



Cambridge Assessment International Education
Cambridge Pre-U Certificate

SPANISH (PRINCIPAL)

9781/02

Paper 2 Reading and Listening

May/June 2019

MARK SCHEME

Maximum Mark: 60

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 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

This syllabus is regulated for use in England, Wales and Northern Ireland as a Cambridge International Level 3 Pre-U Certificate.

This document consists of **9** 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.

Question	Answer	Marks	Not Allowed Responses
Part I: Reading (30 marks)			
Texto de lectura 1			
1	reducir / disminuir su severidad (la severidad de las sanciones)	1	
2	con una multa de 500 euros	1	
3	participar en servicios sociales (1) asistir a charlas (sobre los riesgos del consumo de alcohol) (1)	2	participación asistencia without approp verb
4	(estarían) más limpias (1) (serían) menos ruidosas (1) [OR <u>habría</u> menos basura y menos ruido]	2	no molestarían... menos basura / ruido without approp verb
5	la falta de medios / dinero / guardias (1) el riesgo de causar más disturbios / problemas (1)	2	riesgo para el público
6	irritados / enfadados (1) (adj only OR sienten irritación) porque tienen que pagar las multas (1)	2	

Question	Answer	Marks	Not Allowed Responses
Texto de lectura 2			
7	they are more likely / it's easier for them to go to university	1	...to study a university career
8	they live far away (1) they have to <u>pay rent / accommodation</u> in the city (1)	2	
9	students live in school for two weeks / 15 days / half the month (1) and <u>study</u> from home for two weeks / the rest of the month (1)	2	
10	board / food (1) lodgings / rent (1)	2	living costs
11	Néstor's determination / tenacity	1	Nestor's dedication
12	to keep on banging on doors (1) not to be afraid of dreams (1)	2	opening doors not to be afraid <u>in</u> dreams

Question	Answer	Marks	Not Allowed Responses
Texto de lectura 3			
13	Re-translation One tick for each box then see conversion table.	10	

	Text	Accept	Reject
1	Through	A través de / Vía	
2	its residences programme,	su programa de residencias	
3	the SÍ Foundation aims	la Fundación Sí pretende / quiere / busca	
4	to increase opportunities	aumentar las oportunidades / posibilidades	
5	so that	para que	así que
6	young people from rural areas	los jóvenes de / en zonas rurales	
7	can access education.	puedan acceder / accedan a la educación.	
8	As a result,	Como resultado / onsecuencia,	
9	recently,	recientemente,	
10	more than a thousand students	más de mil estudiantes	más que... un mil
11	who come from	que vienen de / procedentes de	quienes...
12	remote areas of Argentina	áreas / zonas alejadas / remotas de Argentina	áreas rurales
13	have registered	se han matriculad / inscrito / registrado	han registrado etc. without se
14	to study for a university degree.	para estudiar una carrera universitaria.	para estudiar <u>para / por / a</u> una carrera...
15	When	Cuando	
16	the new centre in Catamarca	el nuevo centro de Catamarca	
17	opens	(se) abra / se estrene	
18	in January,	en enero,	..Enero

19	this number	esta cifra / este número	
20	will double.	se duplicará.	
21	It is crucial that	Es esencial / vital / crucial / <u>muy</u> importante que	Es importante que
22	projects like this one	proyectos como este	
23	continue	continúen / sigan	
24	to grow	creciendo	
25	in the hope that	con / en la esperanza <u>de</u> que	
26	some day	algún día	
27	the dream of	el sueño de	
28	greater social equality	(una) mayor / más igualdad social OR <u>una</u> igualdad social mayor / más grande	La mayor igualdad...
29	can be achieved	se pueda lograr / pueda ser logrado	
30	for the good of everyone.	por / para el bien / beneficio de todos.	

Conversion table

Number of ticks	Mark
28–30	10
25–27	9
22–24	8
19–21	7
16–18	6
13–15	5
10–12	4
7–9	3
4–6	2
1–3	1
0	0

Question	Answer	Marks	Not Allowed Responses
Part II: Listening (30 marks)			
Texto auditivo 1			
14	(a) un / al / el rey	1	
15	ninguno / no tuvieron influencia	1	
16	dos / una en el norte y una en el sur	1	
17	como la S (ese)	1	
18	(el porcentaje de) los primeros colonizadores españoles (1) que provenía de Sevilla o de otras provincias / zonas de Andalucía (1)	2	
19	simplificaba las cosas a los indígenas / era más fácil aprender / pronunciar el español / el idioma	1	... <u>un</u> idioma
20	los (millones) de hispanohablantes en EEUU (1) la mezcla de vocabulario / palabras del inglés y del español (1) la creación de un nuevo léxico / vocabulario (1)	3	la mezcla de las <u>lenguas</u> del inglés y del español

Question	Answer	Marks	Not Allowed Responses
Texto auditivo 2			
21	the <u>number of</u> lynxes has reached <u>500</u> (for the first time)	1	...increased (without number)
22	the shortage of (wild) rabbits (1) because they are their main source of food / prey (1)	2	
23	the building of <u>animal / wildlife</u> crossings (tunnels, bridges etc.)	1	
24	the contribution made by the EU (to the cost of building these crossings)	1	the % of the EU budget spent on building these crossings
25	in 2013 rabbits were re-introduced in areas where the lynx lived (1) now the lynxes are placed in areas where there is already a large rabbit population (1)	2	
26	poaching / hunting / fox traps (1) because the poachers hide the bodies of the lynxes (to avoid a fine) (1)	2	Deer (or other specific animal) traps
27	by making a donation to <u>her organization / programme</u>	1	

Question	Answer	Marks	Not Allowed Responses
Texto auditivo 3			
28	Summary		
Give one mark for each of the following content points addressed up to a maximum of 10 marks.			
	<ul style="list-style-type: none"> • Jhonattan’s development as a golfer, from young enthusiast to professional 		
	– his father looked after a (small) golf course	1	
	– he played with his brothers as a way of <u>competing</u> with each other	1	
	– he became a professional whilst at university in Texas / he won a scholarship to study at the University of Texas	1	
	<ul style="list-style-type: none"> • how he uses his position today to influence others 		
	– to inspire young Venezuelans to play golf / dream about playing golf	1	
	– make people aware of the <u>problems</u> / <u>difficult</u> situation in Venezuela	1	..aware of the situation..
	– attract attention of politicians <u>to help</u> Venezuela	1	
	<ul style="list-style-type: none"> • Hugo Chávez’s attitude towards golf 		
	– he closed golf courses / started a campaign against golf	1	
	– he said it was just for a handful of wealthy people	1	
	– he made fun of golfers saying they were lazy	1	
	<ul style="list-style-type: none"> • the successes enjoyed by Jhonattan Vegas as a professional golfer 		
	– he won two competitions (Bob Hope Classic & Canadian Open)	1	
	– he is now ranked in the top 100 golfers in the world	1	
	– he has earned <u>almost</u> \$7.5 million (on the US circuit)	1	