



Cambridge Assessment International Education
Cambridge Pre-U Certificate

SPANISH

9781/03

Paper 3 Writing and Usage

May/June 2018

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 2018 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

IGCSE™ is a registered trademark.

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 **7** 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: Discursive Essay (40 marks)• **Accuracy and linguistic range (24 marks) [AO2]**

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 (16 marks) [AO3]**

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.

Question	Answer	Marks
Part 1 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)	<p>¿Hasta qué punto es importante viajar y estudiar en otros países para entender mejor nuestro mundo?</p> <p>Candidates should discuss whether in the multicultural society we currently live in it is necessary to travel and learn from other cultures. In this age, where travelling is cheap and easy, and people go on holidays to foreign countries, we should take the time to interact. Other candidates might wish to discuss that it is not necessary to travel and study abroad to understand the world we live in. They might provide examples from their own experiences, or refer to the political and/or moral implications. They should give examples to support their argument. There should be a clear structure followed by an informed conclusion.</p>	40
1(b)	<p>‘Nadie tiene una idea muy clara de lo que implica ser europeo’. ¿Estás de acuerdo con esta afirmación?</p> <p>This is a very open-ended question which candidates could answer from many different angles. They could write about issues such as national identity and what it means to be British, Spanish, French... Other candidates may discuss if there is such a thing as a European identity. Some may want to discuss the importance (or lack of importance) of the European Union in our lives. They should give examples to support their argument. There should be a clear structure followed by an informed conclusion.</p>	40
1(c)	<p>‘La música de un país define su identidad’. ¿Estás de acuerdo? Da tu opinión dando ejemplos particulares.</p> <p>The topic of music and national identity could be approached from a number of angles. Candidates could discuss whether, in a world where we have access to world music, it is possible still possible for music to form part of the national identity. Some could discuss whether traditional music is part of people’s psyche, and an integral part of being a nation. Some candidates might argue that music is universal and not part of a geographical and political entity. They should give examples to support their argument. There should be a clear structure followed by an informed conclusion.</p>	40
1(d)	<p>¿Crees que los famosos tienen una responsabilidad social hoy en día?</p> <p>Candidates could define social responsibility. Some candidates could argue that in today’s society fame is paramount, and famous people should act as role models for young people. Relevant points can be made about whether our obsession with fame nowadays is healthy. Other candidates could say that being a footballer, a singer, or someone just famous for being famous, doesn’t include having social responsibility. Some could discuss who should be society’s role models. They should give examples to support their argument. There should be a clear structure followed by an informed conclusion.</p>	40

Question	Answer	Marks
1(e)	<p>‘Erradicar la pobreza en nuestro mundo podría ser una realidad y no un sueño’. Discute, justificando tu respuesta.</p> <p>Candidates might argue that poverty is endemic. They may discuss possible reasons for this, including capitalism, lack of solidarity, abuse of power and corruption in some developing countries. Others may find that the help given by developed countries doesn’t reach where it is needed. Relative poverty in the developed world is addressed by welfare and education. Candidates may discuss the role of government and business in the fair distribution of wealth. They should give examples to support their argument. There should be a clear structure followed by an informed conclusion.</p>	40

Question	Answer	Marks
Part 2: Usage Exercise 1		
2	seguía / estaba siguiendo	1
3	Piensa / está pensando	1
4	hubiéramos jugado	1
5	hubo	1
6	se queje / se quejara	1
Exercise 2		
7	Tengo <u>(la)necesidad</u> de verte antes del fin de semana.	1
8	Cuando <u>me viste</u> entrar en la tienda, saliste corriendo.	1
9	Los alumnos <u>a quienes / a los cuales / a los que</u> ayuda Ana, tienen dificultades de aprendizaje.	1
10	¿ <u>Os invitó</u> la novia?	1
11	<u>Ni mi hermano ni yo</u> comemos mucha fruta.	1
Exercise 3: award a tick for each correct response, then see the conversion table to turn the ticks into marks.		
12	para	
13	visitados	
14	cada vez	
15	hasta	
16	algún	
17	lo	
18	este	
19	españolas	
20	interesarse	
21	apenas	
22	a las	
23	Así	
24	tan	
25	recibe	

Question	Answer	Marks
26	además de	
27	fue nombrada	
28	lo que	
29	débil	
30	gran	
31	aunque	

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