Cambridge International A Level

SPANISH	**9719/22**
Paper 2 Reading andWriting	**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.

This document consists of **12** printed pages.

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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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)**. • NB 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 <u>xxx</u>. 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 <u>to a whole question</u> 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.

Section 1

Question	Answer	Marks
Allow minor spellings in transcription and minor omissions in the body of the phrase. Do not allow additional words or omissions at start or finish of the phrase.		
1(a)	un sindicato de profesores ha constatado	**1**
1(b)	iniciando una conversación	**1**
1(c)	no estar satisfechos con la forma	**1**
1(d)	dedicada a la protección de la infancia	**1**
1(e)	someter a escrutinio ante todos la labor	**1**

Question	Answer	Marks
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)	Es probable que los padres intenten airear	**1**
2(b)	cómo es desempeñada la actividad por el docente	**1**
2(c)	Es necesario que los padres sepan que cualquier comentario	**1**
2(d)	trata de minimizar tal conflicto cuando subraya	**1**
2(e)	Esta es partidaria de resolver el conflicto	**1**

Question	Answer	Marks
Note: Lifting = more than four consecutive words taken from the text and will usually invalidate answer unless further original explanation is offered.		
3(a)	**¿Qué cambios y consecuencias se mencionan en cuanto al mundo escolar?**	**3**
	Antes los padres hablaban a la salida del colegio	1
	Ahora lo hacen en redes sociales	1
	Aumento de quejas de los profesores por falsas acusaciones	1
3(b)	**Según Julia Gálvez, ¿cómo facilitan las redes sociales conflictos entre familias y profesores?**	**2**
	Los padres quieren expresar su descontento con los profesores	1
	Buscan en el grupo el apoyo de otros padres	1

Question	Answer	Marks
3(c)	**Según Gálvez, ¿cómo usan los padres estos grupos en Internet?**	**4**
	Buscan información sobre la tarea de los hijos	1
	Solicitan ayuda referente a la escuela	1
	Cotillean para manipular a otros padres/	1
	Ponen en entredicho el trabajo del profesor	1
3(d)	**¿Qué advertencias hace Gregorio Lamparero a los padres?**	**3**
	Se debe pensar lo que se va a colgar en la red	1
	Ser conscientes que un comportamiento equivocado puede llegar a la policía.	1
	Ser responsables en el uso de Internet	1
3(e)	**Según Gálvez, ¿qué obligaciones tienen los padres?**	**3**
	Informarse sobre el comportamiento y progreso de sus hijos	1
	No crear campañas de acoso	1
	Ser un modelo a seguir para sus hijos	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
4(a)	**Explica la diferencia entre Manuel y el resto de los colombianos.**	**3**
	No ha hecho uso de redes sociales en un teléfono	1
	Colombia es líder en la expansión del uso del Smartphone en Latinoamérica	1
	Forma parte del 5% de colombianos sin teléfono inteligente	1
4(b)	**¿En qué consisten las formas de dependencia al teléfono inteligente?**	**3**
	Las personas no se pueden separar de su teléfono en ningún momento	1
	Están constantemente tecleando en sus pantallas	1
	No paran de hacerse selfies	1

Question	Answer	Marks
4(c)	**Según Ángela Heras, ¿qué problemas causa el teléfono inteligente?**	**3**
	Aislamiento de las personas que no lo tienen	1
	Los jóvenes se ensimisman/no muestran interés por el mundo que les rodea	1
	La gente no se relaciona tanto cara a cara/Los comensales solo prestan atención a su teléfono	1
4(d)	**¿Qué le gusta a Irene de su teléfono?**	**3**
	Es barato/Cuesta solo 10 dólares	1
	La batería no se gasta en una semana/dura mucho	1
	No está constantemente recibiendo notificaciones de redes sociales	1
4(e)	**Según sus inventores, ¿cuáles son las ventajas del teléfono minimalista?**	**3**
	Es pequeño/como una tarjeta de crédito	1
	Las personas se liberan del constante flujo de información	1
	Permite a las personas disfrutar de su mundo inmediato	1

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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
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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)	Escribe un resumen de lo que se dice en **Texto 1** y **Texto 2** sobre los problemas que pueden crear las redes sociales. **Text 1** • Aumento del descontento de los profesores • Falsas acusaciones • Problemas entre padres y profesores • Manipular la opinión de padres • Poner en entredicho cómo enseña un profesor • Propagar el acoso a profesores • Que los niños copien el mal comportamiento de los padres **Text 2** • Dependencia de los teléfonos • Constante tecleo en pantallas • Constante fotos de uno mismo para las redes • Exclusión por no estar conectado • Han afectado las relaciones cara a cara • No enterarse de los planes de los amigos • Fuente de distracción constante • Aluvión de información	**10**
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)	¿Se hace buen uso de las nuevas tecnologías en tu país? Da tus opiniones. <table><tr><td>**5**</td><td>**Very good** Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</td></tr><tr><td>**4**</td><td>**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.</td></tr><tr><td>**3**</td><td>**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.</td></tr></table>	**5**

Question	Answer	Marks
5(b)	**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.	

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