

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
Cambridge International Level 3 Pre-U Certificate
Short Course

SPANISH

1344/02

Paper 2 Listening, Reading and Writing

May/June 2009

MARK SCHEME

Maximum Mark : 90



UNIVERSITY of CAMBRIDGE
International Examinations

[Turn over

Part I: Listening

Full sentences are not required.

Texto auditivo 1

(No alternative spellings are allowed, as the words are given)

- | | | |
|---|--------------------------|-----|
| 1 | la comida (example) | |
| 2 | diecisiete | [1] |
| 3 | el mundo | [1] |
| 4 | grupos | [1] |
| 5 | el tiempo de preparación | [1] |
| 6 | innovador | [1] |
- [5 marks}

Texto auditivo 2

Accept	Reject
7 (much) sorpresa / se sorprendió (mucho) [1]	Me sorprendió
8 trabajar con los Coen / con los hermanos Coen [1]	
9 porque sus películas son (profundamente) americanas [1]	
10 (un gran) honor/ (un gran) sueño [1]	
11 el guión [1]	
12 imparable / que no para [1]	
13 porque las personas eligen el camino equivocado / actúan de una forma equivocada [1]	

14 se compenentran muy bien (1) es como una persona con dos cabezas (1) [2]	
15 el egoísmo [1]	egoístas

[10 marks}

Texto auditivo 3

Accept	Reject
16 changes in sleeping (1) eating (1) lack of personal hygiene (1) (only 2 points needed to get 2 marks) max. mark [2]	
17 an authoritarian attitude [1]	authorities
18 the amount/level of drugs their children are taking [1]	the grade of drugs
19 a conversation about the harmful effects of drugs (synonyms of harmful) [1]	affects
20 in the case of drug addiction [1]	
21 to say 'no' to things (1) that can harm / hurt them (1) [2]	
22 their peers (1) the media (1) [2]	
23 if they have their own values and opinions [1]	
24 to know/understand their children's world better [1]	

25 who their children go out with (1) what their children do in their spare time (1) [2]	
26 by sharing their hobbies /pastimes [1]	

[15 marks]

[Total Listening: 30 marks]

Part II: Reading

Full sentences are not required

Texto de lectura 1

Accept	Reject
27 el doble de 2006 [1]	se duplicó
28 número uno / primero/a [1]	la cabeza
29 es muy corriente / común OR pasa frecuentemente [1]	a la orden del día
30 las personas que lo hacen frecuentemente / repetidamente / las personas que hacen frecuentes descargas [1]	reincidentes
31 una multa [1]	multará

[5 marks]

Texto de lectura 2

Accept	Reject
32 (están) en Ecuador (1) (están) en el Pacífico (1) [2]	ecuatoriano
33 periodistas / profesionales de la prensa [1]	
34 las islas Galápagos fueron declaradas Patrimonio Natural de la Humanidad [1]	
35 (i) (el exceso de) turistas (1) (ii) (el exceso de) inmigrantes ilegales (1) (iii) (la llegada de) plantas que no son propias de las islas (1) [3]	
36 para todos / el mundo / el planeta [1]	
37 han pensado en la economía local (1) en vez del medio ambiente (1) [2]	

[10 marks]

Texto de lectura 3

Accept	Reject
<p>38 the number is decreasing/in decline / they will soon disappear (only 1 point needed to gain 1 mark) max. marks [1]</p>	each time less
<p>39 most married couples work (1) and are not able to look after an elderly relative (1) [2]</p>	
<p>40 she is happy to live with them (1) but would prefer to be in her own home (1) [2]</p>	
<p>41 because that means that their families do not want to look after them [1]</p>	
<p>42 when they are very ill (1) and need constant / specialised care (1) [2]</p>	
<p>43 she has a bad temper [1]</p>	she could not bear it
<p>44 they are always bantering / joking / having a good laugh together [1]</p>	
<p>45 because he is very attentive of her / considerate [1]</p>	
<p>46 he is getting married next June (1) he will be leaving home in a few months' time (1) [2]</p>	
<p>47 she is happy for him (1) but she feels sad (1) [2]</p>	

[15 marks]

[Total Reading: 30 marks]

Part III: Writing

Short Course Writing Task (30 marks)

- **Content: 15 marks (5 marks: AO1, 10 marks: AO3)**
- **Quality of Language: 15 marks (AO2)**

MARKING GRIDS

Content

15	<i>Excellent</i>	Excellent response. Ideas and points very effectively organised, illustrates with relevant examples and developed. Wholly relevant and convincing.
12–14	<i>Very good</i>	Very good response. Ideas and arguments well sequenced, illustrated with relevant examples and developed with occasional minor omissions. Coherent discussion.
9–11	<i>Good</i>	Good response. Most or main points of question explored. Ideas and examples adequately sequenced, or developed unevenly or with some lapses.
6–8	<i>Adequate</i>	Satisfactory response. Some implications of question explored. Evidence of argument, patchy or unambitious sequencing. Some omissions and/or irrelevance.
3–5	<i>Basic</i>	Limited understanding of question. A few relevant points made. Rambling and/or repetitive.
1–2	<i>Poor</i>	Minimal response. Implications of question only vaguely grasped. Very limited relevant content. Unsubstantiated and undeveloped.
0		No relevant material presented.

Quality of Language

15	<i>Excellent</i>	Excellent range of vocabulary and complex structures. Very high and consistent level of accuracy, with few, mostly minor, errors.
12–14	<i>Very good</i>	Appropriate use of a wide range of vocabulary, complex sentence patterns and structures. Able to use idiom. Impression of fluency and sophistication. Very accurate grammar. Few errors.
9–11	<i>Good</i>	Good range of vocabulary, with a variety of complex sentence patterns, though with occasional lapses in correct usage. Impression of enterprising use of structures and little repetition. Good level of accuracy, over broad range of structures. Tenses and agreements generally reliable, but some lapses in more complex areas.
6–8	<i>Adequate</i>	Adequate range of vocabulary, but some repetition and occasional lexical error. Some complex sentence patterns appropriate to the task, but with variable success. Occasional native-language influence. Adequate level of accuracy but overall performance inconsistent. Familiar structures usually correct and some complex language attempted, but with variable success. Errors do not impair communication significantly.
3–5	<i>Basic</i>	Limited range of vocabulary, with frequent repetition and significant lexical errors. Occasional attempts at more complex sentence patterns, but often impression of 'translated' language that impedes communication at times. Gaps in knowledge of basic grammar. Communication impaired by significant errors, e.g. adjectival agreements, verb forms and common genders.
1–2	<i>Poor</i>	Very limited range of vocabulary with frequent native-language interference and wrong words. Simple sentence patterns and very limited range of structures. Little evidence of grammatical awareness. Accuracy only in simple forms.
0		No rewardable language.

[Total Writing: 30 marks]