

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Pre-U Certificate

MARK SCHEME for the May/June 2013 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 2013 series for most IGCSE, Pre-U, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

Page 2	Mark Scheme	Syllabus	Paper
	Pre-U – May/June 2013	9781	03

Part 1: Discursive Essay [40 marks]

Accuracy and linguistic range [24 marks] [A02]

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] [A03]

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
	Pre-U – May/June 2013	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.

1 (a) “Los jóvenes subestiman los peligros del alcohol.” Da tu opinión considerando ejemplos particulares.

The topic of alcohol and youth could be approached from a number of angles. Candidates could discuss whether young people are aware of the dangers of drinking alcohol. Some could argue that youngsters who face a bleak future are driven to alcoholism as a way of socialising and a way of forgetting about their problems. Some could discuss whether being so permissive with our youth is beneficial, detrimental, or even socially acceptable. They should provide particular examples. Some candidates might argue in favour of the moderate use of alcohol as a form of recreation and relaxation. They could also discuss the possible social, physical and psychological consequences for the new generations. Conclusion.

(b) “Las Olimpiadas no merecen ni el sacrificio ni la inversión”. Discute, justificando tu respuesta.

The topic of the Olympic Games could be approached from a number of angles, which ultimately centre on the conflict between the investment and effort needed to organise a successful event and the legacy left behind for the country who is hosting the event. Some candidates might argue in favour or against the funding of such an event during an economic crisis. Some could argue that it is a way to get young people involved in sports. Others could argue that it is a waste of resources. Conclusion.

(c) “El ecologismo y el progreso no son compatibles”. Discute esta afirmación.

Candidates might have different views on this question, which ultimately centres on the culture of recycling and sustainability and progress. They should provide particular examples to support their view. Some candidates might argue in favour or against the Government’s role in a greener future. Others might focus on the role and responsibility of each individual in achieving a less polluted environment. Some could say that progress doesn’t rely on nature. Conclusion.

(d) “Se celebra más la caída de los ídolos que su ascenso.” ¿Qué piensas tú de esta afirmación?

Candidates might have different views on this question, which ultimately centres on the culture of fame and how the masses can make someone famous for no apparent reason and how, at times, the public is united in vilifying other people. Some candidates might discuss why some people are elevated to fame so easily and how they can in a second lose favour with the masses when they behave in a way which is not acceptable. Some could argue that the public unites more to bring someone down; whilst others could discuss that we live in a world where people are famous for doing nothing and the public has the right to decide who is on top. Candidates might wish to give some particular examples. Conclusion.

Page 4	Mark Scheme	Syllabus	Paper
	Pre-U – May/June 2013	9781	03

(e) “La tecnología moderna no nos permite ser libres”. ¿Estás de acuerdo?

This essay centres on the topic of the dependency new generations have on technology. They could say that with a very high percentage of people all over the world, not only young people, but also others not so young use technology, computers, and social networks on a daily basis. It can be discussed that the dependency we have on technology is inadequate as it does not give young people the skills they need to function normally without. Candidates might wish to show their awareness of the benefits of technology (a cheaper way to keep in contact, easy access to information, etc.) and give relevant examples. Others could discuss the fact that in order to help the situation, people should be less dependent on technology. Conclusion.

Page 5	Mark Scheme	Syllabus	Paper
	Pre-U – May/June 2013	9781	03

Part II: Usage [20 marks]

Ejercicio 1

	Accept	Mark	Reject
1	nos levantaríamos	[1]	no accent
2	diga / esté diciendo	[1]	
3	almorcé	[1]	almorzé / no accent
4	dieran / hubieran dicho	[1]	
5	habríamos regresado / hubiéramos regresado	[1]	no accent

[Total: 5 marks]
[AO2]

Ejercicio 2

	Accept	Mark	Reject
6	Al <u>oír las noticias</u> , se preocupó	[1]	
7	<u>Hacia</u> varios años que estudiaba español cuando consiguió el título	[1]	hacia (different meaning)
8	A pesar de <u>ser (muy) famosa/su (gran) fama</u> , nunca ganó un Óscar	[1]	fuera
9	El médico me dijo que <u>no fumase/fumara</u> más	[1]	no puedo/ pudiera fumar
10	Tienes que seguir <u>corriendo</u> todas las mañanas	[1]	

[Total: 5 marks]
[AO2]

Page 6	Mark Scheme	Syllabus	Paper
	Pre-U – May/June 2013	9781	03

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

Question number	Correct response
11	nadie
12	su
13	a la que
14	lo bien
15	preparada
16	rompiendo
17	sea
18	sobre
19	Si alguien
20	claro que sí
21	tan
22	falta
23	ni menos
24	cerca de
25	llamarles
26	lo peor
27	cómo
28	nos
29	mucho
30	nos preocupamos

Page 7	Mark Scheme	Syllabus	Paper
	Pre-U – May/June 2013	9781	03

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