



# Cambridge International A Level

---

**SPANISH**

**9719/23**

Paper 2 Reading and Writing

**May/June 2023**

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 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U 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.

<b>1 General Marking Notes</b>	
<b>Question 1</b>	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.
<b>Question 2</b>	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.
<b>Questions 3 and 4</b>	<p><b><u>Content marks</u></b></p> <ul style="list-style-type: none"> <li>Annotate each correct point with a <b>tick</b> OR a <b>tick + BOD</b>.</li> <li>Use a <b>cross</b> or <b>NBOD</b> as necessary.</li> <li>Use the highlighting tool to <b>highlight</b> any words which are lifted.</li> <li>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.</li> </ul> <p><b><u>Quality of Language Mark</u></b></p> <ul style="list-style-type: none"> <li>Click on 3L or 4L as appropriate in the mark input box. If any items have scored zero or NR for content, insert an <b>on-page comment</b> (text box) after the last item in the question and type in the details of the Quality of Language mark, e.g.: 5 – 2 = 3 OR min 1</li> <li>Then enter the Quality of Language mark in the mark input box for Question <b>3L</b> / Question <b>4L</b>.</li> <li>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.</li> </ul>

T

**Question 5**

If the answer exceeds 160 words, use the highlighting tool to shade the extra words.

**Summary**

- 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)**.

**Personal response**

- Enter the mark for Personal response in the mark input box for Question **5(b)**.
- NB if the Personal Response cannot be marked because it comes after the 160-word limit award a mark of 0, **not** NR.

**Quality of Language**

- 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:**

- (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 **RM3**

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	Guidance
<b>1</b>			Accept spelling errors in transcription. Disallow additional words or omissions at start or finish of Accept minor omissions in the body of the phrase.
1(a)	ofreciendo soluciones basadas	<b>1</b>	...en
1(b)	están en la vía (pública)	<b>1</b>	
1(c)	suba mucho más de la cuenta	<b>1</b>	
1(d)	se abren infinitas posibilidades para optimizar	<b>1</b>	
1(e)	no hace más que agravar esto	<b>1</b>	<i>omission</i> ...esto

**PUBLISHED**

Question	Answer	Marks	Guidance
<b>Question 2</b> 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)	hacen que el ciudadano se identifique / se tenga que identificar / sea / esté obligado a / se vea / obligado a / deba identificarse hacen que los ciudadanos se identifiquen / se tengan que identificar	1	hacen que la identificación del ciudadano sea obligatoria hacen que obliguen al ciudadano...
2(b)	(los) mecanismos de discriminación positiva pueden ser establecidos existe la oportunidad de que los mecanismos de discriminación positiva sean establecidos se permite que los mecanismos de discriminación positiva estén establecidos	1	se pueden poner establecidos mecanismos de discriminación positiva hay / habrá mecanismos de discriminación positiva establecidos ...podrían ser establecidos
2(c)	es posible que haya / pueda haber castigos es posible el uso de castigos	1	estar                      halla es posible tener castigos es posible que hayan / puedan haber castigos es posible que sucedan castigos es posible haber castigos
2(d)	No se trata de una cuestión insignificante se trata de una cuestión que no es insignificante	1	no trata <i>omission</i> no...
2(e)	las consecuencias jurídicas son difíciles de solucionar	1	...tienen soluciones difíciles las soluciones para las consecuencias jurídicas son difíciles / son difíciles las soluciones de las consecuencias jurídicas / las consecuencias jurídicas tienen soluciones difíciles solucionarse



Question	Answer	Marks	Guidance
<b>Question 3</b>			
NB. Lifting = more than 4 consecutive words taken from the text and will usually invalidate answer unless further original explanation is offered.			
3(a)	<b>¿Cuáles son las dos causas de la gestión inadecuada de los residuos? y ¿qué medida se plantea con respecto a esto? (párrafo 1)</b>	<b>3</b>	
	no hay recogida <u>selectiva</u> de basura	1	
	no hay tasas que incentiven la separación / el reciclaje / no hay tasas que penalicen la falta de separación / el reciclaje	1	no hay tasas para la separación de basuras no hay un sistema que incentive / penalice la separación de basuras no hay consecuencias de no hacer separación...
	implantación de contenedores inteligentes / tecnológicos	1	
3(b)	<b>Además de identificar al usuario, ¿qué hacen los nuevos contenedores inteligentes? (párrafo 2)</b>	<b>3</b>	
	controlan si se ha separado la basura correctamente	1	
	alertan de si están llenos	1	
	alertan de si las temperaturas son demasiado altas / tienen sensores de temperatura <u>alta</u> / ... si debe ser vaciado antes de que tenga mal olor	1	miden las temperaturas / tienen sensores de temperatura si huele mal
3(c)	<b>Para los ayuntamientos, ¿cuáles son las ventajas de los contenedores inteligentes?(párrafo 3)</b>	<b>4</b>	
	pueden <u>mejorar</u> la gestión de residuos	1	
	pueden escoger los residuos que deben recoger	1	
	pueden diseñar el itinerario de recogida	1	
	pueden <u>penalizar o estimular</u> ( <i>both needed</i> )	1	

Question	Answer	Marks	Guidance
3(d)	<b>¿Cómo podría este sistema fomentar la separación de residuos?</b> (párrafo 4) <i>specific details needed for all 3 marks</i>	<b>3</b>	<i>not just</i> pone beneficios y castigos
	con rebajas en el impuesto <u>de basuras</u> ( <i>must be mentioned here or in point 3</i> )	1	
	con puntos canjeables / ventajas en tiendas	1	
	con un aumento de la tasa <u>de basuras</u> por uso incorrecto	1	castigos
3(e)	<b>¿Cómo amenaza el nuevo sistema la confidencialidad de los usuarios?</b> (párrafo 5)	<b>2</b>	
	los datos <u>personales</u> / <u>confidenciales</u> pasan a estar a disposición de la empresa (de recogida)	1	
	la información <u>personal</u> / <u>confidencial</u> / (datos de sueldos, cuentas bancarias o salud <i>any 2 from 3</i> ) <u>podrían estar al descubierto</u>	1	

**Quality of Language – Accuracy**

[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.

**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:

<b>Total Content marks available on questions where a candidate scores 0</b>	<b>Reduce Quality of Language mark by:</b>
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	Guidance
<b>Question 4</b> NB. Lifting = more than 4 consecutive words taken from the text and will usually invalidate answer unless further original explanation is offered.			
4(a)	<b>¿Por qué sugiere Carmen Learte utilizar la lluvia para la provisión de agua potable para los ciudadanos?</b> (párrafo 1)	<b>3</b>	
	tradición histórica (aztecas y mayas) / volver a prácticas tradicionales / pasadas	1	
	por los problemas medioambientales hoy en día condiciones ambientales	1	ambiente
	gran <u>abundancia</u> de lluvia <u>la mitad del año</u>	1	la mayor parte del año
4(b)	<b>¿Qué proyectos plantea Learte para recoger el agua de la lluvia? y ¿a qué barrera se enfrentan?</b> (párrafo 2)	<b>3</b>	
	hace diseños <u>nuevos / modernos / nuevas / modernas</u> bellezas arquitectónicas	1	
	restaura / repara <u>canales</u> antiguos	1	
	falta de presupuesto	1	están en tiempos de austeridad
4(c)	<b>¿A dónde va el agua de lluvia según el estudio de Fabiola Sonseca?</b> (párrafo 3)	<b>3</b>	
	79% / un porcentaje grande / la mayor parte / más de la mitad se evapora	1	
	un 10% / una parte del resto rellena los acuíferos / es absorbida por la tierra el resto sirve para llenar acuíferos y <u>se mezcla con aguas negras / sucias</u> – 2 marks	1	

	otro 10% / otra parte <u>se mezcla con aguas residuales / sucias</u>	1	
4(d)	<b>Según Antonio Mora, ¿qué problemas plantea el sistema de aprovechamiento de agua de lluvia?</b> (párrafo 4)	<b>3</b>	
	costo alto	1	maquinaria
	la cantidad de agua captada es muy pequeña	1	...no es suficiente
	la calidad del agua es mala / tiene contaminantes	1	
4(e)	<b>¿Cuáles son las ventajas del programa Isla Cívica para las familias?</b> (párrafo 5)	<b>3</b>	
	obtienen <u>agua filtrada / depurada / potable / limpia etc</u>	1	
	es gratuita	1	
	durante <u>más de 6 meses</u>	1	durante la mayoría del año / muchos meses

**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:

<b>Total Content marks available on questions where a candidate scores 0</b>	<b>Reduce Quality of Language mark by:</b>
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.
- If the answer exceeds 160 words, use the highlighting tool to shade the extra words.

Question	Answer	Marks	Guidance
<p><b>Content marks – Summary</b> 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):</p>			
5(a)	<p><b>Escriba un resumen de lo que se dice en el Texto 1 y el Texto 2 sobre los beneficios de los contenedores inteligentes y el proyecto de reciclaje de lluvia.</b> <b>Text 1</b></p> <ul style="list-style-type: none"> <li>• controlan la separación de la basura</li> <li>• alertan cuando están llenos / hay que vaciarlos</li> <li>• alertan de la temperatura / evitan que huelan mal</li> <li>• mejoran la gestión de residuos / el reciclaje</li> <li>• pueden elegir el tipo de basura que recogen</li> <li>• optimizan las rutas de recogida</li> <li>• incentivan la separación / el reciclaje de residuos</li> <li>• rebaja en la tasa de basuras / ventajas en las tiendas</li> </ul> <p><b>Text 2</b></p> <ul style="list-style-type: none"> <li>• el agua es filtrada / depurada <i>etc</i></li> <li>• se provee de agua a casas / familias</li> <li>• restauración de canales / nueva arquitectura</li> <li>• es gratis para la población</li> <li>• se suministra agua durante seis meses</li> <li>• se preservan los acuíferos</li> </ul>	<b>10</b>	



Question	Answer	Marks	Guidance					
<p><b>Content marks – Response to the Text</b> 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><b>¿Es la basura un problema en su país? Dé sus opiniones.</b></p> <table border="1" data-bbox="340 416 1124 1286"> <tr> <td data-bbox="340 416 1124 584"> <p><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.</p> </td> </tr> <tr> <td data-bbox="340 584 1124 783"> <p><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.</p> </td> </tr> <tr> <td data-bbox="340 783 1124 951"> <p><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.</p> </td> </tr> <tr> <td data-bbox="340 951 1124 1118"> <p><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.</p> </td> </tr> <tr> <td data-bbox="340 1118 1124 1286"> <p><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.</p> </td> </tr> </table>	<p><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.</p>	<p><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.</p>	<p><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.</p>	<p><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.</p>	<p><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.</p>	5	
<p><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.</p>								
<p><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.</p>								
<p><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.</p>								
<p><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.</p>								
<p><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.</p>								

**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.