



Cambridge International Examinations
Cambridge Pre-U Certificate

PRINCIPAL COURSE SPANISH

9781/03

Paper 3 Writing and Usage

May/June 2016

MARK SCHEME

Maximum Mark: 60

Published

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

This document consists of **6** printed pages.

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Part I: Writing (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.

- (a) **“El mundo ya no necesita armas nucleares”. ¿Estás de acuerdo con esta afirmación? Da tu opinión, justificando tu respuesta.**

The topic of nuclear weapons could be approached from a number of angles, which ultimately centre on the possible uses of these weapons and what it means to own them, from countries that are investing in acquiring the necessary technology to create nuclear weapons to what these weapons offer to those countries that already have them. Students might argue that they can be used as a peaceful approach to resolve any conflict and avoid military intervention. They should provide particular examples taken from any country. Some candidates might argue in favour of or against the role of the army. They might also consider that nuclear energy is widely used and discuss the effects of nuclear disasters in our world. There should be a clear structure followed by an informed conclusion.

- (b) **¿Hasta qué punto deberían los hijos seguir el ejemplo de sus padres? Discute, justificando tu respuesta.**

How influential parents should be in the life of their children is one of the angles which could be used to answer this question. The question of whether children should follow their parents' example, not only in their career but also in their personal life, could be approached from a number of angles. Candidates should talk about the benefits or disadvantages of listening to their parents, as parents can guide their children and introduce them to their network of friends and colleagues. Some candidates might dispute this idea and argue that young people should have the option to stand on their own two feet, especially those coming from a disadvantaged background. Others may find that sometimes it is inevitable to be influenced by one's parents, as people are genetically and morally trained by their progenitors. There should be a clear structure followed by an informed conclusion.

- (c) **“Intentar conservar las especies animales en peligro de extinción va en contra de las leyes de la evolución”. Da tu opinión, considerando ejemplos particulares.**

Candidates should discuss whether they think that artificially saving animals that are in danger of extinction is morally right. Some could argue that modifying nature's balance has a harmful effect on the planet; others might say that it is the only way to maintain equilibrium in our ecosystem. They should do this by justifying their opinions and giving particular examples. Some candidates could discuss whether it is morally justified to stop the evolution of the species. There should be a clear structure followed by an informed conclusion.

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- (d) **“Ver la televisión influye excesivamente en lo que los niños piensan del mundo”. ¿Estás de acuerdo?**

Candidates must present a balanced argument and justify their ideas. They should discuss the importance of television in our lives nowadays. They could argue about the appropriateness of certain programmes for children. Others could discuss the benefits of television and analyse how nature and historical programmes shown on TV have brought culture to the masses. Some might argue that it is important for parents to select what programmes children are exposed to. There should be a clear structure followed by an informed conclusion.

- (e) **“El teléfono móvil es una forma contemporánea de esclavitud”. Discute esta afirmación, justificando tu respuesta.**

Candidates should discuss whether they think the technological advances of society have freed up much of our time and have made worldwide communication easier. They could give particular examples of how the new technology has changed and affected our society. Some candidates could discuss whether the dependency we now have is a negative concept and explore whether it was inevitable that this would happen. They could argue that these changes are better or worse for society. There should be a clear structure followed by an informed conclusion.

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Part II: Usage (20 marks)

Ejercicio 1

Qu	Accept	Mark	Reject
2	escriba	[1]	
3	tomaría / habría tomado	[1]	Without accents
4	queréis / querréis / querríais/quisieráis	[1]	Without accents
5	fue extinguido	[1]	
6	hubiera / hubiese	[1]	había

[Total: 5]
[AO2]

Ejercicio 2

Qu	Accept	Mark	Reject
7	No iremos al parque hasta <u>que (no) deje de llover/que cese la lluvia / haya dejado de llover</u>	[1]	
8	Si <u>terminas los deberes/has terminado los deberes</u> podrás ir al cine.	[1]	
9	Juan dibuja en el taller <u>desde hace tres horas.</u>	[1]	
10	Existe <u>la/una posibilidad de que</u> el Atlético de Madrid gane la liga.	[1]	
11	Luis no fue de vacaciones a <u>consecuencia de / causa de</u> su enfermedad.	[1]	

[Total: 5]
[AO2]

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

Qu	Correct option	Correct response
12	A	como
13	B	se
14	A	Nada más
15	C	han vuelto
16	B	tanto
17	C	muy
18	A	en contra
19	B	llevándose
20	D	mediante
21	C	diseminar
22	D	se libra
23	A	así como
24	D	último
25	B	frente a
26	C	reciente
27	A	ya
28	B	son
29	D	ni siquiera
30	B	se están formando
31	A	cercana

Conversion table

Number of ticks	Mark
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

[Total: 10]
[AO2]