Cambridge International A Level

SPANISH	**9719/21**
Paper 2 Reading and Writing	**October/November 2023**
MARK SCHEME	
Maximum Mark: 70	

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Published

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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.

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This document consists of **16** printed pages.

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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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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)	hasta donde alcanza la vista	**1**	extiende…
1(b)	con mayor porcentaje de población extranjera	**1**	*omission* con…
1(c)	espera al lado de la carretera	**1**	
1(d)	cumplen la ley	**1**	no…
1(e)	no hay quien aguante	**1**	…la situación

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)	que se ven perfectamente desde el espacio	1	*omission* que *omission* se
2(b)	bajo / debajo de un / el sol que los / les / se quema	1	
2(c)	(recién) acaba de llegar	1	que…
2(d)	para (permitir) que los salarios sean / puedan ser más altos	1	*omission* más estar para que los bajos salarios puedan llegar a ser altos
2(e)	(en) donde <u>poca</u> (*or equivalent* needed) mano de obra es / sea necesaria donde la mano de obra es poco necesaria donde no es tan necesaria la mano de obra	1	

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)	**¿Cómo se sabe que los invernaderos ocupan un área inmensa?** *(párrafo 1)*	**2**	
	se ven desde el espacio	1	
	se extienden hasta donde el ojo puede ver / parecen un mar de plástico	1	
3(b)	**¿Cómo son las condiciones de trabajo y vida de los migrantes?** *(párrafo 2)*	**3**	
	les pagan poco / unos 30 euros al día	1	
	trabajan en temperaturas extremas (*or* <u>both</u> *heat and cold must be mentioned*)	1	sufriendo el clima
	viven (en casas) sin agua ni luz (*both needed*)	1	
3(c)	**¿Qué contraste hay entre las actitudes de Yacouba y Koffi? y ¿a qué se debe en cada caso?** *(párrafo 3)*	**4**	
	Yacouba es resignado / amargado / no tiene mucha esperanza	1	cansado
	tiene <u>infrecuentes</u> oportunidades de trabajo	1	
	Koffi todavía es entusiasta	1	
	ha visto a gente volver (a su país) con coches / ropa nueva / ve a muchos salir a trabajar (cada día)	1	

Question	Answer	Marks	Not Allowed Responses
3(d)	**¿Cómo argumenta Vicente Pachón que los migrantes no son explotados?** *(párrafo 4)*	**3**	
	dice que hay <u>rigurosas</u> / <u>duras</u> *etc* inspecciones de trabajo	1	
	que la ley es cumplida por la <u>mayoría</u> / muchos de los <u>agricultores</u>	1	trabajadores
	no pueden subir los salarios porque deben aceptar precios bajos / de los supemercados	1	
3(e)	**Según Pachón, ¿cómo se ha visto afectado el sector agrícola en los últimos cinco años?** *(párrafo 5)*	**3**	
	ha empeorado / optan por cultivos que necesitan poca mano de obra	1	
	muchos agricultores se han arruinado / no han aguantado	1	no hay quien aguante (*without further details*)
	los otros están renegociando las hipotecas	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)	**¿Qué se exporta a Estados Unidos y El Salvador? y ¿por qué?** *(párrafo 1)*	**4**	
	frutas exóticas	1	verduras y fruta <u>a los EEUU</u>
	para mejorar los sistemas inmunológicos	1	
	verduras <u>básicas</u> / <u>diarias</u> *etc./ or list*	1	verduras – *with no further detail* fruta y verduras <u>a El Salvador</u>
	es el país vecino más cercano	1	
4(b)	**¿Qué hacen los miembros de las familias antes de que lleguen los camiones?** *(párrafo 2)*	**3**	
	unos cortan las verduras	1	
	otros las lavan en los <u>manantiales</u> *or similar*	1	
	otros las arreglan en bultos / las organizan para <u>llevar a la carretera</u>	1	
4(c)	**¿Por qué quieren los transportistas llegar de madrugada a la frontera?** *(párrafo 3)*	**2**	
	todavía están allí los aduaneros / no han ido a desayunar	1	
	pasan más rápido / facilita el paso por la frontera	1	
4(d)	**¿Qué experiencias de estos recorridos tuvo Rolando Vásquez en el pasado?** (párrafo 4)	**2**	
	aprendió las rutas <u>de su padre</u> desde <u>antes de tener 8 años / desde muy chico</u> *etc.*	1	
	conduce en solitario / sacó el carnet de transportista <u>desde la edad de 19</u>	1	

Question	Answer	Marks	Not Allowed Responses
4(e)	**¿Por qué le da el jefe billetes que ascienden a unos mil dólares?** *(párrafo 5)*	**4**	
	hay que pagar todo en efectivo	1	
	tiene que pagar los impuestos / aranceles (aduaneros)	1	
	necesita dinero para viáticos de alimentación	1	
	por si tiene problemas mecánicos	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 los trabajadores que cultivan las verduras y frutas y adónde estas se destinan. *Almería* • son migrantes / extranjeros • ganan poco dinero / son explotados • sufren temperaturas extremas • viven sin agua ni luz / en pobreza / condiciones miserables • el trabajo es infrecuente / inseguro • recién llegados optimistas / veteranos resignados *destinos* • el resto de España / grandes cadenas de supermercados • los (principales) países de Europa *Guatemala* • muchos son indígenas • aguardan los camiones al atardecer • toda la familia comparte el trabajo • *(any 2)* cortan las verduras / las lavan / las organizan en bultos / los llevan a cargar los camiones *destinos* • Estados Unidos • El Salvador	**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)	¿ Tiene mucha importancia la agricultura 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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