

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

**Pre-U Certificate**

**MARK SCHEME for the May/June 2014 series**

**9781 PRINCIPAL COURSE SPANISH**

**9781/03**

Paper 3 (Writing and Usage), maximum raw mark 60

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 May/June 2014 series for most IGCSE, Pre-U, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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**Part I: Discursive Essay (40 marks)**

- **Accuracy and linguistic range (24 marks) [AO2]**
- **Development and organisation of ideas (16 marks) [AO3]**

**Accuracy and linguistic range**

22–24	<i>Excellent</i>	Almost flawless. Excellent range of vocabulary and complex sentence patterns. Good sense of idiom.
18–21	<i>Very good</i>	Highly accurate. Wide range of vocabulary and complex sentence patterns. Some sense of idiom.
14–17	<i>Good</i>	Generally accurate. Good range of vocabulary and some complex sentence patterns.
10–13	<i>Satisfactory</i>	Predominantly simple patterns correctly used and/or some complex language attempted, but with variable success. Adequate range of vocabulary, but some repetition.
6–9	<i>Weak</i>	Persistent errors may impede communication. Simple and repetitive sentence patterns. Limited vocabulary.
1–5	<i>Poor</i>	Little evidence of grammatical awareness. Inaccuracy often impedes communication. Very limited vocabulary.
0		No relevant material presented.

**Development and organisation of ideas**

15–16	<i>Excellent</i>	Implications of question fully grasped. Ideas and arguments very effectively organised, illustrated with relevant examples. Wholly convincing.
12–14	<i>Very good</i>	Most implications of question explored. Ideas and arguments well organised, illustrated with relevant examples. Coherent argument.
9–11	<i>Good</i>	Main implications of question explored. Organisation generally clear but lacking coherence in places. Some relevant examples. Some ability to develop argument.
6–8	<i>Satisfactory</i>	Some implications of question explored. Patchy or unambitious organisation, but with some attempt at illustration. Some irrelevant material.
3–5	<i>Weak</i>	Limited understanding of question. A few relevant points made. Rambling and/or repetitive. Ideas and arguments poorly developed.
1–2	<i>Poor</i>	Minimal response. Implications of question only vaguely grasped. Very limited relevant content. Disorganised, unsubstantiated and undeveloped.
0		No relevant material presented.

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### Discursive Essay Indicative Content

Candidates are free to interpret the question in any way they wish. The following notes are not intended to be prescriptive but to give an indication of some of the points which could be made in response to the question; they are by no means exhaustive.

- 1 (a) **“Muchos jóvenes exigen a sus padres que les compren ropa de marca. En tu opinión, ¿es la nueva generación demasiado materialista?”**

This essay title offers the candidates the possibility of different approaches. Some could discuss whether the parents are the ones to blame, others could focus on the capitalist elements of our society and the detrimental effect they have on children. They could discuss the importance of peer pressure in schools and youth groups. They could write about the impact that fascination with famous people has on the average young person. They might wish to provide examples of different approaches to bringing up children. There should be a clear structure followed by an informed conclusion.

- (b) **Tanto Internet como la prensa escrita son formas de controlar la información que recibimos. ¿Estás de acuerdo? Discute.**

Candidates must present a balanced argument considering relevant points. They could discuss the importance of a free press. Others will argue that there is no such thing as a free press and that every newspaper, webpage, radio and TV station is controlled by a person with their own political and moral agenda. They might also consider the role of the government and corruption within the institutions who rule the media. There should be a clear structure followed by an informed conclusion.

- (c) **En los deportes de alto riesgo, ¿vale la pena el peligro que se corre? Da tu opinión, considerando ejemplos particulares.**

Candidates may have different views on this question, which ultimately centres on the growing culture of taking risks as a hobby. Candidates might analyse why it is believed that young successful people need to feel alive by taking risks. Some could argue that it is a tradition, whilst others could say that it has become a bigger problem in recent years. Candidates might wish to show their awareness of the issue of pushing their bodies to their limits. There should be a clear structure followed by an informed conclusion.

- (d) **«Un marido mata a su mujer porque no le había preparado la cena». ¿Qué piensas tú de este titular de prensa? Da tu opinión, justificando tu respuesta.**

This question ultimately centres on the increase of domestic violence in society. Some candidates might analyse what makes people become violent against their spouse. Some could argue that society is to blame for it. Others might wish to show their awareness of police limitations, the law and the influence politics and politicians have on society. They may have ideas on how to fight domestic violence. There should be a clear structure followed by an informed conclusion.

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**(e) En una sociedad multicultural ¿es necesaria la integración?**

Candidates may start by defining what a multicultural society is and considering both the benefits and the disadvantages of integration and segregation and the effect on society. They could decide to discuss the implications of people having no knowledge of other cultures existing in the same country. They may also focus on the fact that in our world today we must try to combat extreme views which can flourish as a result of ignorance of other cultures. There should be a clear structure followed by an informed conclusion.

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## Part II: Usage (20 marks)

## Ejercicio 1

Other correct variations will be accepted

Q.	Accept	Mark	Reject
2	mientes / estás mintiendo	[1]	
3	venga / vaya a venir	[1]	
4	había vuelto	[1]	
5	hubiera tenido	[1]	tuviera
6	se pusieron	[1]	se habían puesto

[Total: 5 marks]  
[AO2]

## Ejercicio 2

Other correct variations will be accepted

Q.	Accept	Mark	Reject
7	Carmen fue <u>la que dijo / la persona que dijo</u> eso, no yo.	[1]	
8	Los turistas <u>son bien acogidos</u> en España.	[1]	fueron acogidos acogidas acojidos se acogen bien
9	Puesto que se ha comprado un Ferrari, es probable <u>que tenga mucho dinero</u> .	[1]	
10	Rosa interpretó la canción con <u>tanta pasión</u> que nos emocionó.	[1]	tanto
11	Al <u>probarla</u> se dio cuenta de que la sopa estaba picante.	[1]	probar probar la sopa

[Total: 5 marks]  
[AO2]

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**Ejercicio 3** (One tick for each, then see conversion table.) [AO2]

<b>Question number</b>	<b>Correct option</b>	<b>Correct response</b>
12	B	Pese
13	A	quienes
14	C	lo que
15	D	verdadero
16	B	de que
17	A	sino que
18	B	acumuladas
19	D	con ellas
20	D	cuando
21	D	están
22	A	cabe
23	B	más baja
24	D	disminuye
25	B	de
26	A	gastara
27	C	malnutridos
28	C	casi
29	B	cada
30	B	tanto
31	A	para

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**Conversion table:**

<b>Number of ticks</b>	<b>Mark</b>
19–20	10
17–18	9
15–16	8
13–14	7
11–12	6
9–10	5
7–8	4
5–6	3
3–4	2
1–2	1
0	0