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 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

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.

Detailed Mark Scheme

Section 1

Question	Answer	Marks	Not Allowed Responses
Question 1			
Accept spelling errors in transcription. omissions at start or finish of Accept minor omissions in the body of the phrase.			Disallow additional words or phrase
1(a)	condujo a las sociedades urbanas	**1**	
1(b)	los precios imposibles de la vivienda	**1**	*omission* los en la ciudad
1(c)	producen gran parte de lo que necesitan (para vivir)	**1**	
1(d)	(poder) criar a la niña en lo verde	**1**	el hecho de…
1(e)	hay falta de oportunidades laborales	**1**	*omission* hay *omission* laborales

Question	Answer	Marks	Not Allowed Responses
Question 2			
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)	era (bien) sabido <u>por todo el mundo / todos</u> todo el mundo daba por sabido	**1**	es sabido ha(n) sabido
2(b)	(quienes / los cuales están) aficionados a / (son) aficionados a / de ponerlo todo patas arriba	**1**	a los aficionados a ponerlo todo patas arriba a quienes
2(c)	se sirvieron de materiales reciclados y naturales para ampliar la casa	**1**	se sirvieron como punto de partir para ampliar la casa *omission* para ampliar la casa
2(d)	es necesario que demos / se dé un paso adelante	**1**	
2(e)	sin que nos sintamos / estemos desconectados / sin que nos desconectemos	**1**	sin que desconectemos

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)	**En el siglo pasado ¿qué pensaba la gente sobre la ciudad y el campo?** *(párrafo 1)*	**3**	
	la ciudad se parecía a la tierra prometida / tenía todo *etc*	1	
	una vida rural equivalía a estar enterrado (vivo)	1	enterado (*without* vivo)
	se visitaba el campo solo para veranear	1	
3(b)	**¿Por qué está cambiando ahora la actitud de muchos?** *(párrafo 2)*	**3**	
	los altos costos (en la ciudad) de la <u>vivienda</u>	1	vivir
	la caótica manera de vivir (en la ciudad)	1	ruido / estrés
	la atracción de vivir más tranquilo / conectado a la tierra / cercano a la naturaleza	1	
3(c)	**¿Cómo es la finca rústica de Andrea y Cristián?** *(párrafo 3)*	**2**	
	está situada en un lugar escondido de mucha belleza natural / rodeada de la naturaleza (*both elements needed*)	1	esquina
	tienen casa ampliada / creada / renovada con materiales naturales y reciclados (*both needed*) / *or* sostenibles	1	ecológicos

Question	Answer	Marks	Not Allowed Responses
3(d)	**¿Qué es lo que motiva a la pareja a vivir en un entorno rural?** *(párrafo 4)*	**3**	
	criar a su hija rodeada de la naturaleza	1	
	vivir sosteniblemente / intentar ser autosuficientes / autónomos / independientes	1	
	cuidar el planeta / la Tierra	1	
3(e)	**Según Josefa Vélez, ¿cuáles son las causas del éxodo inverso?** *(párrafo 5)*	**4**	
	<u>peores</u> condiciones de trabajo	1	
	escasas / menos oportunidades de empleo	1	no hay oportunidades de empleo
	desengaño del consumo / estrés / de la vida capitalista	1	
	nuevas <u>tecnologías</u> hacen que uno no se sienta desconectado	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).

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 Jesús Santos ¿por qúe abandona el campo la gente en Centroamérica?**	**3**	
	para mejorar la situación económica	1	
	las dificultades sufridas por la agricultura	1	
	la crisis climática	1	medioambiental
4(b)	**¿A qué dificultades específicas se enfrentan los campesinos centroamericanos?** *(párrafo 2)*	**3**	
	no tienen sistemas de regadío / dependen de la lluvia / sequía en los últimos (cinco) años	1	
	se pierden las cosechas	1	
	se encuentran muy pobres	1	
4(c)	**¿Cuáles son los aspectos negativos de las actividades de las multinacionales?** *(párrafo 3)*	**2**	
	producen <u>altas</u> emisiones de CO_2	1	
	venden maíz barato (en Guatemala)	1	
4(d)	**¿Cómo ha afectado el clima a las plantaciones?** (párrafo 4)	**3**	
	las cosechas de <u>café</u> afectadas <u>por una plaga</u>	1	
	las temperaturas (más) altas	1	
	cosechas de <u>plátanos</u> afectadas por los huracanes	1	

Question	Answer	Marks	Not Allowed Responses
4(e)	**¿Qué objetivos tiene el plan mexicano? y, según Jesús Santos, ¿qué otra medida sería necesaria en Guatemala?** *(párrafo 5)*	**4**	
	mejorar la situación de los campesinos	1	
	sembrar frutales y árboles maderables (*both needed*)	1	
	garantizar los precios para los productores a pequeña escala	1	reducir los precios salario mínimo
	no aceptar tan alto / reconsiderar el nivel de importaciones	1	

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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 shading tool <u>after</u> the 160th word to show the end of the response to be marked.

Question	Answer	Marks	Not Allowed Responses
Content marks – Summary 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):			
5(a)	Escriba un resumen de lo que se dice en el **Texto 1** y en el **Texto 2** sobre las razones por las que hay movimientos de población hoy en día. *vuelven al campo* • porque hay altos precios de vivienda en la ciudad • para escapar la vida frenética urbana / estrés / para vivir más tranquilo • para vivir más conectado a la tierra • para criar hijos rodeados de la naturaleza • para vivir de manera sostenible / ser autosuficiente / ser responsables con el planeta • hay peores condiciones / oportunidades de trabajo en la ciudad • hay desengaño con la forma de vida capitalista • acceso a las nuevas tecnologías (no se siente desconectado) *van a la ciudad / emigran* • para mejorar su situación financiera • pierden las cosechas / dificultades en la agricultura • por la crisis climática / la sequía / 5 años sin lluvia • no pueden competir con maíz barato estadounidense • cosechas (café / plátanos) afectadas por plaga / aumento de temperaturas / huracanes • quedan en pobreza • emigran a causa de la violencia en las ciudades	**10**	

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)	¿Dónde prefiere vivir la gente en su país? Dé sus opiniones. **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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