

**MARK SCHEME for the May/June 2009 question paper  
for the guidance of teachers**

**1344 SHORT COURSE SPANISH**

**1344/02**

Paper 2 (Listening, Reading and Writing),  
maximum raw mark 90

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.

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

CIE is publishing the mark schemes for the May/June 2009 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



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**Part I: Listening: AO1**

**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**

<b>Accept</b>		<b>Reject</b>
<b>7</b> (much) sorpresa / se sorprendió (mucho) / sorprendido	[1]	Me sorprendió
<b>8</b> trabajar con los Coen / con los hermanos Coen	[1]	
<b>9</b> porque sus películas son (profundamente) americanas	[1]	
<b>10</b> (un gran) honor/ (un gran) sueño	[1]	
<b>11</b> el guión	[1]	
<b>12</b> imparable / que no para	[1]	
<b>13</b> porque las personas eligen el camino equivocado / actúan de una forma equivocada / eligen el camino que lleva a la violencia	[1]	
<b>14</b> se compenetran muy bien (1) es como una persona con dos cabezas (1)	[2]	
<b>15</b> el egoísmo	[1]	egoístas

**[10 marks]**

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### Texto auditivo 3

<b>Accept</b>	<b>Reject</b>
<b>16</b> changes in sleeping (1) eating (1) lack of personal hygiene (1) (only 2 points needed to get 2 marks) [max 2]	
<b>17</b> an authoritarian attitude [1]	authorities
<b>18</b> the amount/level of drugs their children are taking [1]	the grade of drugs
<b>19</b> a conversation about the effects of drugs [1]	
<b>20</b> in the case of drug addiction [1]	
<b>21</b> to say 'no' to things (1) that can harm / hurt them (1) [2]	
<b>22</b> their peers (1) the media (1) [2]	
<b>23</b> if they have their own values and opinions [1]	
<b>24</b> to know/understand their children's world better [1]	
<b>25</b> who their children go out with (1) what their children do in their spare time (1) [2]	
<b>26</b> by sharing their hobbies /pastimes [1]	

**[15 marks]**

**[Total Listening: 30 marks]**

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**Part II: Reading: AO1**

**Full sentences are not required**

**Texto de lectura 1**

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

**[5 marks]**

**Texto de lectura 2**

<b>Accept</b>	<b>Reject</b>
<b>32</b> (están) en Ecuador (1) (están) en el Pacífico (1) [2]	ecuatoriano
<b>33</b> periodistas / profesionales de la prensa [1]	
<b>34</b> las islas Galápagos fueron declaradas Patrimonio Natural de la Humanidad [1]	
<b>35</b> (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]	
<b>36</b> para todos / el mundo / el planeta [1]	
<b>37</b> han pensado en la economía local (1) en vez del medio ambiente (1) [2]	

**[10 marks]**

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**Texto de lectura 3**

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

**[15 marks]**

**[Total Reading: 30 marks]**

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**Part III: Writing: AO1, AO2, AO3**

**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.

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### 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]**

**PAPER MAXIMUM: 90 MARKS**