
SPANISH

9719/23

Paper 2 Reading and Writing

October/November 2019

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 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **17** 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.

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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)	comprar una casa a precio de ganga	1	
1(b)	lo que (esto) quiere decir en realidad	1	<i>omission</i> lo que... <i>omission</i> ...en realidad
1(c)	se le daba un año sabático	1	<i>omission</i> se...
1(d)	siempre les explicamos los riesgos	1	...de hacerlo
1(e)	el puzle se complica aún más	1	<i>omission</i> ... aún más ...si se considera

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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)	la gente no podía (hacer) (nada) más que / aparte de intercambiar la gente no podía intercambiar más que lo más que la gente podía hacer era intercambiar	1	solo
2(b)	Es imprescindible que (se) entienda / entiendas / entendamos / entiendan <i>allow correct addition of suitable nouns eg los clientes / la gente</i>	1	
2(c)	(si usted) tenía ganas de ser propietario de una casa	1	
2(d)	extranjeros que residen permanentemente / de forma permanente	1	
2(e)	los muchos extranjeros a quienes / a los que / a los cuales (les) interesa invertir	1	

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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)	Describe el cambio que tuvo lugar en 2011 y por qué se interesa mucha gente en esto. (párrafo 1)	3	
	se les permitió a los cubanos <u>comprar y vender</u> casas (both needed) [1]		
	antes solo podían intercambiar las casas [1]		
	hay casas muy económicas [1]		
3(b)	¿Qué aspecto de vender casas enfatiza Rosy Bermúdez? y ¿qué ejemplo da? (párrafo 2)	3	
	la importancia de entender la jerga [1]		
	si anuncian una casa ‘cerca de hoteles y hospitales’ [1]		
	significa que habrá agua corriente y pocos apagones (both needed) [1]		

Question	Answer	Marks	Not allowed responses
3(c)	¿Qué diferencias señala Bermúdez entre las casas construidas antes y después de la Revolución? (párrafo 3)	4	
	<i>antes</i> la construcción es más sólida [1]		
	(suelen ser) más deseados [1]		
	<i>después</i> son de calidad variada [1]		
	fueron construidas por personas sin calificación [1]		
3(d)	¿Quiénes adquieren propiedades en Cuba? (párrafo 4)	3	
	los cubanos que viven allí [1]		
	los <u>extranjeros</u> que viven <u>permanentemente</u> allí [1]		
	los amigos o parejas de <u>cubanos</u> (residentes) (both needed) [1]		parientes
3(e)	¿Qué dificultades enfrentaría alguien que quisiera invertir en propiedades cubanas? (párrafo 5)	2	
	no hay hipotecas/hay que pagar en efectivo [1]		
	Los cubanos más ricos pueden comprar <u>dos</u> casas y por eso hay menos oportunidades / propiedades (para inversión extranjera) [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).

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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 Javier Cabrero, ¿qué actitud muestran los jóvenes hacia la vivienda? y ¿por qué? (párrafo 1)	3	
	no quieren una hipoteca <u>de 25 años</u> / <u>muchos años</u> / comprar una casa <u>durante 25 años</u> [1]		
	prefieren alquilar algo [1]		
	no quieren sufrir si hay otra crisis económica [1]		
4(b)	Según Rocío Hernández, ¿qué motiva a los jóvenes a comprar o no comprar una casa? (párrafo 2)	3	
	<i>no comprar</i> hay mucha inestabilidad en los empleos [1]		
	no van a quedar siempre en el mismo lugar [1]		
	<i>comprar</i> si tienen familia quieren comprar [1]		
4(c)	Según Hernández, una vez conseguida la hipoteca, ¿qué más gastos enfrentan los propietarios? (párrafo 3)	3	
	el mobiliario [1]		
	los servicios de basuras, agua y luz (2 from 3 needed) [1]		
	el mantenimiento de la vivienda [1]		

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Question	Answer	Marks	Not allowed responses
4(d)	¿Por qué se sienten menos flexibles los jóvenes si poseen una vivienda? (párrafo 4)	3	
	lleva tiempo vender una vivienda [1]		
	puede ser difícil encontrar compradores [1]		
	la aversión a alquilar su propiedad a extraños / no les gusta la idea de alquilar su propiedad a extraños [1]		
4(e)	¿Qué más argumentos se utilizan contra ser propietario? (párrafo 5)	3	
	la responsabilidad puede causar estrés [1]		
	puede haber situaciones difíciles con vecinos [1]		
	hay que hacer reparaciones <u>sin importar el precio / que podrían costar mucho dinero</u> [1]		hay que gastar mucho dinero en reparaciones

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Question	Answer	Marks	Not allowed responses
<p>Question 5</p> <p>Length of 5(a) + 5(b) (Summary and Personal Response)</p> <p>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. Insert the vertical wavy line <u>after</u> the 160th word to show the end of the response to be marked.</p> <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>Escribe un resumen de lo que se dice en Texto 1 y Texto 2 sobre las consecuencias de los cambios en los sistemas hídricos naturales.</p> <p>Text 1</p> <p>entender la jerga de los anuncios de venta saber el significado de ‘construcción capitalista’ / encontrar casa construida antes los 50 / calidad variada de propiedades construidas después hay que ser cubano residente o extranjero de residencia permanente comprar por amigos o parejas cubanos solo se puede comprar en efectivo / no hay hipotecas insuficientes casas en venta / cubanos pudientes pueden tener dos casas</p>	10	

Question	Answer	Marks	Not allowed responses
5(a)	Text 2 eres menos flexible / trabajos menos estables ahorros sustanciales / buen trabajo para conseguir hipoteca gastos adicionales (mobiliario / servicios / mantenimiento) dificultades de vender aversión a alquilar a extraños la responsabilidad causa estrés problemas con vecinos coste de reparaciones		

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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>¿Quiénes son los propietarios de las casas en tu país? Da tus opiniones.</p> <table border="1" data-bbox="349 485 1131 1358"> <tr> <td data-bbox="349 485 1131 651"> 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="349 651 1131 852"> 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="349 852 1131 1023"> 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="349 1023 1131 1189"> 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="349 1189 1131 1358"> 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	
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