

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

Cambridge Pre-U Certificate

**MARK SCHEME for the May/June 2015 series**

**9781 PRINCIPAL COURSE SPANISH**

**9781/03**

Paper 03 (Writing and Usage), maximum raw mark 60

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<b>Page 2</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Cambridge Pre-U – May/June 2015</b>	<b>9781</b>	<b>03</b>

**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.

Page 3	Mark Scheme	Syllabus	Paper
	Cambridge Pre-U – May/June 2015	9781	03

### 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.

**(a) En tu opinión, ¿es realmente necesario tener un diploma o una carrera universitaria para tener éxito en la vida? Razona tu respuesta.**

This essay could be approached from several perspectives. Some candidates could argue that education is the basis of a successful professional life and that it makes succeeding in life easier. Others could argue that it is not certificates that make a person successful, but their attitude and hard work. Candidates should define what they mean by success and give relevant examples to support their argument. There should be a clear structure followed by an informed conclusion.

**(b) "La comida orgánica es mejor para nosotros". ¿Estás de acuerdo? Discute.**

Candidates might argue that having crops which are more stable and reliable means humans are less dependent on weather and other factors. Others may find that sometimes science goes too far. They should discuss the harmful nature of chemicals and give examples to support their argument. There should be a clear structure followed by an informed conclusion.

**(c) En muchos países la población está envejeciendo. En tu opinión, ¿cómo va a afectar esto a la sociedad? Razona tu respuesta.**

Candidates should discuss whether they think that an ageing population is going to influence our society. Some candidates could discuss whether living longer is having a detrimental effect on society. Others might discuss that it is not longevity alone, but a low birth rate that is changing society. There should be a clear structure followed by an informed conclusion.

**(d) La cirugía plástica, ¿una manera de promover o destruir la belleza? Discute.**

Candidates might define what beauty is. Some candidates could argue that in today's society vanity and beauty are paramount. Others could discuss whether our obsession with beauty nowadays is healthy. Others could discuss the benefits and analyse how feeling good has more advantages than disadvantages. There should be a clear structure followed by an informed conclusion.

**(e) ¿Es importante hablar abiertamente sobre la anticoncepción? Da razones, justificando tu respuesta.**

Candidates are likely to deal with the very controversial topic of sex education. Some might discuss teenage pregnancy and the problems that it causes for society. Some could argue whether they think the authorities and parents should break any taboo that exists. They could discuss whether talking about the topic of contraception openly would be better or worse for society. There should be a clear structure followed by an informed conclusion.

Page 4	Mark Scheme	Syllabus	Paper
	Cambridge Pre-U – May/June 2015	9781	03

## Part II: Usage (20 marks)

## Ejercicio 1

Q. Nr.	Accept	Mark	Reject
2	influye	[1]	
3	duerma	[1]	
4	Sal	[1]	
5	será inaugurado / va a ser inaugurado	[1]	
6	supieran / supiesen	[1]	

[Total: 5 marks]  
[AO2]

## Ejercicio 2

Q. Nr.	Accept	Mark	Reject
7	En ese momento, el director dijo que <u>no admitiría más insultos / iba a admitir más insultos.</u>	[1]	
8	A pesar de tu mal <u>comportamiento</u> en clase, podrás jugar con nosotros.	[1]	
9	No iré contigo a no <u>ser que me cuentes</u> la verdad.	[1]	
10	El paquete llegó ayer y van a <u>dármelo</u> mañana.	[1]	
11	Si <u>me haces caso</u> , te irá estupendamente.	[1]	

[Total: 5 marks]  
[AO2]

<b>Page 5</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Cambridge Pre-U – May/June 2015</b>	<b>9781</b>	<b>03</b>

**Ejercicio 3** (One tick for each, then see conversion table below.)

**[AO2]**

<b>Question number</b>	<b>Correct option</b>	<b>Correct response</b>
12	B	sus
13	A	hace
14	D	se
15	B	buen
16	D	fue
17	C	quien
18	A	a
19	A	él
20	D	clasificada
21	C	por
22	B	puso
23	D	más de
24	A	o
25	A	según
26	C	se encontraba
27	A	por parte
28	D	sean
29	A	cualquier
30	A	vivir
31	C	lo

<b>Page 6</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Cambridge Pre-U – May/June 2015</b>	<b>9781</b>	<b>03</b>

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