



# Cambridge International A Level

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SPANISH

9719/21

Paper 2 Reading and Writing

May/June 2022

MARK SCHEME

Maximum Mark: 70

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**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.

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This document consists of **22** 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="margin-left: 40px;"> <math>5-2 = 3</math>            OR            min 1         </div> </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> <div style="text-align: right; border: 1px solid black; width: 20px; height: 20px; display: inline-block; text-align: center; vertical-align: middle;">T</div>

<b>Question 5</b>	<p>If the answer exceeds 160 words, insert the vertical wavy line <u>after</u> the 160th 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</b> OR <b>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>
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**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**

Question	Answer	Marks	Guidance
1	<b>Allow:</b> <ul style="list-style-type: none"> <li>• <i>Spelling errors in transcription.</i></li> <li>• <i>Minor omissions / alterations in the body of the phrase.</i></li> </ul>		<b>Don't allow</b> <ul style="list-style-type: none"> <li>• <i>Additional words or omissions at start or finish of phrase.</i></li> </ul>
1(a)	forman parte del / en el proyecto / de un proyecto	1	que... están en el proyecto
1(b)	fue ama de casa	1	siempre...
1(c)	garantizar que sea viable económicamente	1	para... <i>omission</i> económicamente
1(d)	(algo) a tener en cuenta	1	<i>omission</i> a... ...en Quito
1(e)	no son un mero pasatiempo	1	<i>omission</i> no...

Question	Answer	Marks	Not Allowed Responses
<p><b>Question 2</b> 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)	(el proyecto / programa) cuenta con 3500 huertos orgánicos	1	<p><i>omission</i> con se cuenta que el proyecto tiene 3500 huertos orgánicos (se) cuenta 3500 huertos orgánicos en el proyecto el proyecto tiene en cuenta... el proyecto cuenta que tiene 3500 huertos orgánicos hay que tener en cuenta los 3500...</p>
2(b)	hace que (muchas / las) personas (en zonas marginadas) mejoren / puedan mejorar su(s) dieta(s) ...tengan una dieta mejor	1	
2(c)	(ahora) su marido la ayuda / está ayudándola en vez de criticarla/ su marido en vez de criticarla la ayuda/ su marido la ayuda en vez de criticarla/ su marido en vez de criticarla ha pasado / pasó a ayudarla <i>Allow en vez de... at the beginning.</i> <i>Use of le instead of la, or mix of both</i> su marido ha empezado / empezó a ayudarla en vez de criticarla	1	<p>en vez de criticarla su marido la ha ayudado / ayudó su marido está ayudando a ella... su marido a pasado a...</p>
2(d)	ya que depende / se depende / dependen / es / son / está(n) dependiente(s) de(l) (su) abastecimiento exterior ya que (se) tiene(n) / experimenta(n) (una / su) dependencia del / al abastecimiento exterior ya que hay dependencia del....	1	<p>depende en se dependen ya que es debido a su dependencia del abastecimiento exterior dependía</p>



**PUBLISHED**

Question	Answer	Marks	Not Allowed Responses
2(e)	(ha encontrado que) sus cultivos y productos (le) han servido como/de (para encontrar) (una válvula de) escape ha encontrado en sus cultivos y productos una válvula que (le) ha servido de / como escape / para escapar	<b>1</b>	ha servido en sus cultivos y productos una válvula de escape ha servido sus cultivos y productos como una válvula de escape le ha servido usar sus cultivos y productos como una valvula de escape le ha servido (para) encontrar una válvula de escape en sus cultivos y productos

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>¿Cómo intentaban desanimar a las mujeres que participan en la red de agricultura urbana? (párrafo 1)</b>	<b>3</b>	
	les decían que estaban perdiendo el tiempo/ No sirve para nada.	1	
	no deben dejar a su marido sin atender	1	tirar al marido
	deben ocuparse de su hogar / ser ama de casa	1	
3(b)	<b>¿Qué aspectos positivos ha notado Fabiola? (párrafo 2)</b>	<b>4</b>	
	no se siente atada a estar siempre en <u>casa</u> no pasa todo el tiempo en <u>casa</u>	1	ya no se siente como una esclava
	su marido la ayuda / no la critica	1	
	se ha empezado a valorar / No se siente inútil	1	
	han formado / tienen un grupo de apoyo / pueden aprender de las otras mujeres / puede apoyar a otras mujeres	1	
3(c)	<b>¿Por qué ha tenido éxito esta iniciativa? (párrafo 3)</b>	<b>3</b>	
	se <u>coordinan</u> para que sea viable/ rentable / salga adelante / tenga éxito económicamente ...que funcione económicamente	1	
	se <u>ayudan</u> con el transporte de sus productos	1	
	solucionan sus problemas <u>de forma comunitaria / juntos como equipo</u> encuentran soluciones	1	

Question	Answer	Marks	Guidance
3(d)	<b>¿Qué logros celebran los productores?</b> (párrafo 4)	<b>3</b>	
	hicieron ventas por un valor <u>de 300 000 dólares</u>	1	vendieron 300 000
	lograron que el dinero no salga de Quito	1	
	ha <u>subido</u> el consumo de productos / las ventas <u>locales a un 20% / por un 15%</u>	1	
3(e)	<b>¿Cómo ha cambiado la vida de Esther Casas?</b> (párrafo 5)	<b>2</b>	
	(any 2 from)  es autosuficiente / independiente no depende de alguien más ella gana su propio dinero / tiene su forma de ganarse la vida / el pan no depende (del dinero) de su marido  1+1	2	puede comprar / obtener el pan

**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>Según la alcaldesa, ¿por qué deben luchar contra el machismo las mujeres de Segovia?</b> (párrafo 1)	<b>3</b>	
	nadie más va a luchar (contra el machismo) (salvo las mujeres) nadie más lo hará	1	
	un <u>porcentaje pequeño</u> / una <u>minoría</u> no muestra respeto por las mujeres/ por el otro sexo / la otra mitad una <u>minoría sexista</u> hay hombres / personas que no muestran respeto a las mujeres	1	la <u>mitad</u> de los ciudadanos no muestra respeto por la otra mitad ...al resto
	el machismo se encuentra por todas partes / es muy común hay mucho machismo	1	
4(b)	<b>¿Qué objetivos tiene la iniciativa de Segovia?</b> (párrafo 2)	<b>3</b>	
	que se trate a (todas) <u>las personas</u> de forma digna / con respeto	1	las mujeres
	prohibir imágenes sexistas en <u>la publicidad</u> / <u>los espacios públicos</u> / <u>el transporte</u>	1	prohibir la <u>publicación</u> de imágenes sexistas imágenes terribles / malas
	la igualdad entre mujeres y hombres / todos / géneros	1	lograr que otras ciudades españolas apoyen esta iniciativa

Question	Answer	Marks	Guidance
4(c)	<b>¿Qué aspectos negativos de la publicidad sexista se quieren combatir?</b> (párrafo 3)	<b>3</b>	
	mensajes / imágenes estereotipados /as que <u>absorbe</u> la población / la gente <u>ve</u> imágenes estereotipadas imágenes estereotipadas <u>en la vía pública</u>	1	la difusión de estereotipos en la sociedad mensajes estereotipados que <u>escuchan</u> publicadas
	influye en los niños y adolescentes / la difusión de estas imágenes a los jóvenes	1	
	ideas no realistas / incorrectas / falsas sobre los <u>hombres y las mujeres</u>	1	...un poco realistas / dañinas / negativas
4(d)	<b>¿Qué medidas prácticas se van a fomentar en Segovia?</b> (párrafo 4)	<b>4</b>	
	la prohibición de imágenes que cosifiquen a las mujeres / en que muestren a las mujeres como objetos	1	objetivos
	va a haber programas de igualdad <u>en los centros educativos</u> / <u>de la enseñanza de la igualdad</u>	1	
	se incluirá a las empresas, agencias publicitarias y la policía (2 <i>from 3 egs needed</i> ) or profesionales como empresarios (1 <i>eg needed</i> )	1	todo tipo de ciudadanos
	la población / se podrá(n) denunciar / reportar / demandar los casos de publicidad sexista / infracciones del reglamento	1	denunciarán / podrán ( <i>without subject</i> )

Question	Answer	Marks	Guidance
4(e)	<b>¿Cuál es la mentira que se menciona? y ¿cuál es el efecto que tiene? (párrafo 5)</b>	<b>2</b>	
	todavía hay campañas (publicitarias) que fomentan ideas falsas / estereotipadas	1	...estas ideas
	la percepción de la mujer como objeto <u>las mujeres</u> pierden estatus profesional / social	1	



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[5]

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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.
- Insert the vertical wavy line after the 160th word to show the end of the response to be marked.



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 sobre los estereotipos presentados en el <b>Texto 1</b> y en el <b>Texto 2</b> y cómo se puede luchar contra ellos</p> <p><b>Text 1</b></p> <ul style="list-style-type: none"> <li>• el trabajo es una pérdida de tiempo para una mujer / las mujeres no deben trabajar / deben depender del marido</li> <li>• las mujeres deben atender a / estar con sus maridos</li> <li>• tienen que atender sus casas</li> <li>• los hombres no ayudan en la casa / critican</li>   <li>• participar en un proyecto como Agricultura Urbana</li> <li>• tener su propio negocio / trabajo</li> <li>• formar parte de un grupo de apoyo</li> </ul> <p><b>Text 2</b></p> <ul style="list-style-type: none"> <li>• mujeres como objetos</li> <li>• a los hombres les gustan los coches</li> <li>• a las mujeres poner lavadoras</li> <li>• las niñas / mujeres tienen que aprender a cocinar</li> <li>• los niños / hombres se dedican a reparar cosas</li>   <li>• leyes en contra de la publicidad machista / imágenes sexistas</li> <li>• igualar el tratamiento de los dos sexos</li> <li>• programas de educación</li> <li>• campañas (de sensibilización)</li> <li>• se podrán denunciar anuncios sexistas</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>¿Qué importantes papeles juegan las mujeres en su país? Dé sus opiniones.</p> <table border="1" data-bbox="344 451 1252 1184"> <tr> <td data-bbox="344 451 1252 584"> <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="344 584 1252 751"> <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="344 751 1252 884"> <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="344 884 1252 1051"> <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="344 1051 1252 1184"> <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>	<b>5</b>	
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