

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

Pre-U Certificate

**MARK SCHEME for the May/June 2012 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 2012 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 2012	1344	02

Part I: Listening

Texto auditivo 1

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

If two words are underlined, no marks are awarded.

1 pasajeros (example)

- 2 autobuses [1]
- 3 gradualmente [1]
- 4 mensajes [1]
- 5 contenido [1]
- 6 vanguardia [1]

[Total: 5]

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	1344	02

Texto auditivo 2

Full sentences are not required.

The answers are marked positively and for communication. Minor errors are disregarded, as long as the communication of the information is not seriously affected.

Correct alternative versions are accepted.

Accept	Reject
7 – sus estudios como actor (1) [1]	
8 – (al principio tienen) miedo (1) – (luego se quedan) fascinados (1) [2]	
9 Either: – tiene su cuerpo aquí / en ese / este lugar (1) – y su mente en otro sitio (1) Or: – se concentra mucho (1) – no hace caso a lo que pasa alrededor (1) [2]	
10 – se pinta la cara / parte del cuerpo (color plateado) / se pone maquillaje (1) [1]	
11 – cuando le dan dinero / cuando se le acerca un niño (1) – cuando un niño le da la mano (1) [2]	cada cinco minutos
12 – paga la comida (1) – paga el alquiler / el alojamiento (1) [2]	

[Total: 10]

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	1344	02

Texto auditivo 3

Full sentences are not required

Accept	Reject
13 – the world's richest / richer countries (1) [1]	
14 – Paris (1) [1]	
15 – 33 of the world's main economies (1) [1]	
16 – fiscal / economic deficits (1) – unemployment / employment levels / figures (1) [2]	
17 Any two points – health costs (1) – shortened lives (1) – wasted resources (1) [2]	health problems
18 – Japan / South Korea (1) [1]	
19 – unhealthy food / junk food (1) [1]	ready-made food
20 – people do less physical activity (1) [1]	
21 – 75% (1) [1]	
22 – a (frightening) epidemic (1) [1]	
23 – both groups are likely to live (1) – eight to ten years less than people who do not have these habits / healthy-living people (1) NB: there must be a link between the two groups, e.g.: both / the same [2]	
24 – work together / collaborate (to create a common strategy against this epidemic) (1) [1]	

[Total: 15]

[Total Listening: 30]

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	1344	02

Part II: Reading

Texto de lectura 1

Full sentences are not required.

The answers are marked positively and for communication. Minor errors are disregarded, as long as the communication of the information is not seriously affected.

Correct alternative versions are accepted.

Accept	Reject
25 – se desbordó / destruyó parte de la vía férrea (1) [1]	el desbordamiento del río
26 – (el 1 / a principios de) julio (1) [1]	
27 – el número de pasajeros que suele viajar con este servicio / tren (1) – cada semana (1) [2]	
28 – disminuir / restringir la velocidad / ir más lento (1) [1]	

[Total: 5]

Page 6	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	1344	02

Texto de lectura 2

Full sentences are not required.

The answers are marked positively and for communication. Minor errors are disregarded, as long as the communication of the information is not seriously affected.

Correct alternative versions are accepted.

Accept	Reject
29 – el consumo de cocaína ha bajado fuertemente (1) – el uso de sustancias inhalables ha bajado un poco (1) [2]	
30 – el consumo de cannabis se ha estabilizado (1) – el consumo de tranquilizantes ha subido (1) [2]	
31 – el consumo de sustancias adictivas / drogas empezó a bajar (1) [1]	
32 – los que empiezan a consumir (1) – son (cada vez) más jóvenes (1) [2]	
33 – está muy disponible / es fácilmente accesible (1) – hay muchos grupos pro-cannabis (1) [2]	
34 – (que) no tiene mucho riesgo (1) [1]	

[Total: 10]

Page 7	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	1344	02

Texto de lectura 3

Full sentences are not required.

Accept	Reject
35 – Valencia (1) [1]	
36 – the participants throw 100 000 kilos of tomatoes (1) – at each other (1) [2]	
37 – it has had its ups-and-downs (1) [1]	
38 – as a (form of) protest (1) [1]	
39 – it provides the tomatoes (1) – and distributes them in 5 big lorries (1) [2]	
40 – there will be at least 40 000 / at least the same number as last year (1) – and possibly even more (1) [2]	
41 – so that no-one is hurt (1) [1]	
42 – people are expected to wear white clothes (1) – so that they can be stained / dyed red (1) [2]	white vests / shirts
43 – they must wear suitable footwear (1) – they must wear diving masks / goggles (to protect their eyes) (1) [2]	wear shoes glasses
44 – they must maintain a basic standard of decent behaviour (1) [1]	

[Total: 15]

[Total Reading: 30]

Page 8	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	1344	02

Part III: Writing

Short Course Writing Task (30 marks)

– Content: 15 marks

– Quality of Language: 15 marks

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 9	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	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 10	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	1344	02

TAPESCRIPT

E: University of Cambridge International Examinations. Pre-U Spanish Short Course 1344
Paper 2, May 2012. 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 11	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	1344	02

M: Texto auditivo 1: Un servicio tecnológico

Pause 3 Seconds

E: You are going to hear an item about a technological innovation 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: *Los viajeros de Madrid podrán, a partir de ahora, navegar por internet gratuitamente dentro de los autobuses, informó hoy la Empresa Municipal de Transportes de Madrid. Por ahora, un 60% de los autobuses de la capital española están equipados con un sistema wifi, que se irá incorporando progresivamente a todos los vehículos de aquí a abril de 2014.**

SECTION BREAK

F: ***Los usuarios podrán consultar su correo electrónico pero no podrán acceder a páginas con material adulto. A partir de hoy, Madrid forma parte, junto con Nueva York y Singapur, de las ciudades pioneras en ofrecer este tipo de servicio. La ciudad de Málaga también quiso introducir un sistema parecido, pero no consiguió la autorización necesaria.****

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 12	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	1344	02

F: Texto auditivo 2: Una estatua humana

Pause 3 seconds

E: You will now hear an interview with Juan, a young man who earns his living by standing as a human statue in a busy street in Málaga. You will hear the interview 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 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 **Spanish**.
Now read the questions.

Pause 1 minute

Signal

Pause 3 Seconds

F *¿Cuánto tiempo lleva usted haciendo este trabajo?

M: Unos quince meses. Uno no necesita una formación especial para hacer esto. Sólo los conocimientos que tengo de los dos años que llevo estudiando para ser actor.

F: ¿Qué es lo que más le gusta de este trabajo?

M: La cara que se les queda a los niños cuando me ven. Se acercan a mí con miedo, pero luego ven que sonrío y se quedan fascinados.

F: ¿Es difícil mantenerse quieto tanto tiempo?

M: Procuero que el cuerpo esté aquí y la mente en otro sitio, así no me canso. Es cuestión de concentrarse y no hacer caso a lo que pasa alrededor. A veces hay algún gracioso que quiere empujarme o hacerme reír, pero no me sucede muy a menudo.**

SECTION BREAK

F: ***Además de un complicado traje de metal, lleva la cara y parte del cuerpo pintados de color plateado. ¿Cuánto tiempo tarda en prepararse?

M: Tan sólo media hora. La verdad es que tardo más en quitarme el traje y el maquillaje.

F: ¿Cada cuánto cambia de posición?

M: Cada vez que me echan dinero o se acerca un niño a darme la mano. Hay veces que cambio cada cinco minutos, pero he llegado a estar más de una hora sin moverme.

F: ¿Cuánto dinero puede llegar a ganar en un día?

M: Me suele dar para comer y para pagar el alquiler. Algunas personas son muy generosas. Pero a mí, el dinero no me importa, reacciono igual echen la cantidad que echen.****

Page 13	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	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

Page 14	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	1344	02

F: Texto auditivo 3: La obesidad

Pause 3 seconds

E: You will now hear a news item about a report on obesity, produced by the Organisation for Economic Co-operation and Development. You will hear the item 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 item 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: *Los habitantes de los países más ricos del mundo están engordando cada vez más y Estados Unidos es el que muestra el mayor aumento. Ésta es la conclusión de la Organización para la Cooperación y el Desarrollo Económico, OCDE, la cual presentó el jueves, en su sede de París, su primer pronóstico de obesidad en los países que la integran.

La OCDE tiene como miembros a 33 de las principales economías del mundo. Suele pronosticar datos como déficits fiscales y niveles de desempleo, no el diámetro de las cinturas de la población. Sin embargo, el costo del sobrepeso – en gastos de salud, en vidas acortadas y en recursos malgastados – se ha convertido en una preocupación creciente para muchos gobiernos.

La Organización descubrió que las tasas de obesidad severa muestran amplias variaciones entre los países miembros: desde un 3% en Japón o Corea del Sur hasta un 30% en Estados Unidos y México.**

SECTION BREAK

M: ***Según el informe, la comida es mucho más barata que antes, en especial la comida que no es particularmente saludable. Además, la gente está cambiando sus hábitos: tiene menos tiempo para cocinar y come más en restaurantes de comida rápida. Esto, sumado al hecho de que la gente hace menos actividades físicas que antes, significa que en Estados Unidos la población que sufre de sobrepeso aumentó de menos de 50% en 1980 a casi 70% este año. En diez años, un 75% de los estadounidenses tendrá un exceso de peso, lo que convierte a EE.UU. en “el país más gordo en la OCDE”. Según Franco Sassi, autor del informe, “hay un aumento de esta epidemia que asusta”.

Una persona obesa vive hasta ocho o diez años menos que alguien de peso normal, lo que representa una pérdida similar a la causada por el tabaquismo. Además, las tasas de enfermedades y gastos de salud relacionados aumentarán en gran medida, a menos que los gobiernos, ciudadanos y empresas colaboren para crear una estrategia común contra esta epidemia.****

Page 15	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	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

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