



Cambridge Assessment International Education
Cambridge Pre-U Certificate

SPANISH (SHORT COURSE)

1344/02

Paper 2 Listening, Reading and Writing

May/June 2018

MARK SCHEME

Maximum Mark: 90

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.

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This document consists of **8** 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.

Part I: Listening**Texto auditivo 1**

The correct answer should be underlined – there are no possible alternatives.
If two words are underlined, no marks are awarded.

siguen (example)

Question	Answer	Marks	Not Allowed Responses
1	cualificaciones	1	
2	reducidas	1	
3	tras la maternidad	1	
4	títulos	1	
5	de media jornada	1	

[AO1]**Texto auditivo 2**

Full sentences are not required.

The answers are marked positively and for communication. Minor errors are disregarded, as long as the communication of the information is not seriously affected.

Correct alternative versions are accepted.

Question	Answer	Marks	Not Allowed Responses
6	• una / sólo ella / sólo Rocío	1	
7	• eran empleados/trabajadores del ferrocarril (que unió Chile y Argentina)	1	
8	• hacer el curso de director técnico profesional	1	
9	• Estados Unidos	1	
10	• recibió una beca	1	
11	• observa la técnica de algunos jugadores (1) • hace análisis y estadísticas (de partido) (1) • mejora los/sus defectos (que ve) (1)	3	
12	• competir con el ganador de la Zona Sur (1) • y ganar (1)	2	

Question	Answer	Marks	Not Allowed Responses
13	<ul style="list-style-type: none"> (thousands of) refugees (going to Europe) 	1	
14	<ul style="list-style-type: none"> a sea 	1	
15	<p>Any three from:</p> <ul style="list-style-type: none"> the media coverage (1) the quality of its music (is good) (1) it has created a movement (1) to publicise one of the worst tragedies in Europe / the plight of refugees (1) 	3	
16	<p>Any two from:</p> <ul style="list-style-type: none"> anger at the situation (1) and he wanted to do his bit (1) to respond to people's demands (that something needs to be done) (1) 	2	
17	<ul style="list-style-type: none"> they have given up their profits (all profits will go to <i>Médicos sin Fronteras</i>) 	1	
18	<p>Any three from:</p> <ul style="list-style-type: none"> her contribution stands out (1) she is responsible for <i>Médicos Sin Fronteras</i> in the Mediterranean (1) she's responsible for a team (that saves people from the sea) (1) she wrote the lyrics of some of the songs (1) 	3	
19	<ul style="list-style-type: none"> young people of (nearly) 20 nationalities 	1	
20	<ul style="list-style-type: none"> her father is African (1) her mother is Italian (1) she's an example of the enriching effects of multiculturalism (1) 	3	

Part II: Reading

Texto de lectura 1

Question	Answer	Marks	Not Allowed Responses
21	C	1	
22	B	1	
23	A	1	
24	A	1	
25	B	1	

Texto de lectura 2

Full sentences are not required.

The answers are marked positively and for communication. Minor errors are disregarded, as long as the communication of the information is not seriously affected.

Correct alternative versions are accepted.

Question	Answer	Marks	Not Allowed Responses
26	• borrachos (accept borrachas)	1	borracheras
27	• dentro de / en cinco años (2023)	1	
28	• reformando/remodelando los hoteles (1) • creando una nueva imagen del pueblo (1)	2	
29	• (conseguir) un bronceado / el sol / buen tiempo (1) • salir de marcha por la noche / la vida nocturna (1)	1	
30	• el enfrentamiento entre (decenas de) turistas borrachos y la policía (en 2011)	1	
31	• porque los jóvenes dejarían de venir / ir	1	si dejan de venir (<i>without mentioning jóvenes</i>)
32(a)	• vacaciones culturales / turismo cultural (1)	2	
32(b)	• (la oferta de) ocio nocturno/fiesta (nocturna) (1)		

Texto de lectura 3

Full sentences are not required.

Question	Answer	Marks	Not Allowed Responses
33	<ul style="list-style-type: none"> new experiences / something different to do (in free time) 	1	
34	<ul style="list-style-type: none"> ingenuity / inventiveness 	1	
35	<ul style="list-style-type: none"> films / cinema (1) books / literature (1) 	2	
36	<ul style="list-style-type: none"> there are more being offered / they've taken off (throughout the whole country) 	1	
37	<ul style="list-style-type: none"> it takes place in a village/town (not a house) (1) it takes all day (not just 1 hour) (1) 	2	
38	<ul style="list-style-type: none"> to find out what's happened to Doctor Martínez/Juan Martínez 	1	
39	<p>Any two from:</p> <ul style="list-style-type: none"> solve enigmas / puzzles (1) find clues (1) interact with actors (1) 	3	
40	<ul style="list-style-type: none"> as a guide (1) as an investigation tool (to find clues) (1) 	2	
41	<ul style="list-style-type: none"> because of its wealth of nature / natural setting / beauty (1) and its cultural heritage (1) 	2	culture (tc)0020
42	<ul style="list-style-type: none"> it will be played in other villages with different stories 	1	

Part III: Writing**42 (a) or 42(b)**

- **Content: 15 marks (5 marks: AO1, 10 marks: (AO3))**
- **Quality of Language: 15 marks (AO2)**

Marking grid for content

15	<i>Excellent</i>	Excellent response. Ideas and points very effectively organised, illustrated with relevant examples and developed. Wholly relevant and convincing.
12–14	<i>Very good</i>	Very good response. Ideas and arguments well sequenced, illustrated with relevant examples and developed with occasional minor omissions. Coherent discussion.
9–11	<i>Good</i>	Good response. Most or main points of question explored. Ideas and examples adequately sequenced, or developed unevenly or with some lapses.
6–8	<i>Adequate</i>	Satisfactory response. Some implications of question explored. Evidence of argument, patchy or unambitious sequencing. Some omissions and/or irrelevance.
3–5	<i>Basic</i>	Limited understanding of question. A few relevant points made. Rambling and/or repetitive.
1–2	<i>Poor</i>	Minimal response. Implications of question only vaguely grasped. Very limited relevant content. Unsubstantiated and undeveloped.
0		No relevant material presented.

Marking grid for quality of language

15	<i>Excellent</i>	Excellent range of vocabulary and complex structures. Very high and consistent level of accuracy, with few, mostly minor, errors.
12–14	<i>Very good</i>	Appropriate use of a wide range of vocabulary, complex sentence patterns and structures. Able to use idiom. Impression of fluency and sophistication. Very accurate grammar. Few errors.
9–11	<i>Good</i>	Good range of vocabulary, with a variety of complex sentence patterns, though with occasional lapses in correct usage. Impression of enterprising use of structures and little repetition. Good level of accuracy, over broad range of structures. Tenses and agreements generally reliable, but some lapses in more complex areas.
6–8	<i>Adequate</i>	Adequate range of vocabulary, but some repetition and occasional lexical error. Some complex sentence patterns appropriate to the task, but with variable success. Occasional native-language influence. Adequate level of accuracy but overall performance inconsistent. Familiar structures usually correct and some complex language attempted, but with variable success. Errors do not impair communication significantly.
3–5	<i>Basic</i>	Limited range of vocabulary, with frequent repetition and significant lexical errors. Occasional attempts at more complex sentence patterns, but often impression of 'translated' language that impedes communication at times. Gaps in knowledge of basic grammar. Communication impaired by significant errors, e.g. adjectival agreements, verb forms and common genders.
1–2	<i>Poor</i>	Very limited range of vocabulary with frequent native-language interference and wrong words. Simple sentence patterns and very limited range of structures. Little evidence of grammatical awareness. Accuracy only in simple forms.
0		No rewardable language.