



Cambridge International A Level

SPANISH

9719/22

Paper 2 Reading and Writing

May/June 2022

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 2022 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 **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.

| 1 General Marking Notes | |
|--------------------------------|---|
| Question 1 | 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. |
| Question 2 | 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. |
| Questions 3 and 4 | <p><u>Content marks</u></p> <ul style="list-style-type: none"> • Annotate each correct point with a tick OR a tick + BOD. • Use a cross or NBOD as necessary. • Use the highlighting tool to highlight any words which are lifted. • 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. <p><u>Quality of Language Mark</u></p> <ul style="list-style-type: none"> • Click on 3L or 4L as appropriate in the mark input box. If any items have scored zero or NR for content, insert an on-page comment (text box) after the last item in the question and type in the details of the Quality of Language mark, e.g.: <div style="text-align: center; margin: 10px 0;"> $5-2 = 3$ OR min 1 </div> • Then enter the Quality of Language mark in the mark input box for Question 3L / Question 4L. • 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. <div style="text-align: right; margin-top: 20px;">  </div> |

| | |
|-------------------|--|
| Question 5 | <p>If the answer exceeds 160 words, insert the vertical wavy line <u>after</u> the 160th word use the highlighting tool to show the end of the response to be marked.</p> <p><u>Summary</u></p> <ul style="list-style-type: none">• 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). <p><u>Personal response</u></p> <ul style="list-style-type: none">• Enter the mark for Personal response in the mark input box for Question 5(b).• Note: if the Personal Response cannot be marked because it comes after the 160-word limit award a mark of 0, not NR. <p><u>Quality of Language</u></p> <ul style="list-style-type: none">• 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 **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**

| Question | Answer | Marks | Guidance |
|-----------------|---------------------------------------|--------------|--|
| 1 | | | Allow: <ul style="list-style-type: none"> • <i>Spelling errors in transcription.</i> • <i>Minor omissions in the body of the phrase.</i> Disallow <ul style="list-style-type: none"> • <i>Additional words or omissions at start or finish of phrase.</i> |
| 1(a) | cuya calma fue perturbada | 1 | alterada |
| 1(b) | ha terminado dañando | 1 | ...los senderos |
| 1(c) | seguir a rajatabla la nueva normativa | 1 | tendrán que... |
| 1(d) | tengan bajo impacto ambiental | 1 | salvo que... |
| 1(e) | los llamamientos a favor (de) | 1 | se acumulan... <i>omission</i> los... |

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| Question | Answer | Marks | Guidance |
|---|---|-------|---|
| <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) | 26 carreras fueron permitidas/fueron permitidas 26 carreras | 1 | estuvieron han sido |
| 2(b) | se celebran / son celebradas tanto en la ciudad como en los espacios protegidos <i>disregard: omission</i> los <i>order of</i> espacios protegidos / ciudad se celebran en los espacios protegidos tanto como en la ciudad | 1 | se celebran tanto como en la ciudad como en los espacios protegidos |
| 2(c) | estarán/ serán/ se verán obligados a seguir (a rajatabla) (<i>omission of accent</i>) | 1 | <i>present / conditional tenses</i> |
| 2(d) | se prohibirá que el número de participantes supere | 1 | superen se prohibirá que se supere el número de participantes |
| 2(e) | se carece de pruebas del impacto ambiental | 1 | <i>omission de</i> |

| Question | Answer | Marks | Guidance |
|--|---|----------|--|
| 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) | ¿Qué medidas ha tomado la Comunidad de Madrid? y ¿cuál es el objetivo? (párrafo 1) | 3 | |
| | Restringir/ limitar los eventos deportivos <u>en el Parque Nacional / la Sierra de Guadarrama / los espacios protegidos</u> | 1 | en la zona / dicho espacio / el / los parque(s) |
| | En <u>diez</u> años van a invertir <u>50</u> millones (de euros) | 1 | invertir |
| | Para reparar / reducir / evitar el daño a / proteger la biodiversidad / el medioambiente / la naturaleza | 1 | daños a la fauna eliminar / erradicar / detener |
| 3(b) | Según Roberta Ferrero, ¿cómo se debe responder ante los daños que han sufrido los senderos? (párrafo 2) | 3 | |
| | No se deben prohibir <u>totalmente</u> las actividades deportivas | 1 | |
| | Educar a los corredores / participantes y espectadores (público) <i>both needed or</i> las personas involucradas | 1 | |
| | Estudiar el impacto (de las carreras) en el medio ambiente | 1 | |
| 3(c) | ¿Cuáles son las razones por las que se va a implantar la nueva legislación? (párrafo 3) | 3 | |
| | Evitar que las carreras erosionen las <u>cimas / en lo alto / los picos</u> de la sierra | 1 | montañas |
| | Proteger (especies de) flora / vegetación | 1 | |
| | Proteger / evitar llegar a zonas alejadas / con fauna silvestre | 1 | |

| Question | Answer | Marks | Guidance |
|----------|---|----------|--|
| 3(d) | Además de tener un bajo impacto medioambiental, ¿ qué condiciones deberá cumplir un evento deportivo en la Sierra de Guadarrama? (párrafo 4) | 3 | |
| | Tiene que haberse celebrado previamente <u>de forma continua</u> | 1 | |
| | Que no afecte a las aves en la época de cría. | 1 | |
| | El número máximo de participantes será 400 / los participantes no superarán el número de la última edición | 1 | personas |
| 3(e) | ¿Que objeción ponen las personas en contra de las carreras en los espacios protegidos? y ¿que argumentan los que están a favor? (párrafo 5) | 3 | <i>answers which incorrectly attribute the arguments score 0</i> |
| | En contra: Los (sitios que se han declarado) parques nacionales deben protegerse/ solo cubren un 0,7% del país | 1 | |
| | A favor: <u>Falta de pruebas</u> del impacto de las carreras en los espacios protegidos | 1 | |
| | Las ganancias de estas competiciones pueden ayudar a la conservación | 1 | Estos eventos pueden traer beneficios. |

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).

PUBLISHED**Section 2**

| Question | Answer | Marks | Guidance |
|---|---|-------------------------------------|----------|
| 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) | Indique tres razones por las que el modelo del programa Rugby en las Prisiones puede considerarse un éxito. (párrafo 1) Se ha extendido a 15 provincias / 50 prisiones Hay <u>1800</u> jugadores de rugby Ha llegado a otros países / España y Portugal | 3 1 1 1 | |
| 4(b) | ¿Cuál es el perfil de los jugadores Centuriones? y ¿qué ganan por ser parte del equipo de rugby? (párrafo 2) Se dedicaban a robar/ vivían en un ambiente de delincuencia (Les gusta la rutina de) entrenar / estar activos <u>todos los días / siempre / toda la semana</u> (Entrenar) les hace sentirse fuera de la cárcel/libres ganan la libertad cuando salen a practicar | 3 1 1 1 | |

| Question | Answer | Marks | Guidance |
|----------|---|----------|--------------------------------------|
| 4(c) | ¿Qué beneficios traen los valores del rugby a los Centuriones? (párrafo 3) | 3 | |
| | Les aporta una salida (a sus vidas) | 1 | les están ayudando a salir |
| | Aprenden a seguir luchando/ a resistir / levantarse cuando se cae | 1 | |
| | Les ayuda a darse cuenta de que pueden conseguir muchas cosas/ de lo mucho que pueden conseguir / todo es posible | 1 | realizan / llegan a la realización |
| 4(d) | ¿Por qué se siente Rodrigo Magarzo agradecido de ser un Centurión? (párrafo 4) | 3 | |
| | Ha aprendido a pensar más las cosas | 1 | |
| | El rugby le hace sentir que tiene compañeros / se siente parte de un grupo / pertenece a algo | 1 | |
| | Le ha ayudado a no pensar en cometer más crímenes / <u>hacer</u> cosas malas / ha encontrado nuevos valores | 1 | no pensar en cosas negativas / malas |
| 4(e) | ¿Qué indica que la mayoría de los Centuriones han abandonado la vida criminal? (párrafo 5) | 3 | |
| | La tasa de reincidencia delictiva argentina es del 70% | 1 | |
| | Entre los Centuriones solo hay un 5% de reincidentes / se reinserían en la sociedad | 1 | |
| | 174 han conseguido trabajo / trabajan en 57 empresas distintas | 1 | |

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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 160th word to show the end of the response to be marked.

| Question | Answer | Marks | Not Allowed Responses |
|--|--|-----------|------------------------------|
| <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. 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 Texto 1 y el Texto 2 sobre los elementos positivos y negativos del deporte.</p> <p>Text 1</p> <ul style="list-style-type: none"> • Aumenta el número de personas que acceden a zonas apartadas • Afecta la biodiversidad/ el ecosistema / el medioambiente (de espacios protegidos) • Erosión (de las cumbres) / daño a los senderos • La flora se ve amenazada (por el pisoteo) • Fauna silvestre se queda sin su tranquilidad/ hábitats • Posibilidad de disfrutar del paisaje • Provisión de recursos para la conservación <p>Text 2</p> <ul style="list-style-type: none"> • Se siente como si estuviese en libertad • Transmite valores/ da una salida • Pertenencia (integración / socialización) / resiliencia • Distracción de pensar en cosas malas / cometer delitos / oportunidad de recapacitar más las cosas • Se dan cuenta de que pueden conseguir algo en la vida/ tienen un futuro • Baja el índice de <u>reincidencia</u> delictiva • los ex-prisioneros encuentran trabajos / se reinseran en la sociedad / rehabilitación • el deporte permite dejar atrás el rencor | 10 | ...el índice de delincuencia |

| Question | Answer | Marks | Not Allowed Responses | | | | | |
|--|--|--|---|--|--|--|---|--|
| <p>Content marks – Response to the Text</p> <p>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>¿Juega el deporte un papel importante en su país? Dé usted su opinión.</p> <table border="1" data-bbox="353 485 1111 1353"> <tr> <td data-bbox="353 485 1111 651"> <p>5 Very good 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="353 651 1111 852"> <p>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.</p> </td> </tr> <tr> <td data-bbox="353 852 1111 1021"> <p>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.</p> </td> </tr> <tr> <td data-bbox="353 1021 1111 1190"> <p>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.</p> </td> </tr> <tr> <td data-bbox="353 1190 1111 1353"> <p>0–1 Poor 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>5 Very good Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</p> | <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>0–1 Poor Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.</p> | 5 | <p><i>If candidate focuses solely on the importance of sport, disregarding en su país treat as single issue.</i></p> |
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Quality of Language – Accuracy

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