



Cambridge Pre-U

SPANISH

9781/02

Paper 2 Reading and Listening

For examination from 2020

MARK SCHEME

Maximum Mark: 60

Specimen

This specimen paper has been updated for assessments from 2020. The specimen questions and mark schemes remain the same. The layout and wording of the front covers have been updated to reflect the new Cambridge International branding and to make instructions clearer for candidates.

This syllabus is regulated for use in England, Wales and Northern Ireland as a Cambridge International Level 3 Pre-U Certificate.

This document has **10** pages. Blank pages are indicated.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Part I: Reading (30 marks)

| Question | Answer | Marks | Guidance |
|---------------------------|--|-------|--|
| Reading Exercise 1 | | | |
| 1 | (Para) buscar (restos de) barcos / tesoros sumergidos / naufragados | 1 | |
| 2 | Estados Unidos | 1 | |
| 3 | (Que vuelva a suceder) otro robo (1) Parecido al que / como el que hizo Odyssey / un buque / un cazatesoros extranjero (1) NB: there must be some idea of the past and the future | 2 | Reject: que esto vuelva a suceder |
| 4 | En las costas / la costa española / en el mar cerca de la costa (1) Hay unos 3.000 restos de buques naufragados / hay muchos tesoros de buques naufragados (1) NB: "litoral" must be explained | 2 | |
| 5 | El Santísima Trinidad se hundió en la batalla de Trafalgar (en 1805) (1) El Reina Regente naufragó en un temporal (a finales del siglo XIX) (1) NB: the specific names of the boats are not required, e.g. "un barco" and "otro barco" would be sufficient | 2 | |
| 6 | Bucearán (hasta los barcos) NB: future tense is required | 1 | Reject: simply, "inmersiones de buceo" |
| 7 | Nada / tendrán que dejarlos allí | 1 | |

| Question | Answer | Marks | Guidance |
|---------------------------|---|----------|----------|
| Reading Exercise 2 | | | |
| 8 | They lose their inhibitions (1) It gives them courage to do things they would not otherwise do (1) | 2 | |
| 9 | They might disappear (1) Or lessen / weaken (1) | 2 | |
| 10 | Society values people more for what they have (1) Than for what they are (1) | 2 | |
| 11 | Having respect for their own person / self-esteem (1) Having been brought up in a liberal atmosphere, but with limits / boundaries (1) | 2 | |
| 12 | Condemning alcohol, whilst drinking themselves | 1 | |
| 13 | When they need alcohol / alcohol is essential to enjoy themselves | 1 | |

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Exercise 3

| Question | Answer | Marks | Guidance |
|---------------------------|---|-----------|----------|
| Reading Exercise 3 | | | |
| 14 | <p>Re-translation</p> <ul style="list-style-type: none"> Any suitable alternative rendering can be accepted. Minor spelling errors are accepted, but not if the meaning of the word is altered. <p>One tick for each box, then see conversion table.</p> | 10 | |

| | Text | Accept | Reject |
|----|-----------------------|--|-----------------------------|
| 1 | Life for young people | La vida para / de los jóvenes | por |
| 2 | has never been easy. | nunca ha sido fácil. | estado addition of “tan” |
| 3 | Adolescence | La adolescencia | |
| 4 | has always been seen | siempre se ha visto | ha estado visto |
| 5 | as a kind of | como un tipo / una especie / forma de | |
| 6 | ‘no-man’s-land’ | “tierra de nadie” (any appropriate explanation) | transición difícil |
| 7 | between childhood | entre la infancia / la niñez / ser niño | |
| 8 | and adulthood. | y la adultez / ser adulto / mayor. | |
| 9 | But my generation | Pero mi generación | |
| 10 | faces | se enfrenta a / enfrenta | |
| 11 | added challenges, | retos / desafíos añadidos / adicionales | problemas dificultades |
| 12 | with alcohol | con el alcohol | |
| 13 | so readily available | tan (fácilmente) disponible | |
| 14 | everywhere. | por todas partes / en todos sitios. | todo el mundo |
| 15 | I realise | Me doy cuenta | |
| 16 | how lucky | de cuánta suerte / lo afortunado que | |

| | Text | Accept | Reject |
|----|----------------------|--|--|
| 17 | I've been. | he tenido / he sido. | |
| 18 | I was brought up by | Me criaron / fui criado (a) por | |
| 19 | parents | (unos) padres | los padres |
| 20 | who listened to me | que me escuchaban | |
| 21 | and wanted | y querían que | |
| 22 | me to tell them | (yo) les contara / dijera | |
| 23 | what I was feeling. | lo que sentía / pensaba. | |
| 24 | Unfortunately, | Desafortunadamente, | |
| 25 | so many young people | tantos jóvenes | tan muchos tan jóvenes |
| 26 | I meet | que encuentro / conozco | |
| 27 | can only enjoy life | sólo pueden / saben disfrutar de la vida / divertirse en la vida | |
| 28 | if they get drunk. | si se emborrachan. | si son borrachos si estan borrachos |
| 29 | Let's hope that | ¡Ojalá (que) / esperemos que | esperamos |
| 30 | they survive! | sobrevivan! | |

Conversion table

| Number of ticks | Mark |
|------------------------|-------------|
| 28–30 | 10 |
| 25–27 | 9 |
| 22–24 | 8 |
| 19–21 | 7 |
| 16–18 | 6 |
| 13–15 | 5 |
| 10–12 | 4 |
| 7–9 | 3 |
| 4–6 | 2 |
| 1–3 | 1 |
| 0 | 0 |

Part II: Listening (30 marks)

| Question | Answer | Marks | Guidance |
|-----------------------------|--|----------|----------|
| Listening Exercise 1 | | | |
| 15 | Leyendo / le gustaba leer (1) Escribía finales diferentes (a las historias) (1) | 2 | |
| 16 | Porque la sociedad no veía la profesión de escritor como una forma válida de ganarse la vida (Or equivalent explanation) | 1 | |
| 17 | Any two from: Lo encuentran incompatible con ser escritor (1) La política no les interesa (1) Desprecian la política (1) | 2 | |
| 18 | Any one from: Que la política es inevitable (1) No se puede volver la espalda a / ignorar la política (1) | 1 | |
| 19 | Lo hizo por motivos morales (1) Y no por motivos de vocación política, (que no tenía) (1) | 2 | |
| 20 | El apetito por el poder / ganas de poder | 1 | |
| 21 | Que no es un político, sino un escritor | 1 | |

| Question | Answer | Marks | Guidance |
|-----------------------------|---|----------|------------------|
| Listening Exercise 2 | | | |
| 22 | Starting a campaign (1) To check and inspect school transport (1) | 2 | |
| 23 | The existing rules / laws are often not being observed / to enforce the existing laws / rules | 1 | |
| 24 | The vehicle's technical condition (1) And its safety features (1) | 2 | Reject: security |
| 25 | They have the appropriate permit / licence (1) They must have enough rest time (1) | 2 | |
| 26 | A qualified person must accompany the children on the bus (1) The vehicle must have unlimited (liability / responsibility) insurance (1) | 2 | |
| 27 | Have their seat-belts fastened during the whole journey | 1 | |

