



# Cambridge International A Level

---

SPANISH

9719/22

Paper 2 Reading and Writing

October/November 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 October/November 2021 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

---

This document consists of **20** 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.:  <div style="border: 1px solid black; padding: 2px; display: inline-block; margin: 5px 0;">T</div>   <math>5-2 = 3</math>   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>

<p><b>Question 5</b></p>	<p>If the answer exceeds 160 words, use the highlighting tool <u>after</u> the 160<sup>th</sup> word to show the end of the response to be marked.</p> <p><b>Summary</b></p> <ul style="list-style-type: none"> <li>Annotate each correct point with a <b>tick OR tick + BOD</b> up to a maximum of 10 ticks.</li> <li>Use <b>NBOD</b> as necessary.</li> <li>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 <b>5(a)</b>.</li> </ul> <p><b>Personal response</b></p> <ul style="list-style-type: none"> <li>Enter the mark for Personal response in the mark input box for Question <b>5(b)</b>.</li> <li>Note: if the Personal Response cannot be marked because it comes after the 160-word limit award a mark of 0, <b>not</b> NR.</li> </ul> <p><b>Quality of Language</b></p> <ul style="list-style-type: none"> <li>Enter the mark for Quality of Language in the mark input box for Question <b>5L</b>.</li> </ul>
<p><b>2 General Marking Principles</b></p>	
<p><b>2.1</b> 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.</p>	
<p><b>2.2 Crossing out:</b></p> <p>(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.</p> <p>(b) If a candidate crosses out an answer <u>to a whole question</u> but makes no second attempt at it, mark the crossed out work.</p>	
<p><b>2.3</b> Annotation used in marking:</p> <p>(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.</p> <p>(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 <b>not</b> given to the candidate and the mark is <b>not</b> awarded.</p> <p>(c) caret = to indicate where something which is key to the response is missing.</p>	

**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.

**Detailed Mark Scheme****Section 1**

<b>Question</b>	<b>Answer</b>	<b>Marks</b>	<b>Guidance</b>
1			<b>Allow:</b> <ul style="list-style-type: none"> <li>• <i>Spelling errors in transcription.</i></li> <li>• <i>Additional words or omissions in the body of the phrase</i></li> </ul> <i>Additional words or omission at start or finish of phrase <b>will not be allowed</b></i>
1(a)	ha tomado la decisión de armar	<b>1</b>	...a los guardaparques
1(b)	deja mucho que desear	<b>1</b>	
1(c)	las zonas más despobladas	<b>1</b>	en..
1(d)	tenemos temas aún más complicados	<b>1</b>	
1(e)	sin querer dar su nombre	<b>1</b>	

Question	Answer	Marks	Not Allowed Responses
<p><b>Question 2</b></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)	los tesoros naturales no pueden ser custodiados por el Estado / el Estado no puede (man)tener / dejar custodiados los tesoros naturales	1	los tesoros naturales del estado no pueden ser custodiados el Estado no tiene custodiados los tesoros naturales
2(b)	(todavía) sigue creciendo (sin parar) / en / su crecimiento / sigue creciéndose / sigue sin parar de crecer	1	
2(c)	es lamentable que no dispongamos / podamos disponer / se disponga de recursos	1	
2(d)	suelen (a menudo) coincidir con las más ricas	1	
2(e)	si hace falta incendiar un bosque	1	si hace falta se incendia un bosque si les hace falta incendiar un bosque lo hacen



**PUBLISHED**

Question	Answer	Marks	Guidance
<b>Question 3</b>			
Note: Lifting = more than 4 consecutive words taken from the text and will usually invalidate answer unless further original explanation is offered.			
3(a)	<b>¿A qué problemas se enfrentan los parques nacionales de Costa Rica?</b> (párrafo 1)	<b>3</b>	
	Posibilidad de encontrarse con un narcotraficante	1	
	narcotraficantes utilizan los parques como lugares para almacenar la droga	1	
	no hay suficientes guardaparques	1	
3(b)	<b>¿Cómo describe Rodrigo Pacheco la situación de los parques naturales? y ¿cómo se ha intentado solucionar?</b> (párrafo 2)	<b>4</b>	
	Los parques no están bien protegidos / conservados / no hay buena seguridad	1	
	Falta de recursos	1	los guardaparques no tienen las herramientas necesarias
	Han comprado fusiles / armas <u>por valor de 300 000 dólares</u> para los <u>guardaparques</u>	1	
	Los <u>guardaparques</u> dispondrán de chalecos antibalas, <u>donados por EEUU</u>	1	
	<i>(guardaparques must be mentioned at least once to score both the above marks. Allow 1 mark if no mention of guardaparques)</i>		

Question	Answer	Marks	Guidance
3(c)	<b>¿Por qué cree Pacheco que es positiva la actitud de la población costarricense?</b> (párrafo 3)	<b>2</b>	
	Los ciudadanos denuncian comportamientos que dañan el medioambiente / crímenes en los parques (caza, tala ilegales)	1	
	Hay gran concienciación de la importancia de preservar el bosque / está en contra de la tala de los árboles	1	
3(d)	<b>¿Qué problemas señala Pacheco en cuanto a los parques?</b> (párrafo 4)	<b>2</b>	
	falta de inversión en los parques <u>durante 20 años</u>	1	
	Aumento de problemas en los parques no relacionados con la naturaleza	1	
3(e)	<b>¿Cómo han cambiado los problemas a los que se enfrentan los guardaparques?</b> (párrafo 5)	<b>4</b>	
	Antes se enfrentaban a solo un hombre con una escopeta / que iba a cazar	1	
	Ahora se enfrentan a narcotraficantes con rifles automáticos / <u>bien</u> armados	1	
	Los narcotraficantes no tienen en consideración a las personas ni a la naturaleza	1	
	Los narcotraficantes pueden decidir prender fuego a un bosque para asustar/ intimidar (a los guardaparques)	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).

**PUBLISHED****Section 2**

Question	Answer	Marks	Guidance
<b>Question 4</b>			
Note: Lifting = more than 4 consecutive words taken from the text and will usually invalidate answer unless further original explanation is offered.			
4(a)	<b>Describe las características de los 30 pequeños robos que realizan los carteristas al día en el metro de Madrid (párrafo 1)</b>	<b>3</b>	
	Ocurren más en las líneas de metro que pasan por el centro	1	
	El dinero robado no supera los 400 euros	1	
	Los carteristas roban carteras / dinero y teléfonos móviles	1	
4(b)	<b>¿Cómo identifica la policía a los carteristas? y ¿cuáles son las características del modo de operar de los carteristas? (párrafo 2)</b>	<b>4</b>	
	Disponen de fotografías de los carteristas	1	
	Los identifican cuando están de patrulla	1	
	Actúan cuando se conglomeran muchas personas	1	
	Se van a otros lugares dependiendo de donde haya más personas	1	
4(c)	<b>¿A qué dificultades se enfrenta la policía para combatir este delito? (párrafo 3)</b>	<b>3</b>	
	Los carteristas actúan sin día / horario fijo	1	
	No pueden prever los lugares donde van a actuar los carteristas	1	
	La situación cambia en cualquier momento / pueden influir miles de factores	1	

Question	Answer	Marks	Guidance
4(d)	<b>¿Cómo usa la policía los recursos tecnológicos para identificar al delincuente? y ¿por qué debe la víctima hacer la denuncia cuanto antes?</b> (párrafo 4)	<b>3</b>	
	Tienen un gran número de cámaras en la red de metro para hacer un seguimiento de un viajero	1	
	Usan las grabaciones para identificar al ladrón	1	
	La policía borra las imágenes pasado un tiempo	1	
4(e)	<b>¿Por qué son los teléfonos móviles difíciles de recuperar hoy en día?</b> (párrafo 5)	<b>2</b>	
	Pueden ser reprogramados para no ser rastreados	1	
	Se venden fácilmente en el mercado negro	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 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 after the 160<sup>th</sup> word to show the end of the response to be marked.

**PUBLISHED**

Question	Answer	Marks	Not Allowed Responses
<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>Escriba un resumen de lo que se dice en el <b>Texto 1</b> y el <b>Texto 2</b> sobre las dificultades para combatir el crimen en los parques nacionales de Costa Rica y en el metro de Madrid.</p> <p><b>Text 1</b></p> <ul style="list-style-type: none"> <li>• Hay solo 1 guardaparques por 4000 hectáreas</li> <li>• Falta de recursos/ sin invertir en 20 años</li> <li>• Falta de denuncias en las zonas poco pobladas</li> <li>• Hay problemas con el narcotráfico</li> <li>• Los narcotraficantes van <u>bien</u> armados / con <u>rifles automáticos</u></li> <li>• Los delincuentes están dispuestos a hacer cualquier cosa <u>para intimidar a los guardabosques</u></li> </ul> <p><b>Text 2</b></p> <ul style="list-style-type: none"> <li>• Los teléfonos abandonan el territorio nacional</li> <li>• Hay muchos carteristas (500)</li> <li>• El número de carteristas sube y baja/ es irregular</li> <li>• Es difícil prever cuándo va a haber más delitos</li> <li>• El lugar donde actúan los carteristas cambia</li> <li>• Los teléfonos pueden ser reprogramados</li> <li>• Se venden en el mercado negro</li> </ul>	<b>10</b>	

Question	Answer	Marks	Not Allowed Responses					
<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>¿Hay demasiadas cámaras de seguridad en su país? Dé sus opiniones.</p> <table border="1" data-bbox="349 416 1263 1153"> <tr> <td data-bbox="349 416 1263 552"> <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="349 555 1263 715"> <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="349 718 1263 850"> <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="349 853 1263 1018"> <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="349 1021 1263 1153"> <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]

<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.