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Cambridge International A Level

SPANISH	**9719/23**
Paper 2 Reading and Writing	**May/June 2020**
MARK SCHEME	
Maximum Mark: 70	

Published

Students did not sit exam papers in the June 2020 series due to the Covid-19 global pandemic.

This mark scheme is published to support teachers and students and should be read together with the question paper. It shows the requirements of the exam. The answer column of the mark scheme shows the proposed basis on which Examiners would award marks for this exam. Where appropriate, this column also provides the most likely acceptable alternative responses expected from students. Examiners usually review the mark scheme after they have seen student responses and update the mark scheme if appropriate. In the June series, Examiners were unable to consider the acceptability of alternative responses, as there were no student responses to consider.

Mark schemes should usually be read together with the Principal Examiner Report for Teachers. However, because students did not sit exam papers, there is no Principal Examiner Report for Teachers for the June 2020 series.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the June 2020 series for most Cambridge IGCSE™ and Cambridge International A & AS Level components, and some Cambridge O Level components.

[Turn over

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	**Content marks** • 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. **Quality of Language Mark** • 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.: 5 – 2 = 3 OR min 1 • 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.
Question 5	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. **Summary** • 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)**. **Personal response** • 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. **Quality of Language** • Enter the mark for Quality of Language in the mark input box for Question **5L**.

1.2 Standardisation sample: to be completed **and submitted** by xxx. The Principal Examiner will get in touch by phone or scoris messaging system to provide feedback. Although you will be able to download about 20 live scripts once you have submitted your Standardisation sample, **you will not be able to submit marks for these scripts or download further scripts until the Principal Examiner has approved your marking.**

1.3 Batch 1: 40% of your scripts to be marked by **xxx**.

1.4 Batch 2: all scripts to be marked by **xxx**.

1.5 Please send your Assistant Examiner report to the Principal Examiner by the Batch 2 deadline (by email).

1.6 Once the marking 'for real' starts, scoris depends on the Principal Examiner being able to constantly monitor your marking and feed back to you about marking errors and misinterpretations of the Mark Scheme so that you can take corrective action. You must not, therefore, mark more than **10 scripts per day** for the first week of marking.

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.

Question	Answer	Marks
1(a)	tiene muchísima tradición en otros países	**1**
1(b)	se ha avanzado a pasos agigantados	**1**
1(c)	ningún colegio iba al campo	**1**
1(d)	existe un interés creciente	**1**
1(e)	No será fácil que las autoridades locales	**1**

Question	Answer	Marks
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)	el desarrollo industrial afectó tanto el/al medioambiente tan gravemente/de tal manera…	**1**
2(b)	no hizo aparición hasta los años 80	**1**
2(c)	para asegurar que se conserven nuestras aves	**1**
2(d)	dan la bienvenida a más de 17 000 visitantes	**1**
2(e)	solo hacía falta mirar al cielo	**1**

Question	Answer	Marks
Question 3		
Note: Lifting = more than four consecutive words taken from the text and will usually invalidate answer unless further original explanation is offered.		
3(a)	**Explique las tres razones por las que Extremadura es un lugar ideal para el turismo ornitológico.**	**3**
	Diferentes ecosistemas en poco espacio.	1
	Hay 300 aves catalogadas.	1
	Paraje de invernación de las grullas (más de 80 000).	1
3(b)	**¿Por qué ha habido menos turismo ornitológico en España que en otros países?**	**3**
	Hay menos tradición de conservación que en el resto de Europa.	1
	Tardó más en surgir el movimiento ecologista/no apareció hasta los 80.	1
	No hay tradición de enseñar sobre la naturaleza (en las escuelas).	1

Question	Answer	Marks
3(c)	**Según Ana Gálvez, ¿por qué tiene la población más interés por las aves actualmente?**	**2**
	Vieron documentales sobre animales de España.	1
	Gente preocupada por el medioambiente gracias a campañas del gobierno.	1
3(d)	**¿Qué elementos son necesarios para el éxito del turismo de naturaleza?**	**4**
	Interés de las autoridades por este tipo de turismo.	1
	Concienciación de los turistas.	1
	Desarrollo responsable de la actividad turística.	1
	Conservación de las aves y los espacios naturales donde viven.	1
3(e)	**¿Por qué es positivo apoyar el turismo ornitológico en Extremadura?**	**3**
	Se lucha contra la despoblación de la zona.	1
	Genera grandes beneficios / más de 6 millones de euros (en ganancias por alojamiento).	1
	Creación de empresas relacionadas con el turismo ornitológico / crea empleo.	1

Quality of Language – Accuracy

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.

Question	Answer	Marks
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
Question 4		
Note: Lifting = more than four consecutive words taken from the text and will usually invalidate answer unless further original explanation is offered.		
4(a)	**¿Qué elementos hacen atractivo el turismo estético-médico?**	**3**
	Combinar el turismo con un tratamiento.	1
	Precios mas económicos que en el país de origen.	1
	Tener anonimato.	1
4(b)	**Explica la popularidad de Punta del Este para los tratamientos estéticos.**	**4**
	Hay mucha oferta de tratamientos.	1
	Preocupación por la apariencia física / la gente quiere mejorar su apariencia.	1

Question	Answer	Marks
4(b)	Residentes influenciados por turistas que han tenido este tipo de tratamiento.	1
	Aumento de turistas residentes en Punta del Este interesados en estos tratamientos.	1
4(c)	**¿Qué problemas plantea Esteban Belver sobre los tratamientos estéticos?**	**3**
	Falta de regulación de nuevos tratamientos.	1
	Falta de protección de los turistas que se someten a tratamientos.	1
	Solo se interviene si hay una denuncia.	1
4(d)	**Según Andrés Hurtado, ¿cómo sería aún más atractiva Punta del Este como foco de turismo estético-médico?**	**3**
	Librar de impuestos a las inversiones en este terreno.	1
	Si aumenta el número de vuelos internacionales.	1
	Aumentar la oferta de diversión a todo el año.	1
4(e)	**¿Por qué defiende Hurtado este turismo para Punta del Este?**	**2**
	Ofrece la imagen de una zona tranquila.	1
	El tipo de turista gasta mucho más que otros turistas.	1

Quality of Language – Accuracy

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.	

Question	Answer	Marks
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.

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2–3	1
4–5	2
6–7	3
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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
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 <u>after</u> the 160th word to show the end of the response to be marked.

Question	Answer	Marks
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 el **Texto 2** sobre lo que atrae al turista y sobre los beneficios que el turismo aporta. **<u>Atracción</u>** **Texto 1** • Muchos ecosistemas • 300 aves diferentes en pocos km • Grullas en invierno • documentales sobre la naturaleza **Texto 2** • Combinar tratamientos con turismo • Precios económicos • Anonimato **<u>Beneficios</u>** **Texto 1** • Protección de las aves y sus hábitats • Combate la despoblación • Crea empleo • Genera beneficios económicos **<u>Texto 2</u>** • Contribuye a dar la imagen de lugar tranquilo/seguro • Mayor gasto del turista estético-médico	**10**

Question	Answer	Marks
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)	¿Es el turismo un aspecto positivo en su país? Dé sus opiniones.	**5**
	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.	

Quality of Language – Accuracy

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.
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0–1 Poor	Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.