



# Cambridge International A Level

---

**SPANISH**

**9719/22**

Paper 2 Reading and Writing

**May/June 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 May/June 2021 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

---

This document consists of **18** 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.

**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.

**Section 1**

| Question  | Answer                                  | Marks  | Not Allowed Responses   |
|---|---|--|---|
| <b>Question 1</b>   |   |  |   |
| Accept spelling errors in transcription.<br>Accept minor omissions in the body of the phrase. |   | Disallow additional words or omissions at start or finish of phrase. |   |
| 1(a)  | (ingresados) con medidas de aislamiento | 1  | los niños...<br><i>omission</i> con...                            |
| 1(b)  | gracias a los avances en las técnicas   | 1  | <i>omission</i> gracias a...                                      |
| 1(c)  | están especialmente preparados          | 1  | los perros...<br>...para trabajar<br>son especialmente preparados |
| 1(d)  | se ha puesto en marcha una iniciativa   | 1  | En Madrid...<br><i>omission</i> se...                             |
| 1(e)  | dan testimonio en un proceso judicial   | 1  | que...  |

**PUBLISHED**

| Question   | Answer   | Marks | Not Allowed Responses  |
|--|--|-------|--|
| <b>Question 2</b><br>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)   | acababan de recibir un trasplante <i>allow</i> recientemente <i>if included</i>  | 1     | acaban...<br>recibir   |
| 2(b)   | donde / en la que se encuentra (ingresado) el niño   | 1     | el lugar en el que se encuentra el niño<br>donde se encuentra al niño  |
| 2(c)   | para que (se) reduzca / disminuya su miedo /<br>para que su miedo sea reducido / disminuido / menor, <i>etc.</i><br>para que tenga / sufra menos / no tenga / sufra tanto /<br>mucho miedo | 1     | reduzcan<br>reduzca<br>tengan  |
| 2(d)   | van / están / vienen en (la) compañía de (los) expertos<br>tienen / cuentan con (la) compañía de (los) expertos  | 1     | <i>omission of van</i><br>les hacen compañía los expertos<br>van de compañía con expertos<br>van / están con (la) compañía de (los) expertos |
| 2(e)   | están siendo analizados los beneficios /<br>los beneficios están siendo analizados   | 1     | los beneficios son / están analizados  |

| Question  | Answer   | Marks    | Not Allowed Responses  |
|---|--|----------|--|
| <b>Question 3</b>   |  |          |  |
| <b>Note:</b> Lifting = more than 4 consecutive words taken from the text and will usually invalidate answer unless further original explanation is offered. |  |          |  |
| 3(a)  | <b>¿Para qué tipo de paciente se aplica la nueva terapia?</b><br>(párrafo 1)                                   | <b>3</b> |  |
|   | niños que tienen que ser aislados<br>(allow pacientes if niños / menores is mentioned somewhere in the answer) | 1        | deduct 1 mark if no mention of niños / menores                     |
|   | niños cuyas defensas están muy bajas /<br>niños que están muy débiles  | 1        |  |
|   | niños que han recibido un transplante  | 1        |  |
| 3(b)  | <b>¿Cómo funciona la terapia?</b> (párrafo 2)  | <b>4</b> |  |
|   | se conecta con (otra parte del hospital) donde está el perro /<br>el equipo médico / con el perro              | 1        | el equipo  |
|   | con un <u>dispositivo móvil / tableta</u> el niño ve / interacciona /<br>juega con el perro                    | 1        | se conectan electrónicamente el niño y el perro e<br>interaccionan |
|   | (anima) al niño a hablar (indirectamente) de su enfermedad   | 1        |  |
|   | y a revelar sus sentimientos / emociones   | 1        | para que se emocione   |
| 3(c)  | <b>Según Nicolau Llorens, ¿qué beneficios tiene este tipo de terapia?</b> (párrafo 3)                          | <b>3</b> |  |
|   | conecta a los niños con el mundo <u>exterior</u>   | 1        | abre un mundo a los niños  |
|   | ayuda a disminuir el aislamiento   | 1        |  |
|   | reduce el miedo  | 1        | les relaja   |
|   |  |          |  |

| Question | Answer  | Marks    | Not Allowed Responses |
|----------|---|----------|-----------------------|
| 3(d)     | <b>¿Cómo pueden ayudar los perros de terapia en las residencias de mayores?</b> (párrafo 4)                           | <b>2</b> |                       |
|          | dan cariño y apoyo <i>both needed</i>   | 1        |                       |
|          | mejoran el funcionamiento físico y emocional / psicológico / mental ( <i>both needed</i> )                            | 1        |                       |
| 3(e)     | <b>¿Con quiénes más se está probando la terapia con perros? y ¿con qué motivos?</b> (párrafo 5)                       | <b>3</b> |                       |
|          | con niños implicados <u>en un proceso judicial</u><br>con niños que declaran / dan testimonio <u>ante un tribunal</u> | 1        |                       |
|          | para tranquilizarlos  | 1        |                       |
|          | para que den testimonios (más) detallados / fluidos   | 1        |                       |



**PUBLISHED**

| Question                              | Answer   | Marks | Not Allowed Responses |
|---------------------------------------|--|-------|-----------------------|
| <b>Quality of Language – Accuracy</b> |  |       | [5]                   |
| <b>5</b>                              | <p><b>Very good</b><br/>Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).</p>                                   |       |                       |
| <b>4</b>                              | <p><b>Good</b><br/>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>                      |       |                       |
| <b>3</b>                              | <p><b>Sound</b><br/>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> |       |                       |
| <b>2</b>                              | <p><b>Below average</b><br/>Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.</p>   |       |                       |
| <b>0–1</b>                            | <p><b>Poor</b><br/>Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.</p>  |       |                       |

| Question | Answer | Marks | Not Allowed Responses |
|----------|--------|-------|-----------------------|
|----------|--------|-------|-----------------------|

### 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 |
|---|--|----------|-----------------------|
| <b>Question 4</b>   |  |          |                       |
| <b>Note:</b> Lifting = more than 4 consecutive words taken from the text and will usually invalidate answer unless further original explanation is offered. |  |          |                       |
| 4(a)  | <b>Según Katia Iturbe, ¿qué riesgos podrían presentar los perros que viven en las calles?</b> (párrafo 1)    | <b>2</b> |                       |
|   | la transmisión de enfermedades <u>a los humanos</u><br>riesgos para <u>nuestra</u> salud                     | 1        |                       |
|   | la agresividad / riesgos para la seguridad   | 1        |                       |
| 4(b)  | <b>Explique cómo los excrementos de los perros pueden causar problemas.</b> (párrafo 2)                      | <b>3</b> |                       |
|   | sus heces <u>pulverizan</u> y son llevadas en el aire  | 1        |                       |
|   | pueden causar enfermedades del <u>ojo</u> / como <u>la conjuntivitis</u> / <u>inflamación del ojo</u> etc    | 1        |                       |
|   | adheridas a / contaminan la <u>comida de los puestos ambulantes</u> pueden causar enfermedades (bacterianas) | 1        |                       |
| 4(c)  | <b>Explique por qué hay tantos perros callejeros en Méjico.</b> (párrafo 3)                                  | <b>4</b> |                       |
|   | son abandonados por sus propietarios<br>los dueños no los quieren <u>en los hogares</u>                      | 1        |                       |
|   | porque ya no los consideran <u>tiernos / graciosos</u> etc<br>ya no les gustan a los dueños                  | 1        | ya no los quieren     |
|   | porque ya no pueden permitirse los gastos (del cuidado)  | 1        |                       |
|   | no sancionan a los que abandonan a los perros  | 1        |                       |

**PUBLISHED**

| Question | Answer   | Marks    | Not Allowed Responses  |
|----------|--|----------|--|
| 4(d)     | <b>Según Iturbe, ¿qué actitud asumen muchos dueños respecto a la esterilización de sus perros? y ¿por qué?</b> (párrafo 4) | <b>3</b> |  |
|          | los propietarios rechazan/ no quieren el procedimiento / asumen una actitud negativa                                       | 1        | tienen creencias falsas ( <i>unless qualified by 'negative attitude / rejection'</i> ) |
|          | creen que no es seguro   | 1        |  |
|          | que va a cambiar la conducta del perro   | 1        |  |
| 4(e)     | <b>¿Cómo intenta promover la clínica de Iturbe la tenencia responsable de los animales?</b> (párrafo 5)                    | <b>3</b> |  |
|          | ofrecen programas de sensibilización / sensibilizan a los dueños   | 1        |  |
|          | dan información sobre medicina <u>preventiva / esencial / básica</u>   | 1        |  |
|          | dan consejos sobre el comportamiento de los animales   | 1        |  |

**PUBLISHED**

| Question                              | Answer   | Marks | Not Allowed Responses |
|---------------------------------------|--|-------|-----------------------|
| <b>Quality of Language – Accuracy</b> |  |       | [5]                   |
| <b>5</b>                              | <p><b>Very good</b><br/>Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).</p>                                   |       |                       |
| <b>4</b>                              | <p><b>Good</b><br/>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>                      |       |                       |
| <b>3</b>                              | <p><b>Sound</b><br/>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> |       |                       |
| <b>2</b>                              | <p><b>Below average</b><br/>Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.</p>   |       |                       |
| <b>0–1</b>                            | <p><b>Poor</b><br/>Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.</p>  |       |                       |

| Question | Answer | Marks | Not Allowed Responses |
|----------|--------|-------|-----------------------|
|----------|--------|-------|-----------------------|

### 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).

https://xtremepape.rs/

| Question   | Answer | Marks | Not Allowed Responses |
|--|--------|-------|-----------------------|
| <p><b>Question 5</b></p> <p><b>Length of 5(a) + 5(b) (Summary and Personal Response)</b></p> <ul style="list-style-type: none"><li>• Examiners make a rough estimate of the length by a quick calculation of the number of words on a line.</li><li>• If the piece is clearly too long, calculate the length more precisely.</li><li>• Insert the vertical wavy line <u>after</u> the 160th word to show the end of the response to be  marked.</li></ul> |        |       |                       |

| Question  | Answer   | Marks     | Not Allowed Responses   |
|---|--|-----------|---|
| <p><b>Content marks – Summary</b><br/>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.<br/>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 Texto 1 y Texto 2 sobre las maneras en que los perros benefician o amenazan a los humanos.</p> <ul style="list-style-type: none"> <li>• terapia / ayuda para <u>niños</u> aislados</li> <li>• les ayudan a hablar de su enfermedad</li> <li>• y a manifestar emociones / sentimientos</li> <li>• abre una ventana al exterior / ayuda a prevenir el aislamiento</li> <li>• reduce el miedo</li> <li>• dan apoyo / cariño a <u>mayores / en residencias</u></li> <li>• promueven / mejoran el funcionamiento físico / emocional de <u>mayores / en residencias</u></li> <li>• tranquilizan a <u>menores en un proceso judicial</u></li> <li>• para que den testimonios fluidos / detallados</li> <li>• pueden <u>transmitir</u> enfermedades</li> <li>• pueden ser agresivos / riesgo a la seguridad</li> <li>• dejan excrementos en las calles</li> <li>• sus excrementos <u>pulverizados / secos</u> viajan en el aire</li> <li>• estos pueden causar conjuntivitis / hacer daño a los ojos</li> <li>• o adherir a / contaminar la comida</li> </ul> | <b>10</b> | <p><i>Deduct 1 mark from first 5 points if no mention of niños / menores</i></p> <p><i>mayores / residencias must be mentioned at least once to score these marks</i></p> |



| Question   | Answer  | Marks   | Not Allowed Responses  |   |   |   |   |  |
|--|---|---|--|---|---|---|---|--|
| <p><b>Content marks – Response to the Text</b><br/>           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.</p> |   |   |  |   |   |   |   |  |
| 5(b)   | <p>¿Cómo tratan a los perros en su país? ? Dé sus opiniones.</p> <table border="1" data-bbox="324 416 1122 1294"> <tr> <td data-bbox="324 416 1122 587"> <p><b>5 Very good</b><br/>               Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</p> </td> </tr> <tr> <td data-bbox="324 587 1122 788"> <p><b>4 Good</b><br/>               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.</p> </td> </tr> <tr> <td data-bbox="324 788 1122 959"> <p><b>3 Sound</b><br/>               A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text.</p> </td> </tr> <tr> <td data-bbox="324 959 1122 1129"> <p><b>2 Below average</b><br/>               Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition.</p> </td> </tr> <tr> <td data-bbox="324 1129 1122 1294"> <p><b>0–1 Poor</b><br/>               Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.</p> </td> </tr> </table> | <p><b>5 Very good</b><br/>               Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</p> | <p><b>4 Good</b><br/>               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.</p> | <p><b>3 Sound</b><br/>               A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text.</p> | <p><b>2 Below average</b><br/>               Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition.</p> | <p><b>0–1 Poor</b><br/>               Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.</p> | 5 |  |
| <p><b>5 Very good</b><br/>               Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</p>  |   |   |  |   |   |   |   |  |
| <p><b>4 Good</b><br/>               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.</p>   |   |   |  |   |   |   |   |  |
| <p><b>3 Sound</b><br/>               A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text.</p>  |   |   |  |   |   |   |   |  |
| <p><b>2 Below average</b><br/>               Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition.</p>  |   |   |  |   |   |   |   |  |
| <p><b>0–1 Poor</b><br/>               Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.</p>  |   |   |  |   |   |   |   |  |

| Question                              | Answer   | Marks | Not Allowed Responses |
|---------------------------------------|--|-------|-----------------------|
| <b>Quality of Language – Accuracy</b> |  |       | [5]                   |
| <b>5</b>                              | <p><b>Very good</b><br/>Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).</p>                                   |       |                       |
| <b>4</b>                              | <p><b>Good</b><br/>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>                      |       |                       |
| <b>3</b>                              | <p><b>Sound</b><br/>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> |       |                       |
| <b>2</b>                              | <p><b>Below average</b><br/>Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.</p>   |       |                       |
| <b>0–1</b>                            | <p><b>Poor</b><br/>Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.</p>  |       |                       |