

**MARK SCHEME for the May/June 2012 question paper
for the guidance of teachers**

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 must be read in conjunction with the question papers and the report on the examination.

- Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

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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) Un 44% de los menores en edad escolar ve la televisión entre las diez y las doce de la noche. ¿Deberían intervenir los padres? ¿Qué piensas?

This open-ended question essay offers candidates the possibility of answering it in many different ways. Some could discuss whether parents should be held responsible for the action of their children, whether their relaxed approach to discipline is detrimental, or even morally acceptable. They could discuss the importance of preventing children watching programmes which are not suitable for their age. They could argue that children have the same rights as adults and that it is the broadcasting companies who shouldn't show programmes which can have a negative influence. They could write about the impact that a prolonged exposure to unsuitable programmes could have on them and society at large. They might wish to provide examples of different approaches to parenting. Conclusion.

(b) “Los libros y las bibliotecas están destinados a desaparecer.” Discute esta afirmación.

The topic of “traditional” learning tools such as books and libraries versus the new media could be approached from a number of angles, which ultimately centre on the conflict between virtual space, internet, wikipedia and the most costly and traditional way to store information, the library. Will technology and commodity kill the joy of reading a book? Some candidates might argue in favour or against the changes we are witnessing at present. They should justify their answer. Conclusion.

(c) Delante del papa Benedicto XVI en Barcelona, un centenar de homosexuales se besaron en publico. ¿Qué opinas de esta forma de manifestarse?

Candidates might have different views on this question, which ultimately centres on the Church's view on homosexuality. They could say that in the 21st century the Church needs to accommodate to the demands of society. Candidates might wish to show their awareness of other problems and explore, justifying their answer, their belief in possible changes and their impact on society as a whole. Others could highlight different ways of protesting against injustice which could get results. Conclusion.

(d) La violencia de género también afecta a los hijos. ¿Cómo debemos protegerlos?

This essay centres on the topic of domestic violence and the effect it has not only on women, but also on children. Some candidates could argue that it is the responsibility of the government to make sure the most vulnerable are protected, whilst others could discuss that we live in a world where keeping family together, no matter what, should be the main thing. Candidates might wish to show their awareness of the way these incidents are reported in the media and their influence on the younger generation. They might wish to discuss the role of grandparents and the influence of social workers. Conclusion.

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- (e) Hay quienes dicen que las crisis económicas solucionan el “problema” de la inmigración. Da tu opinión, justificando tu respuesta.

Candidates should discuss whether they think that the current economic crisis is deterrent enough to stop immigrants from coming to Europe in search of a better life. They could argue that the lack of jobs has a harmful effect on human trafficking and justify their opinions. Some could argue that as we are all citizens of the globe all movement between countries should be permitted. They could give particular examples of the different types of immigration in the European Union, and mention the laws created by the European Governments which limit the numbers of legal immigrants. Conclusion.

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Part II: Use Of Spanish (20 marks)

Ejercicio 1

Accept	Reject
2. se puso	se ponía – wrong accent
3. hará / va a hacer	no accent
4. estudiaría	habría estudiado / no accent
5. haber reservado	
6. tengan	

**[Total: 5]
[AO2]**

Ejercicio 2

Accept	Reject
7. No creo que <u>me guste / vaya a gustar</u> tu ciudad.	me gustará
8. Por <u>no hablar inglés / el hecho de que no habla inglés</u> no consiguió el trabajo.	porque no habla inglés / por causa de que / por que no habla inglés
9. Llovió con <u>tanta fuerza</u> que el pueblo se inundó.	
10. Dos mujeres <u>fueron atropelladas</u> por un ciclista el viernes por la noche.	atropellados
11. La empresa <u>para la que / para la cual / donde / en que / en la cual / en la que</u> trabajo es boliviana	por la que / quien/ para quien / para que

**[Total: 5]
[AO2]**

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Ejercicio 3 (one tick for each, then see conversation table) [AO2]

- 12** olvidarse
- 13** de
- 14** haya
- 15** casi
- 16** sin embargo
- 17** conocer
- 18** por debajo de
- 19** siendo
- 20** alto
- 21** debido
- 22** relacionados
- 23** declararon
- 24** hambrientos
- 25** favorable
- 26** cualquier
- 27** ni
- 28** se
- 29** es
- 30** sino
- 31** televisivas

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