

**MARK SCHEME for the May/June 2010 question paper  
for the guidance of teachers**

**9719 SPANISH**

**9719/22**

Paper 22 (Reading and Writing), maximum raw mark 70

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 must be read in conjunction with the question papers and the report on the examination.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the May/June 2010 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



<b>Page 2</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A LEVEL – May/June 2010</b>	<b>9719</b>	<b>22</b>

### Section 1

**1** Answers must be exactly as detailed below (allow misspellings). Any extra words or omissions will invalidate the response.

- (a)** extienden su lucrativo negocio por todo el continente (sacan ganancias por el territorio entero) [1]
- (b)** son los más vulnerables (corren el mayor riesgo) [1]  
 refuse omission of los
- (c)** producto del tráfico ilícito (resultado del comercio ilegal) [1]
- (d)** tiene ya carácter transnacional (ahora se extiende por todos los países) [1]  
 refuse un carácter
- (e)** genera más problemas que soluciones (crea más dificultades de las que resuelve) [1]  
 refuse answers beginning with esto

**[Total: 5 puntos]**

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE A LEVEL – May/June 2010	9719	22

2 The following are examples of the way in which the answers could be expressed. Answers should fit into the original text, retaining the same meaning, and contain all elements of the phrase to be re-worked.

**(a) sus instituciones carecen de la capacidad [líneas 6–7] (falta)**

a / en sus instituciones les (hace) falta (la) capacidad [1]  
 accept: las instituciones for sus instituciones  
 hay falta de capacidad en / de sus instituciones  
 sus instituciones tienen (una) falta de capacidad  
 refuse: omission of initial a / en when required

**(b) el tráfico de armas ilegales amenaza la seguridad de esa región [líneas 7–8] (amenazada)**

(la seguridad de) esa región es / está amenazada por (el) tráfico de armas (ilegales) [1]  
 accept: bracketed omissions  
la región for esa región  
 está / sigue siendo amenazada  
 sigue estando amenazada  
 refuse: tenses other than present  
 está amenazada de(l) tráfico

**(c) Centroamérica es todavía una zona de tránsito [línea 11] (siendo)**

Centroamérica sigue / continúa siendo una zona de tránsito [1]  
 accept: inclusion of todavía  
 está siendo todavía  
 refuse: está siendo (without todavía)

**(d) esas políticas han fracasado [línea 25] (éxito)**

esas políticas no han tenido / tuvieron éxito [1]  
 accept: las for esas  
 no han dado éxito  
 refuse: tenses other than perfect / preterite  
 el éxito de esas políticas ha fracasado

**(e) hay que identificar tus aspectos vulnerables [línea 26] (es importante que)**

es importante que identifiques / se identifiquen tus aspectos vulnerables [1]  
 accept: es importante que tus aspectos vulnerables sean identificados  
 refuse: identifiquemos / se identifique

**[Total: 5 puntos]**

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE A LEVEL – May/June 2010	9719	22

**3 Rubric: Contesta en español las siguientes preguntas, sin copiar frases completas (más de 4 palabras consecutivas) del texto.**

NB. Lifting = more than 4 consecutive words taken from the text and will usually invalidate answer unless further original explanation is offered.

**(a) ¿Cuáles son las razones por las que se extiende el crimen organizado en América Latina? (párrafo 1) [3]**

- insuficiencias legales [1]
- políticos / policías sin integridad [1]
- not just 'corruption' – either politicians or police must be mentioned
- mucha gente desempleada [1]

**(b) ¿Por qué están en peligro los países centroamericanos? (párrafo 2) [2]**

- (2 from 3)
- sus instituciones no son suficientemente fuertes para combatir el crimen (organizado) [1]
- hay mucho comercio de armas ilícitas [1]
- more than just a mention needed eg 'it threatens security' / 'there is a lot of it' etc
- que son usadas en un 66% / muchos de los delitos de homicidio / lesiones [1]

**(c) Explica de qué maneras Guatemala desempeña un papel en el narcotráfico. (párrafo 3) [3]**

- los aviones llevando cocaína a los EE UU aterrizan allí [1]
- los barcos llevando cocaína a Europa desembarcan allí [1]
- almacena las drogas destinadas a México [1]
- full details needed of manner of transportation and destinations
- award 1 mark only for correct but generalised answers lacking specific details
- accept: drogas for cocaína

**(d) Según Ernesto Bobea, ¿cuáles son las condiciones en América Latina y el Caribe que favorecen la criminalidad? (párrafo 4) [3]**

- hay gobiernos / instituciones frágiles [1]
- donde existen zonas fuera de la ley [1]
- refuse: if answer says the whole territory is a 'lawless zone'
- que tienen mucha desigualdad social [1]

**(e) En la opinión de Bobea, ¿qué políticas no han ayudado a crear una sociedad segura? y ¿qué estrategias se deben implementar? (párrafo 5) [4]**

- hacer caso a otros países [1]
- usar la fuerza militar para combatir el crimen [1]
- reconocer / eliminar los puntos débiles [1]
- iniciar programas de inserción social [1]

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE A LEVEL – May/June 2010	9719	22

Quality of Language: Accuracy (same as for questions 4 and 5)

[5]

<b>5 Very good</b>
Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb form, 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 more 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>1 Poor</b>
Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated errors.

For questions 3 and 4, the 5 marks for the quality of language will be awarded globally for the whole performance on each set of answers. With regard to **length**, 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 the language mark. An answer scoring 0 for content cannot score **any** language marks, and the total available on the whole set of answers will therefore be affected. The final total for language will be reduced on the following scale:

- Answer(s) worth 2 or 3 scoring 0 for content: reduce final assessment by –1
- Answer(s) worth 4 or 5 scoring 0 for content: reduce final assessment by –2
- Answer(s) worth 6 or 7 scoring 0 for content: reduce final assessment by –3
- Answer(s) worth 8 or 9 scoring 0 for content: reduce final assessment by –4

Note: A minimum of 1 mark for quality of language should be awarded if there are any content marks at all (i.e. 0 language marks only if 0 content marks).

[Total: 20]

Page 6	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE A LEVEL – May/June 2010	9719	22

## Section 2

- 4 **Rubric:** Contesta **en español** las siguientes preguntas, **sin copiar frases completas (más de 4 palabras consecutivas) del texto.**

NB. Lifting = more than 4 consecutive words taken from the text and will usually invalidate answer unless further original explanation is offered.

- (a) **¿Por qué motivos suele robar Laura? y ¿en qué consiste su ideología? (párrafo 1) [3]**

para no pagar un producto caro / para ahorrar / [1]  
 porque los productos / cosméticos son caros [1]  
 porque se siente gratificada [1]  
 accept: 'it feels like she has received a present' etc  
 solo robar de los grandes almacenes [1]

- (b) **Según Beatriz Pedrosa ¿cómo solía ser antes el típico ladrón en los comercios? (párrafo 2) [3]**

un individuo con (buen) empleo [1]  
 no consideraba serio lo que hacía [1]  
porque los comercios / comerciantes podían afrontar los gastos [1]  
 causality must be stated eg 'because' / 'they considered' / 'said to themselves' / 'thought'  
 etc

- (c) **¿A qué nueva tendencia se refiere Beatriz? y ¿qué evidencia cita de esto? (párrafo 3) [4]**

ya no roban productos de lujo [1]  
 no lo hacen en los grandes almacenes / lo hacen en las tiendas menos caras [1]  
 los ladrones pueden ser desempleados o jubilados [1]  
 accept: 'the growth of unemployment' / 'worsening situation of more vulnerable / pensioners' etc  
 hay que poner protección antirrobo en más productos [1]

- (d) **¿Qué cambios ha notado la dependienta de la tienda de descuentos en el último año? (párrafo 4) [2]**

el típico cliente ha cambiado / ahora viene gente de clase más alta [1]  
 accept: gente más rica  
 tienen que estar más vigilantes que antes [1]

- (e) **Según la dependienta, ¿cuáles son las diferencias entre el ladrón de antes y el ladrón de hoy? (párrafo 5) [3]**

(3 from 4)  
 antes eran tipos que parecían sospechosos / grupos de adolescentes [1]  
 ahora es gente normal / amas de casas / jubilados [1]  
 hay algunos que roban a la carta [1]  
 roban para alimentarse [1]

Page 7	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE A LEVEL – May/June 2010	9719	22

Quality of Language: Accuracy (same as for questions 3 and 5)

[5]

<b>5 Very good</b>
Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb form, 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 more 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>1 Poor</b>
Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated errors.

For question 3 and 4, the 5 marks for the quality of language will be awarded globally for the whole performance on each set of answers. With regard to **length**, a concise answer containing all mark-bearing components for content is scored on the full range of marks for language, ie. length does not determine the quality of the language mark. An answer scoring 0 for content cannot score **any** language marks, and the total available on the whole set of answers will therefore be affected. The final total for language will be reduced on the following scale:

- Answer(s) worth 2 or 3 scoring 0 for content: reduce final assessment by –1
- Answer(s) worth 4 or 5 scoring 0 for content: reduce final assessment by –2
- Answer(s) worth 6 or 7 scoring 0 for content: reduce final assessment by –3
- Answer(s) worth 8 or 9 scoring 0 for content: reduce final assessment by –4

Note: A minimum of 1 mark for quality of language should be awarded if there are any content marks at all (i.e. 0 language marks only if 0 content marks).

[Total: 20]

<b>Page 8</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A LEVEL – May/June 2010</b>	<b>9719</b>	<b>22</b>

**5 Rubric:** Escribe en español **un máximo de 140 palabras** para completar las **dos** tareas siguientes.

**(a) Escribe un resumen de lo que se dice en los dos textos sobre las razones por las que existe el crimen.** [10]

**(b) ¿Hay mucha criminalidad en tu país? Da tus opiniones.** [5]

**(NOTA: Escribe un máximo de 140 palabras)**

### Length of 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.
- Then put a line through that part of the summary which exceeds 160.
- Marks will be totalled at the bottom in the following sequence:

Out of 10 for points scored in summary  
 Out of 5 for personal response  
 Out of 5 for language  
 Total ringed out of 20

### Content marks: Summary

[10]

The summary could include the following points (award 1 mark for each point covered up to a maximum 10):

- vacíos en el sistema legal
- corrupción (política / policial)
- mucha gente sin acceso al mercado laboral
- débiles instituciones estatales
- tráfico de armas ilegales
- zonas sin estado de derecho
- gran desigualdad social
- alto precio de productos / cosméticos / ahorrar dinero
- gratificación personal
- creer que los comerciantes ya ganan bastante
- crecimiento del desempleo
- sectores de sociedad desprotegidos / jubilados
- para comer
- los vecinos les hacen el pedido

NB unemployment can be credited twice  
 although drugs are mentioned they are not mentioned as a reason for crime



<b>Page 9</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A LEVEL – May/June 2010</b>	<b>9719</b>	<b>22</b>

**Content marks: Response to the Text**

[5]

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.

<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.
<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.
<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.
<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.
<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.

**Quality of Language: Accuracy** (same as for questions 3 and 4)

[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.

[Total: 20]