

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

Pre-U Certificate

**MARK SCHEME for the May/June 2011 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.

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

Cambridge is publishing the mark schemes for the May/June 2011 question papers for most IGCSE, Pre-U, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Page 2	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	1344	02

Part I: Listening: AO1

Texto auditivo 1

The correct answer should be underlined – there are no alternatives possible.

1 Rumanía (example)

2 considerable [1]

3 5.000 [1]

4 escondido [1]

5 averiguó [1]

6 a la fuerza [1]

[Total: 5]

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	1344	02

Texto auditivo 2

Full sentences are not needed.

Accept	Reject
7 - a (más de) 300 kilómetros de la costa [1]	Madrid
8 - sólo conocía el mar en fotografías/películas [1]	
9 - sus tíos/unos tíos suyos/su tío [1]	mis tíos
10 - comer marisco [1]	comemos mariscos
11 Either - estaba lleno de gente Or - gallinas y conejos/animalesviajaban en él [1]	
12 - sobre una montaña [1]	en las montañas
13 - se levantó (1) - se puso de puntillas (1) [2]	me levanté/le levantó me puse de puntillas
14 <u>Any two</u> - el buceo/ha buceado (1) - la navegación/ha navegado (1) - la pesca/ha pescado (1) - se ha tendido en la playa (1) [2]	

[Total: 10]

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	1344	02

Texto auditivo 3

Full sentences are not required.

Accept	Reject
15 - Turkish/Turkey [1]	not Spanish
16 Either: - light-coloured eyes Or: - pale complexion [1]	clear eyes/blue eyes he was white
17 - she always has to spell it out/for people [1]	
18 - achieving as much as possible/going as far/high as possible/get to the top [1]	
19 - as a continuous training (1) - as a way to overcome (obstacles) (1) [2]	
20 - it prepares her better for life in general [1]	
21 - the word "disability"/"incapable"/"handicapped" (to describe her state) [1]	
22 - too many places are not equipped/prepared(1) - for people with mobility problems/disabled/handicapped (1) [2]	
23 - (quite) disappointed [1]	disillusioned/sad/deceived/upset

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	1344	02

<p>24 Either: - they should not feel defeated Or: - they fought well till the end [1]</p>	
<p>25 - two games are not usually granted (1) - to the same continent consecutively (1) Or: - two consecutive games are not usually granted (1) - to the same continent (1) [2]</p>	
<p>26 - she will fight/bid for the 2020 Olympics (to be held in Madrid) [1]</p>	

[Total: 15]

[Total Listening: 30]

Page 6	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	1344	02

Part II: Reading: AO1

Texto de lectura 1

Full sentences are not required.

Accept	Reject
27 - (número de) agricultores que van/irán a la manifestación [1]	nombre de agricultores
28 - (han) bajado/caído (terriblemente) [1]	
29 - los costes de producción han subido (en un 34%) [1]	
30 - (número de) agricultores que han perdido su empleo/número de empleos perdidos [1]	nombre de agricultores NB: do not penalise twice, if same error made in Qu. 27
31 - a causa de la entrada de nuevos países en la Unión Europea Or - porque han entrado nuevos países en la Unión Europea Or - hay más países ahora que necesitan ayuda [1]	

[Total: 5]

Page 7	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	1344	02

Texto de lectura 2

Full sentences are not required.

Accept	Reject
32 - está alegre/divertido/bromea con sus Compañeros [1]	
33 - se preocupa/está preocupado [1]	
34 - la nieve de los glaciares ha retrocedido 500 metros/el Illimani se está derritiendo [1]	
35 - toda la nieve va a desaparecer/porqueno va a haber nieve [1]	
36 - riegan/regar sus parcelas/tierras [1]	nuestras
37 - su religión/sus creencias religiosas [1]	
38 <u>Any 2</u> - hacen ofrendas al Illimani (1) - sacrifican una llama (1) - ofrecen hojas de coca y alcohol (1) [2]	ofrecemos
39 - para que la montaña les dé agua todo el año [1]	
40 - no se sabe cuándo llegarán/su llegada es más imprevisible [1]	

[Total: 10]

Page 8	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	1344	02

Texto de lectura 3

Full sentences are not required.

Accept	Reject
41 - Galicia [1]	
42 - reporter/journalist (1) - film-maker/film director (1) [2]	director (on its own)
43 - a documentary (film) (1) [1]	
44 - they have bought a house in their village/place of birth (1) - they have saved some money (1) - they can enjoy a comfortable retirement (1) [3]	comfortable lifestyle
45 - they have left their children behind (1) - in another country with different language/customs (1) - and the children only return to Spain for holidays (1) [3]	
46 - <u>difficult</u> financial/economic circumstances (1) - lack of safety/high level of crime (1) [2]	lack of security/lack of social security
47 - their children might already have returned to Spain (1) - to look for a better future/ opportunity (1) - than they have in their place of birth/America (1) [3]	

[Total: 15]

[Total Reading: 30]

Page 9	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	1344	02

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.

Page 10	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	1344	02

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]

Page 11	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	1344	02

TAPESCRIPT

M/F: University of Cambridge International Examinations. Pre-U Spanish Short Course 1344
Paper 2, May 2011. Part 1, Listening Comprehension.

INSTRUCTIONS TO CANDIDATES

Write your Centre number, candidate number and name on all the work you hand in.

Write in dark blue or black pen.

Do not use staples, paper clips, highlighters, glue or correction fluid.

Do not write in any Barcodes.

Dictionaries are not permitted.

The number of marks is given in brackets at the end of each question or part question.

Turn to page 2 now.

(Pause 5 seconds)

This section will take about 45 minutes.

Answer **all** the questions in this part on the question paper. There are instructions about how to answer the questions, and which language to answer in, at the beginning of each exercise. You do not need to write in full sentences.

Before each recorded item is played, time is allowed for reading the instructions and studying the questions. All items are heard more than once and some are divided into sections – this is made clear at the beginning of each exercise. You may make notes and write your answers at any time during the test.

A signal is used to introduce each item.

(signal)

Page 12	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	1344	02

M: Texto auditivo 1: Una operación policial

Pause 3 Seconds

M/F: You are going to hear an item about a police operation in Spain. For this exercise, you will need to underline the option that best fits each gap in the printed summary. You will hear the item once and then, after a 1-minute pause, you will hear it again, divided into two sections. There will be a short pause between the two sections. You will then hear the item for a third time in two sections, followed by a pause to check your answers.

Now read the printed summary and the questions.

Pause 1 minute

Signal

Pause 3 Seconds

F: * Agentes de la Policía Nacional han detenido a cuatro hombres de origen rumano como presuntos integrantes de una banda de ladrones. De momento, se les imputa un robo en una vivienda en el que obtuvieron una elevada suma. Los arrestados fueron interceptados por una patrulla de la Policía Nacional cuando circulaban en un vehículo. Al registrar el coche, los agentes hallaron unos cinco mil euros en efectivo.**

SECTION BREAK

F: *** Pero el verdadero botín estaba oculto en el filtro del aire acondicionado del automóvil. Allí los agentes encontraron numerosas piezas de joyería que, según la investigación policial, habían sido sustraídas en una vivienda de Torremolinos. La víctima del robo denunció que el 28 de octubre entraron en su casa y le quitaron violentamente unos 15.000 euros, así como numerosas joyas cuyo valor ascendería a 20.000 euros.****

Pause 1 minute

Signal

Pause 3 Seconds

*Repeat * to ***

Pause 30 seconds

Signal

Pause 3 Seconds

*Repeat *** to *****

Pause 1 minute

Signal

Pause 3 Seconds

*Repeat * to ***

Pause 30 seconds

Signal

Pause 3 Seconds

*Repeat *** to *****

Pause 30 seconds

Signal

Pause 3 Seconds

Signal

Page 13	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	1344	02

F: Texto auditivo 2: El mar

Pause 3 seconds

F: You will now hear an extract in which the Spanish writer Javier Reverte describes his first encounter with the sea.

You will hear the extract first all the way through and then, after a 1½ minute-pause, you will hear it again divided into two sections. There will be a 1½-minute pause between the two sections. You will then hear the extract for a third time in two sections. There will be a 1½-minute pause at the end to allow you to finish writing your answers.

Answer the questions in **Spanish**.

Now read the questions.

Pause 1 minute

Signal

Pause 3 Seconds

M: * Nací en Madrid, una ciudad que se encuentra a más de trescientos kilómetros de la costa más cercana. De modo que, como muchos chicos de mi barrio y de mi generación, conocía el mar sólo de verlo en fotografías y en las películas. Pero cuando cumplí los once años, tuve la suerte de que unos tíos míos me ofrecieran ir a veranear con ellos a Galicia. Y aunque viajábamos a un pueblo del interior, alejado del Atlántico sesenta o setenta kilómetros, una tarde mi tío anunció que al día siguiente iríamos a Vigo para bañarnos en la playa y comer marisco.**

SECTION BREAK

M: *** Recuerdo que salimos de la aldea donde nos encontrábamos y tomamos un autobús de aquéllos que en la posguerra viajaban atestados de gente y en los que, incluso, gallinas y conejos acompañaban a los humanos.

Fue al llegar a la cima de una montaña, cuando alguien gritó: “¡El mar!” Me levanté y me puse de puntillas para ver mejor. Allá, al otro lado del parabrisas del autobús, distinguí una superficie plana que crecía por encima de las últimas casas del horizonte. Me enamoré de aquel océano para siempre. He buceado en sus profundidades, lo he navegado, he pescado en sus aguas y me he tendido en las arenas de decenas de playas para disfrutar de ese aire salino. ¡Fue amor a primera vista! ****

Pause 1 ½ Minutes

Signal

Pause 3 Seconds

*Repeat * to ***

Pause 1 ½ Minutes

Signal

Pause 3 Seconds

*Repeat *** to *****

Pause 1 ½ Minutes

Signal

Pause 3 Seconds

*Repeat * to ***

Pause 1 ½ Minutes

Signal

Pause 3 Seconds

*Repeat *** to *****

Pause 1 ½ Minutes

Signal

Pause 3 Seconds

Page 14	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	1344	02

M: Texto auditivo 3: Una deportista excepcional

Pause 3 seconds

You will now hear an interview with Gema Hassen-Bey, a Spanish paraplegic athlete, winner of several Olympic medals for fencing.

You will hear the interview first all the way through and then, after a 1½-minute pause, you will hear the interview again, divided into two sections. There will be a 1½-minute pause between the two sections. You will then hear the interview for a third time, in two sections. There will be a 1½-minute pause at the end to allow you to finish writing your answers.

Answer the questions in **English**.

Now read the questions.

Pause 1 minute

Signal

Pause 3 seconds

M: *Gema, no me resisto a preguntarte - ¿ese apellido?

F: Con este apellido nací en Madrid, pero mi abuelo paterno era un turco que se vino a vivir a España, de ojos claros, tez blanca y ¡este apellido que tengo que deletrear siempre!

M: Tenías sólo cuatro años el día del accidente que te llevó al Hospital de Parapléjicos de Toledo, ¿verdad?

F: Sí. Estuve allí varios años. En Toledo me enseñaron una forma de vivir. No quiero que mi paraplejía me impida llegar a lo más alto. Practico la esgrima en sus tres modalidades de florete, espada y sable. He ganado medallas en todas. Y todo contra corriente... Lo primero que te suelen decir es: no puedes. Pero disfruto rompiendo moldes. Veo el deporte en mi vida como un continuo entrenamiento y un modo de superación. Estoy segura de que la lucha deportiva me permite estar más preparada para la vida en general.**

SECTION BREAK

M: ***¿Hay cosas de tu situación que no aceptas?

F: No acepto la palabra “discapacidad” para describir mi estado. Como tantos otros que utilizan una silla de ruedas, conozco qué dificultades tiene hacerlo en una ciudad como Madrid. Demasiados sitios no están aún preparados para personas con problemas de movilidad. Pero el lado bueno del problema ante tanto obstáculo es que te obliga a desarrollar el ingenio y la creatividad.

M: Eras embajadora del proyecto para traer las Olimpiadas de 2012 a Madrid. Pero en vez de Madrid, ganó Londres. ¿Te decepcionó ese resultado?

F: Sí, me sentí bastante decepcionada. Pero el equipo no tiene por qué sentirse derrotado. Todos peleamos muy bien hasta el final.

M: ¿Seguirás peleando por traer los Juegos a Madrid?

F: Sí por supuesto. Intentamos traer los Juegos otra vez para el año 2016, pero Río de Janeiro fue la ciudad elegida porque, según parece, no se suele otorgar la organización de unas Olimpiadas al mismo continente de forma consecutiva. Pero sin duda pelearé por lograr los Juegos del año 2020. El proyecto está ahí y en cualquier momento se puede volver a poner sobre la mesa. ****

Page 15	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	1344	02

Pause 1 ½ Minutes

Signal

Pause 3 Seconds

*Repeat * to ***

Pause 1 ½ Minutes

Signal

Pause 3 Seconds

*Repeat *** to *****

Pause 1 ½ Minutes

Signal

Pause 3 Seconds

*Repeat * to ***

Pause 1 ½ Minutes

Signal

Pause 3 Seconds

*Repeat *** to *****

Pause 1 ½ Minutes

Signal

Pause 3 Seconds

M/F: This is the end of the recorded material. You now have 1½ hours to complete the reading and writing parts.