

CAMBRIDGE INTERNATIONAL EXAMINATIONS

GCE Advanced Level

www.XtremePapers.com

## MARK SCHEME for the October/November 2013 series

### 9719 SPANISH

9719/22

Paper 2 (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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

Page 2	Mark Scheme	Syllabus	Paper
	GCE A LEVEL – October/November 2013	9719	22

### Section 1

- 1 (a) se han implementado disposiciones de emergencia (han sido tomadas medidas de contingencia) [1]
- (b) se pone por las nubes (está a precios altísimos) [1]
- (c) ha perdido la confianza (ya no puede fiarse) [1]
- (d) los especuladores están haciendo fiesta (los defraudadores ganan un dineral) [1]
- (e) a quien le da la gana (a la persona que prefieren) [1]

**[Total: 5 puntos]**

- 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) tratar de solucionar la crisis [línea 2] (solución)**

tratar de / intentar llegar a / dar con / crear / tener una / la solución a / de / para la crisis [1]  
 tratar de / intentar poner(le) / dar(le) solución a la crisis  
 buscar(le) (una) solución a la crisis  
*disallow:*  
 tratar una solución  
 encontrar *etc.* una solución *without* tratar de / intentar

**(b) no se puede lavar la ropa [línea 6] (es imposible que)**

es imposible que se lave / lavemos / laven la ropa [1]  
 se pueda / podamos / puedan lavar la ropa  
 es imposible que la ropa sea / pueda ser lavada  
*disallow:*  
 es imposible que lave la ropa  
 es imposible que se laven la ropa

**(c) no han creado una resolución [líneas 13–14] (sido)**

una resolución no ha sido creada [1]  
 (ning)una resolución ha sido creada  
 no han sido capaces de crear una resolución  
*disallow:*  
la resolución

Page 3	Mark Scheme	Syllabus	Paper
	GCE A LEVEL – October/November 2013	9719	22

**(d) mantienen la distribución de agua [línea 17] (siguen)**

siguen distribuyendo (el) agua [1]  
 siguen (man)teniendo la distribución de(l) agua  
 siguen con la distribución de(l) agua

**(e) con el inicio de la temporada [línea 25] (cuando)**

cuando (se) inicie / comience / empiece / dé comienzo la temporada [1]  
 cuando llegue / sea el inicio de la temporada

**[Total: 5 puntos]**

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

**(a) ¿Cómo respondió el gobierno a la crisis? y ¿cuáles son las disposiciones de emergencia que se han tomado? (párrafo 1) [4]**

creó una comisión de emergencia [1]  
 han distribuido botellas de agua [1]  
 han umentado los camiones cisterna [1]  
 han mejorado la producción de agua / la productividad de la planta potabilizadora [1]

**(b) ¿Por qué se siente engañada Graciela Sánchez? (párrafo 2) [3]**

han prometido (una solución) que no han cumplido [1]  
 no ve cuando el problema vaya a acabar [1]  
 su vida ha cambiado [1]

**(c) Según Claudio Cornejo, ¿cuales son los defectos del gobierno? (párrafo 3) [2]**

cree que el gobierno no sabe responder a la crisis [1]  
 el gobierno no ha controlado los precios / el mercado negro del agua embotellada [1]

**(d) ¿Cuáles son las críticas que se hacen de la distribución de agua embotellada? (párrafo 4) [3]**

no hay estrategia / está muy desorganizada (no tiene ningún orden) [1]  
 dan el agua a cualquier persona [1]  
 o a la persona que se alborota más [1]

**(e) ¿Por qué será perjudicial para los hoteles grandes la falta de agua? (párrafo 5) [3]**

la cocina y la lavandería serán afectadas [1]  
 coincide con la llegada de muchos clientes [1]  
 sus reservas de agua se agotarán [1]

<b>Page 4</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A LEVEL – October/November 2013</b>	<b>9719</b>	<b>22</b>

**Quality of Language – Accuracy** (Questions 3, 4 and 5)

[5]

<p><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).</p>
<p><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.</p>
<p><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.</p>
<p><b>2 Below average</b> Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.</p>
<p><b>0–1 Poor</b> Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.</p>

**Note re questions 3 and 4:** 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.

An individual answer scoring 0 for content cannot contribute to the overall Quality of Language mark. This means that the total mark out of 5 available on the whole set of answers is reduced on the following scale:

Answer(s) worth a total of 2 or 3 scoring 0: reduce final assessment by 1

Answer(s) worth a total of 4 or 5 scoring 0: reduce final assessment by 2

Answer(s) worth a total of 6 or 7 scoring 0: reduce final assessment by 3

Answer(s) worth a total of 8 or 9 scoring 0: reduce final assessment by 4

**Note:** A minimum of one 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 5	Mark Scheme	Syllabus	Paper
	GCE A LEVEL – October/November 2013	9719	22

## Section 2

4 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 se ha hecho más popular el golf en España? (párrafo 1)** [3]

ya no es un deporte tan selecto [1]

tiene mejores infraestructuras [1]

hay más alojamiento cerca de los campos [1]

(b) **¿Por qué no les gusta a todos este deporte? (párrafo 2)** [2]

consume muchos recursos naturales [1]

da prioridad a los intereses económicos sobre los medioambientales [1]

(c) **¿Por qué es difícil satisfacer la demanda de agua de los campos de golf en España? (párrafo 3)** [4]

requieren lo equivalente al consumo anual de una población de 15 000 personas / de una pequeña ciudad etc. [1]

grandes volúmenes se necesitan en zonas donde llueve poco / de clima mediterráneo [1]

el agua (de sus pequeños lagos) se pierde por evaporación [1]

los alojamientos asociados con los campos consumen mucho agua [1]

(d) **¿Por qué no aceptan los propietarios el uso de aguas recicladas en sus campos de golf? (párrafo 4)** [4]

son de una calidad inferior y huelen mal [1]

no hay suficientes para satisfacer la demanda [1]

su uso cuesta mucho [1]

no es el uso prioritario de las aguas depuradas [1]

(e) **¿Qué esperanzas ofrece la nueva tecnología para solucionar el problema del riego? (párrafo 5)** [2]

usar agua desalinizada del mar / para regar campos cerca del mar [1]

que este proceso sea menos costoso [1]

<b>Page 6</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A LEVEL – October/November 2013</b>	<b>9719</b>	<b>22</b>

**Quality of Language – Accuracy** (Questions 3, 4 and 5)

[5]

<p><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).</p>
<p><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.</p>
<p><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.</p>
<p><b>2 Below average</b> Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.</p>
<p><b>0–1 Poor</b> Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.</p>

**Note re questions 3 and 4:** 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.

An individual answer scoring 0 for content cannot contribute to the overall Quality of Language mark. This means that the total mark out of 5 available on the whole set of answers is reduced on the following scale:

Answer(s) worth a total of 2 or 3 scoring 0: reduce final assessment by 1

Answer(s) worth a total of 4 or 5 scoring 0: reduce final assessment by 2

Answer(s) worth a total of 6 or 7 scoring 0: reduce final assessment by 3

Answer(s) worth a total of 8 or 9 scoring 0: reduce final assessment by 4

**Note:** A minimum of one 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 7	Mark Scheme	Syllabus	Paper
	GCE A LEVEL – October/November 2013	9719	22

- 5 (a) Escribe un resumen de lo que se dice en los dos textos sobre los problemas asociados con el agua. [10]
- (b) ¿Se usa bien el agua en tu país? Da tus opiniones. [5]

### 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:

#### **Panamá:**

- falta de agua
- respuesta inadecuada del gobierno (promesas nunca llegan etc.)
- cambios en estilo de vida de la gente
- no se puede lavar ropa (blanca)
- alto precio de agua (embotellada) / no queda agua para beber
- especuladores hacen mucho dinero / existe un mercado negro
- distribución de agua embotellada muy desorganizada
- crisis anticipada en los hoteles

<b>Page 8</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A LEVEL – October/November 2013</b>	<b>9719</b>	<b>22</b>

***España:***

- riego de campos de golf consume mucha agua
- mayor interés económico que ambiental / gran impacto ecológico
- en zonas donde llueve poco
- agua (en los pequeños lagos) se evapora
- alojamientos vinculados a los campos usan mucha agua
- (a los propietarios) no les gusta usar aguas depuradas
- son de una calidad inferior / huelen mal
- su uso cuesta mucho / no hay suficiente
- usar aguas depuradas para el golf no es su uso prioritario
- desalinización es un proceso muy costoso



<b>Page 9</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A LEVEL – October/November 2013</b>	<b>9719</b>	<b>22</b>

**Content marks – response to the text**

[5]

This should be marked as a mini-essay according to the variety and interest of the opinions and views expressed, the candidate's response to the original text stimulus and their ability to express a personal point of view. Additional guidance on marking specific questions will be given to examiners.

<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 (Questions 3, 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 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]**