



SPANISH

3035/12

Paper 1 Translation and Composition

October/November 2016

MARK SCHEME

Maximum Mark: 60

Published

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.

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GENERAL

Mark allocation:

2 questions out of	Question 1	Picture Composition	30
	Question 2	Guided Composition (letter/dialogue/narrative)	30
	Question 3	Translation into Spanish	30

[Total 60 marks]

- 1 Please mark in red.
- 2 If you change your mind about a mark, make sure the final decision is clearly shown.
- 3 All final question totals should be shown in the right-hand margin at the end of the question and should be ringed. Do not ring section totals or working totals.
- 4 The total mark for the paper should be written on the top right-hand corner of the first sheet and ringed.
- 5 Illegibility and ambiguity in writing should be penalised. In the case of doubt, the examiner should use discretion and ring the word concerned.
- 6 Alternative versions will only be accepted if both versions are correct. Ignore anything in brackets.
- 7 Ignore the spelling of the names of persons.
- 8 Ignore incorrect use of capital letters.
- 9 If the candidate exceeds the rubric and answers all three questions, all should be marked and the two highest marks counted.

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GENERAL INSTRUCTIONS FOR MARKING QUESTIONS 1 AND 2

Marks:	Communication	5
	Language	20
	Impression	5
	Total	30

1 Relevance

The essay should, in the opinion of the examiner, be a genuine attempt to answer the question, whether this takes the form of pictures or a rubric. All relevant material should be accepted, even if the candidate has misinterpreted the story or parts of it.

2 Padding

Any substantial amount of material which is clearly irrelevant or deliberately evasive of the subject should be bracketed and ignored in the word-count and marking. The word PAD should be written in the margin.

3 Tenses

Accept only the preterite as the narrative tense.

4 Counting words

The definition of a word in the essay question is any group of letters between two spaces. Numbers written as figures count as one word. If written as words, follow normal rules.

5 Titles

Ignore any title supplied by the candidate. In the letters, ignore an address and date – start the word count at the prescription.

6 Short essays

These gain fewer ticks.

7 Long essays

The first 150 words only will be assessed for language. Put // after the 150th word and ignore everything after. However, if the 150th word is part of a marking unit and is a scoring word, allow if the unit is correct, e.g.

<i>con // sus amigos</i>	=	1
<i>me // levanter</i>	=	0

8 Marking units

Marking units, which may consist of a single word or a group of words, will be ticked, in accordance with the detailed Language Mark Scheme, if all elements are correct. Please tick above the marking unit ensuring it is clear to what the tick relates.

9 Plus and minus symbols

If an examiner feels that a candidate has been excessively rewarded (possibly by gaining ticks repeatedly for nearly identical or identical material) or that s/he has not received all the credit s/he deserves (outstanding vocabulary which only gets one tick or a very brave attempt that gets no tick at all,) s/he should indicate this with a + or – in the right-hand margin.

10 Immediate repetition

No credit is given for immediate repetition – *¡Dios mío! ¡Dios mío!* = 1. Repeated use of particular structures or lexical items should be credited each time, but use minus symbol and bear in mind for the impression mark.

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11 Repeated errors

Repeated vocabulary errors are not treated as consequential in questions 1 and 2. Examiners can compensate by using + symbols in the right-hand margin.

12 Scoring

Language: Count all the ticks up to a maximum of 70, subtract 10 and divide the total by 3 (round up or down to the nearest whole number – see separate scale for reference). This gives a maximum mark of 20.

Impression: The 5 marks will often be awarded in direct proportion to the Language mark gained, but there is flexibility to move up or down, particularly to reflect the + and – symbols if used. See conversion table.

Communication: Communication marks will be awarded only if the candidate completes the task with the clarity necessary for effective communication. The criteria for awarding marks should be that a sympathetic native Spanish speaker with no knowledge of languages other than Spanish should understand.

Five marks are available and should be indicated by writing C per communication point in the margin.

Do not award communication marks for elements expressed in inappropriate tenses, however tolerate the use of the present tense for a future event.

Question 1 – it is not necessary for all 6 pictures to be covered and, where appropriate, more than one point may be covered in a particular picture.

Question 2 – accept any 5 cogent and relevant points.

Set out the 3 separate marks at the bottom of the question, add together and ring the total.

Additional points for marking Question 2

(a) Letter

The *Vd* form is unlikely but it may occur. Accept either *tú* or *Vd*. Penalise inconsistency twice then ignore.

Include prescription and closing *formules* in the word count and reward as normal for language if they are appropriate. Do not award more than 3 for *formules*.

Award a maximum of 5 ticks for prelearnt preambles/stock openings (*Gracias por tu carta, espero que estés bien...*). Further introductory remarks not directly relevant to the given task (unprompted enquiries about health, family, weather, unprompted news etc.) may, in the examiner's opinion, be considered as relevant or dealt with as in 'Padding'.

(b) Dialogue

If narrative is included it should be omitted from the word count and not marked.

(c) Narrative

Allow preterite only as the narrative tense.

If direct speech is introduced, tolerate use of *tú* or *usted*. Grossly inappropriate use to be penalised twice only, indicating this in the margin.

Vetter commented that Q2b is slightly more demanding than the other two questions as it requires specific film references. Please factor this in in marking – i.e. lean towards generosity.

Copying from the rubric – do not penalise.

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**CONVERSION TABLE:
TICKS TO MARKS FOR QUESTIONS 1 AND 2
IMPRESSION MARK FOR QUESTIONS 1 AND 2**

Number of ticks: Max 60	Mark out of 20	Impression: Max 5
59–60	20	5
56–58	19	5
53–55	18	4/5
50–52	14	4
47–49	16	4
44–46	15	4
41–43	14	3/4
38–40	13	3
35–37	12	3
32–34	11	3
29–31	10	2/3
26–28	9	2
23–25	8	2
20–22	7	2
17–19	6	1/2
14–16	5	1
11–13	4	1
8–10	3	1
5–7	2	0/1
2–4	1	0
0–1	0	0

NB Impression Mark – please see page 3 paragraph 12. The pro rata mark based on the language mark should serve as the first guide. This mark should be adjusted up or down by one mark where this is justified by positive or negative qualities of the candidate's work.

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LANGUAGE MARKS FOR QUESTIONS 1 AND 2

GENERAL COMMENTS

The positive marking scheme is intended to reward both accuracy and ambition. No marks are deducted for errors.

MARKING UNITS

A tick is awarded for a correct Marking Unit of which each element is correct.

A Marking Unit may consist of the correct use of any of the following items:

- A noun or pronoun + verb.
- A verb used as an infinitive, with or without a preposition.
- A noun or pronoun + adjective or adjectival phrase or partitive.
- A noun or pronoun + preposition or prepositional phrase.
- All pronouns except subject and reflexive
- All adverbs (except *muy*)
- All conjunctions (except *y* (unless changed correctly to *e* where this is necessary) and *pero*)

See below for details.

Each unit (as mentioned above) scores one tick which should be placed above the verb or the preposition. The spelling of verbs must be absolutely correct in order to score a mark. Inaccuracies in the use of accents are tolerated except where they are used to distinguish between two words of different meaning or function.

E.g. *aun/aún*, *solo/sólo* and interrogatives which must be accented *¿Cuándo?* *¿Dónde?*

E.g. *Estuve alli* = 2 ticks
Tambien fue = 2 ticks
Es fantastico = 2 ticks
llamo = 0 (where *llamó* is required)
volvio = 1

Misspelling of proper nouns in the case of a person's name or a town, place or country should be tolerated

E.g. ...*con Guillermo* = 1 ...*desde Inglaterra* = 1

Allow the use of *tú* or *usted* in informal letters. In the case of inconsistencies reward the most frequently used. Disallow the use of *tu*, *tus* etc. in formal letters. Also disallow glaringly inappropriate register.

E.g. Formal letters: disallow such as *¡Hola! Saludos*
 Informal letters: disallow such as *Acuso recibo de su carta...*

Disallow the inappropriate use of the perfect tense.

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LETTER ETIQUETTE

Start of the letter

Reward with a tick for Language the correct use of a suitable opening, i.e., the use of *Estimado señor*, *Estimada señora*, *Muy señor mío* or *Muy señora mía* in a formal letter. Greetings such as *¡Hola!* or *Querido Juan/Querida María* gain a tick if used correctly in informal letters.

Award ticks for Language up to a maximum of 5 only, for prelearnt preamble such as:

Siento mucho haber tardado tanto en escribirte (maximum 5)

Thereafter ignore everything not related to the task set.

NB These ‘politesses’ may occur at the end of the letter. If they do, reward to a maximum of 5.

Letter ending

Allow a maximum of 3 ticks for all formal and informal ‘politesses’.

E.g. *Esperando su respuesta le queda muy agradecido*; *Escríbeme pronto*; *Un abrazo fuerte* etc.
Mark for language in the normal way up to a maximum of 3 ticks.

TOLERANCES

When a verb is governed by multiple subjects tolerate if either is correct.

E.g. *El mujer y su esposo (1) salieron (1)*

When an adjective or a preposition is dependent on two or more nouns tolerate if one is correct.

E.g. *Los playas eran (1) grandes (1)*
...con (1) el mujer y el hombre

No credit is usually given to the occasional correctly spelt item in a sequence which makes no sense in Spanish. However recognisable discreet items such as *mi casa* may be rewarded in such a context.

When the gender of the writer is variable, tick only the most frequent.

Always accept the declared gender of the writer when marking agreements and ignore the name on the front of the script and at the end of the letter.

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(A) VERBS

1 Subject (noun or pronoun) + any finite verb = 1 (if all elements are correct)

<i>tengo un amigo</i> = 1	<i>compré un disco</i> = 1
<i>Juan llamo</i> = 0	<i>el mujer salió</i> = 0
<i>volvió a casa</i> = 2	<i>volvió a casa</i> = 2
<i>comí paella</i> = 1	<i>esta</i> = 0

2 Imperative = 1

ven = 1 *oiga* = 1

3 Participle (past or present) = 1

<i>el hombre sentado</i> = 1	<i>terminado el programa</i> = 1
<i>terminada la programa</i> = 0	<i>terminado la programa</i> = 0
<i>siendo estudiante</i> = 1	<i>fui corriendo</i> = 2
<i>volvió corriendo</i> = 1	

4 Verb + infinitive = 1 + 1

<i>quiero (1) salir (1)</i>	<i>quiero (1) volver (0)</i>
<i>quiro (0) salir (1)</i>	

Verbs that require a preposition (*a, de, en, por* or *con*) or the word *que* before another verb = 2

<i>empecé a gritar (3)</i>	<i>insistió en salir (3)</i>
<i>empecé gritar (2)</i>	<i>optó por luchar (3)</i>
<i>trato de bajar (3)</i>	<i>tenía que correr (3)</i>

5 Preposition + verb = 1 + 1

sin (1) esperar (1)
antes de (1) llegar (1)
después de (1) comer (1)

NB *Al* + infinitive = 1 + 1
Al terminar, salió (3)
Al llegar, llamó (3)

6 Impersonal verbs (such as *gustar, quedar, faltar* etc)

<i>Me gusta (2) leer (1) = 3</i>	<i>Me (1) gusto (0) leer (1) = 2</i>
<i>Le gustan (2) las fiestas = 2</i>	
<i>Me quedaban (2) diez euros/céntimos = 2</i>	

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7 Passive and participle with *estar*

Reward by usual rules.

La puerta estaba (1) abierta (1)
El pueblo fue (1) destruido (1)

8 Negatives

No comen (1)
No podía (1)

But

Nadie vino (2)
Nunca vino (2)

No hace ni frío ni calor (3)

Reward a double negative with 1 tick

No había nada (2)
No había visitado nunca Granada (2)
No tenía ningún libro (2)

A negative may be rewarded when it stands alone.

Nadie (1); Nunca (1); Jamás (1)

9 Compound tenses (perfect, pluperfect, past anterior, future perfect, conditional perfect, perfect subjunctive, pluperfect subjunctive) are awarded 1 tick.

He hecho = 1 tick
Habría llegado = 1 tick
Hubiera vuelto = 1 tick
Ha volvido = 0

10 Continuous forms of the verb *estar* and gerund are awarded 1 tick.

estoy escribiendo = 1 tick
estaba estudiando = 1 tick
estarán comiendo = 1 tick

11 Periphrastic verb forms are awarded 2 ticks.

ir + a + infinitive = 2 ticks
voy a ir = 2 ticks
van a estar = 2 ticks

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(B) NOUNS

A noun with a definite or indefinite article does not score. No credit is given to a noun with a number.

el novio = 0

diez flores = 0

A noun may be part of a Marking Unit as illustrated below.

1 Subject + verb = 1

See above in (A) *el joven comió* = 1

2 Preposition (+ article) + noun = 1

a Madrid = 1

en la cocina = 1

con Pablo = 1

al cine = 1

al lado de (1) mi amigo (1) = 2

para ese hombre = 2

por avión = 1

desde Roma = 1

café con leche = 1

entre amigos = 1

sin gas = 1

en avión = 1

el programa del radio = 0

el/la habitación de los niños/del chico/de la señora/de Pablo = 1 each (despite faulty gender of *habitación*)

3 Noun/pronoun + adjective = 1

el niño guapo = 1

es interesante = 2

la niña guapo = 0

This includes possessive, interrogative (see (A) 9), demonstrative and indefinite adjectives.

mi casa está cerca = 3

tenía algún dinero = 2

mis padres (1) no están (1) = 2

otro día = 1

este libro = 1

todo el pueblo = 1

aquellos chicos = 1

cada vez = 1

4 Expressions of quantity + noun = 1

Both elements must be correct.

un kilo de tomates = 1

un paquete de galletas = 1

mucho dinero = 1

una kilo de manzanas = 0

Quantities with prepositions, adjectives and verbs:

con muchos niños pequeños = 3

con muchos niños = 2

con (1) muchos niño pequeños (1) = 2

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(C) ADJECTIVES

1 Noun/pronoun + adjective = 1

Each element must be correct for the unit to gain a tick. The adjective must be in the correct form and position. See above in (B).

la casa blanca = 1

la casa es bonita = 2

es bonita = 2

2 Noun + adjectival phrase = 1 sometimes

la sala de estar = 0 (this is one dictionary/vocabulary item)

el anillo de oro = 1

3 Faulty adjectives do not invalidate other units

nuestro (1) primera día = 1

nuestro (1) primer día (1) = 2

4 Adjectives used as nouns = 0

los ricos = 0

los españoles = 0

5 Comparatives and superlatives

más... que = 1

menos... que = 1

es (1) más alto (1) que (1) papa = 3

es (1) tan alto (1) como (1) papa = 3

los más ricos (1) del mundo (1) = 2

los peores (1) del mundo (1) = 2

mejor = 1

peor = 1

mayor = 1

menor = 1

el mejor = 1

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(D) PRONOUNS

All pronouns other than subject pronouns and reflexives are ticked when used correctly.

1 Object pronouns = 1

Juan lo vio = 2

El me lo dio = 3

Yo te lo doy = 3

Yo voy a verles = 3

El te ha visto = 2

Yo lo te doy = 2

2 Disjunctive or Emphatic pronouns

mí, ti, él, ella = 1 tick

conmigo, contigo etc. = 2 ticks

3 Demonstrative pronouns = 1

este, ese, aquel = 1

éste, ése, aquél etc. = 1

4 Possessive adjectives/pronouns = 1

mi/mis, tu/tus, su/sus etc. = 1

el mío, el tuyo etc. = 1

5 Relative pronouns

que, quien, quienes, el/la que, el/la cual, cuyo, lo que, lo cual etc = 1

la niña que (1) *canta* (1)

la casa en que (1) *vivo* (1)

lo + adjective = 1 + 1

lo bueno (2) *fue* (1)... = 3

lo más importante es = 4

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6 Interrogative pronouns = 1

<i>¿Cómo? ¿Para qué?</i>	<i>¿Adónde?</i>	<i>¿Cuándo?</i>	
<i>¿De quién?</i>	<i>¿De dónde?</i>	<i>¿Dónde?</i>	<i>¿Cuál?</i>
<i>¿Qué? ¿Por qué?</i>	<i>¿Cuáles?</i>	<i>¿Cuánto/a/os/as?</i>	
<i>¿Para quién?</i>	<i>¿Con qué?</i>		

¿Quién sabe? = 2
¿Habló español? (1)
¿Verdad? (1)

¿A quién (1) escribe (1) María? = 2
¿Se marcharon? (1)

The accent must be included on a question word if the question is indirect.

E.g. *Preguntó (1) quién (1) iba (1) a casa (1)*

7 Indefinite pronouns

algo, alguien, alguno, nada, nadie, todo, ciertos, muchos = 1

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(E) PREPOSITIONS

1 With verbs

sin (1) *esperar* (1)
antes de (1) *comenzar* (1)

2 With nouns

durante el viaje = 1
según Juan = 1

3 With pronouns

con él = 2
para mí = 2
a él (2) *le* (1) *gustó* (1)

4 In a phrase

enfrente de la catedral = 1
alrededor de la mesa = 1 *alrededor de* (1) *la mesas* = 1

5 Personal a

a (1) *él* (1) *le* (1) *gustó* (1) = 4
él gustó = 0
él le (1) *gustó* (1) = 2

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(F) ADVERBS

All adverbs and adverbial phrases used correctly gain one tick except *muy*

habló de prisa = 2

voy a menudo = 2

aquí/allí/ahí = 1

de repente = 1

por desgracia = 1

Treat 'set' adverbial phrases such as the following as single units:

a toda velocidad = 1

Treat Comparatives and Superlatives of adverbs in the same way as adjectives. See (C).

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(G) CONJUNCTIONS

All Conjunctions used correctly receive a tick except *y* and *pero*

mientras = 1
sé que = 2

porque = 1
dice que = 2

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(H) EXPRESSIONS

1 Time

el domingo = 1
por la tarde = 1
tarde = 1
el domingo que viene/próximo/pasado = 1
el domingo por la mañana = 1
más tarde = 1
(hasta) luego = 1
(hasta) pronto = 1
ayer/anteayer = 1
mañana/mañana por la mañana = 1
al día siguiente = 1
a las diez = 1
son las diez = 1
después de/antes de = 1
sobre las dos y media = 1
a las diez menos cuarto = 1
el 7 de junio = 1

2 Weather

Treat expressions with *hacer* by the usual rules as follows:

hace (1) *calor/frío* (1) = 2
hace (1) *sol/viento* (1) = 2
hace buen/mal tiempo = 2
llueve = 1
está lloviendo = 1

3 Tener and dar expressions

tengo 20 años = 1
me di cuenta = 1
tengo hambre/frío = 1
dio un paseo = 1

4 Miscellaneous

hay = 1 *¿verdad?* = 1
por favor = 1
en realidad = 1
más o menos = 1
quizás = 1
de hecho = 1

5 Greetings and expletives

buenos días/hola/adiós/un abrazo/un abrazo y un beso/hasta la vista/un abrazo fuerte/un abrazo de su amiga... = 1

¡Dios mío!/¡Ay! = 1

Treat valedictions as language (maximum 3).

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QUESTION 3

GENERAL INSTRUCTIONS FOR MARKING QUESTION 3

- 1 Each of the five sections is divided into a number of marking units as shown on the detailed mark scheme below. The passage is divided up into 5 sections, each worth 12 marks. There are 70 units in total, giving up to 2 extra points per section which are not included in the total.
- 2 Tick each correct marking group. There is no need to underline or add up errors.
- 3 Repeated errors of vocabulary must not be penalised. Grammatical errors should be penalised each time they occur, even when they are identical with an error already penalised.
- 4 Do not penalise: consequential errors, except of tenses
accent errors except when the meaning is compromised.
- 5 Consequential errors; do not penalise anything which appears on the mark scheme even if it is not consequential following an error made by the candidate, e.g.
La restaurante nueva (0) es buena (1)/es bueno (1)
- 6 Allow only the preterite as the narrative tense.
- 7 The mark awarded for each section should be shown in the right-hand margin.
- 8 The sum of all the subtotals should be shown at the end. The working total out of 60 should be halved and crossed through but left legible. Round up any halves. Ring the final mark out of 30.

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MARK SCHEME FOR Q3

Note to PE- highlighted areas raised by vetter.

5 sections of 15 marks; candidates score maximum 12 per section for overall maximum total marks available of 60.

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Section 1

The primary school in my town	La escuela en mi pueblo/ciudad	[1]
recently	recientemente/hace poco	[1]
has celebrated	ha celebrado	[1]
its hundredth anniversary	su centésimo aniversario (de cien años)/ su centenario	[1] [1]
The head teacher organised	El director / la directora organizó	[1]
a programme of several events	un programa de varias atracciones/actos	[1]
including	que incluía /incluida	[1]
a party for	una fiesta para	[1]
past pupils	alumnos de ayer /antiguos	[1]
A group of parents	Un grupo de padres (y madres)	[1]
has collected information	ha reunido información /obtenido	[1]
and old photographs	y fotografías viejas/del pasado/históricas	[1]
which have been published	que han sido publicadas/ que se han publicado	[1]
in a special book	en un libro especial	[1]

[Total:15]

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Section 2

designed by	diseñado/por	[1] [1]
current pupils	alumnos de hoy	[1]
It has been fascinating	Ha sido/fascinante	[1] [1]
to find out about	averiguar/ informarme de	[1]
school life	la vida escolar	[1]
many years ago	hace muchos años	[1]
Pupils only	los alumnos solo/solamente	[1]
learned	aprendían	[1]
to read	a leer	[1]
and write	y a escribir	[1]
do simple mathematics	hacer matemáticas fáciles	[1] [1]
and draw	y a dibujar	[1]

[Total:15]

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Section 3

natural objects	objetos naturales	[1]
The teachers were strict	Los profesores eran/ estrictos	[1]
		[1]
and the children were not allowed to talk	y no permitieron que los niños hablasen/ era prohibido que + subj/ no era permitido etc	[1]
I think it was boring	¡Creo que era/aburrido!	[1]
		[1]
If I could	Si pudiera/si fuera posible	[1]
I would like	me gustaría	[1]
to go back	volver	[1]
to the past	al pasado	[1]
to spend a day	y /para pasar un día	[1]
as a pupil	como alumno/a	[1]
100 years ago	hace cien años	[1]
But I would miss	Pero echaría de menos	[1]
modern computers	computadoras modernas/ordenadores modernos	[1]

[Total:15]

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Section 4

and the variety of subjects	y la variedad de materias / cursos / asignaturas	[1]
we study	que estudiamos	[1]
in the twenty first century	en el siglo veintiuno	[1]
especially science	en particular las ciencias	[1]
which is my favourite subject	que es mi asignatura preferida	[1] [1] [1]
apart from the difficult homework	Aparte de /excepto los deberes/las tareas difíciles	[1] [1]
In some ways	De algunas maneras/En cierto modo	[1]
education was easier	la enseñanza era más fácil	[1] [1]
when our school	cuando nuestra escuela	[1] [1]
opened	abrió las puertas / se estableció fue abierta	[1]

[Total:15]

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Section 5

There was less work	Había menos trabajo	[1] [1]
to do	Para/ hacer	[1] [1]
and children left school	y los niños terminaban el colegio	[1]
at a younger age	a una edad más joven	[1] [1]
However	Sin embargo/no obstante	[1]
many people	muchas personas	[1]
did not have the wonderful opportunities	no tenían las oportunidades maravillosas	[1] [1]
we have	que tenemos (nosotros)	[1]
I am glad	Me alegro de que/ estoy content/a	[1]
to live now	Exista /viva ahora/ da vivir ahora	[1]
What about you?	¿Y tú? ¿Qué opinas tú?	[1]

[Total: 15]