
• Some experiences, ideas, images and/or sensory details, generally appropriate to the task.</td><td>Specific – Narrative
• Conveys a simple narrative which is occasionally developed.
• Narrates real or imaginary events with some features (e.g. plot, characterisation, climax) which are generally appropriate to the task.</td><td></td></tr>
<tr><td>0</td><td colspan="2">No creditable response. Performance is below level 1.</td><td>0</td></tr>
</table>

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TABLES E and F – Questions 2 and 3 Quality of Written Communication

W2: Organise ideas into coherent text by using a range of cohesive devices and paragraphing where appropriate.
W4: Use a wide range of vocabulary and grammar effectively.
W5: Use vocabulary and grammar accurately.

Only work which is clearly related to the question can be considered when applying the marks for Quality of Written Communication. Essays which do not relate in any way to the exact essay title/question will be awarded 0 marks for content and 0 marks for language.

Table E Linguistic range and organisation

Level	Description	Marks
3	• A clearly-organised and coherent text using a good range of cohesive devices and appropriate paragraphing. • Uses a wide range of grammar, including complex structures. • Uses a wide range of appropriate vocabulary including less common vocabulary. Uses language naturally and with ease.	5–6
2	• A generally well-organised and coherent text using a range of cohesive devices and possibly using paragraphing. • Uses a range of grammar including some complex structures. • Uses a range of appropriate vocabulary. Can avoid repetition with some success.	3–4

Table F Language accuracy

Level	Description	Marks
3	• Consistently maintains a high degree of grammatical accuracy. • Spelling and punctuation are accurate with occasional slips. • Errors do not impede communication.	5–6
2	• Good use of simple grammar. Use of some complex grammar with occasional errors. • Spelling and punctuation are generally accurate, with occasional errors. • Errors rarely impede communication.	3–4

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Table E Linguistic range and organisation		
Level	**Description**	**Marks**
1	• The text is not well organised. May include limited or repetitive use of cohesive devices. • Uses mostly simple structures with occasional use of complex structures. • Uses vocabulary appropriate to the task, but frequently overuses some vocabulary.	1–2
0	No creditable response. Performance is below level 1.	0

Table F Language accuracy		
Level	**Description**	**Marks**
1	• Uses simple grammar, with some errors. • Attempts to use more complex grammar, with frequent errors. • Some errors in spelling and punctuation. • Errors sometimes impede communication.	1–2
0	No creditable response. Performance is below level 1.	0

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Glossary of terms used in the Writing levels-based mark schemes

TABLES A and D – Content

- **Argumentative**: An argumentative piece of writing attempts to clearly present a strong position on a particular topic. Its purpose is to both educate and persuade the reader on a particular point of view.
- **Discursive**: A discursive piece of writing presents a balanced examination of a subject. The response should present both sides of the discussion.
- **Descriptive**: A descriptive piece of writing describes a person, place or situation, creating an image with words so that the reader can picture it in their mind.
- **Narrative**: A narrative piece of writing tells a story containing a sequence of connected events which may be real or imaginary.

TABLES B, C and E, F – Quality of Written Communication

- **Range**: the variety of words and grammatical forms a candidate uses. At higher levels, candidates will make increasing use of a greater variety of words, fixed phrases, collocations and grammatical forms.
- **Cohesive devices**: refers to more sophisticated linking words and phrases (e.g. 'moreover', 'it may appear', 'as a result'), as well as grammatical devices such as the use of reference pronouns, substitution (e.g. There are two women in the picture. The one on the right ...), ellipsis (e.g. The first car he owned was a small car, the second a family car.).
- **Simple structures**: A simple structure is, for example, a sentence that has just one independent clause (i.e. it stands alone and expresses one complete thought) and uses a basic tense.
- **Complex structures**: A complex structure is, for example, a sentence that has an independent clause (i.e. it stands alone and expresses one complete thought) and a dependent clause (i.e. one that cannot stand alone as a complete sentence because it does not express a complete thought).
- **Errors and slips**: **Errors** are systematic mistakes. **Slips** are mistakes that are non-systematic, i.e. the candidate has learned the vocabulary item or grammatical structure, but just happened to make a mistake in this instance. In a candidate's response, where most other examples of a lexical/grammatical point are accurate, a mistake on that point would most likely be a slip.
- **Impede communication**: gets in the way of meaning.
- **Simple grammar**: words, phrases, basic tenses and simple clauses.
- **Complex grammar**: longer and more complex items, e.g. noun clauses, relative and adverb clauses, subordination, passive forms, infinitives, verb patterns, modal forms and tense contrasts.

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