



Cambridge Pre-U

SPANISH

9781/03

Paper 3 Writing and Usage

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 **8** 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: Writing (40 marks)**1 Discursive Essay**

- **Accuracy and linguistic range (24 marks) [AO2]**
- **Development and organisation of ideas (16 marks) [AO3]**

Accuracy and linguistic range

22–24	<i>Excellent</i>	Almost flawless. Excellent range of vocabulary and complex sentence patterns. Good sense of idiom.
18–21	<i>Very good</i>	Highly accurate. Wide range of vocabulary and complex sentence patterns. Some sense of idiom.
14–17	<i>Good</i>	Generally accurate. Good range of vocabulary and some complex sentence patterns.
10–13	<i>Satisfactory</i>	Predominantly simple patterns correctly used and/or some complex language attempted, but with variable success. Adequate range of vocabulary, but some repetition.
6–9	<i>Weak</i>	Persistent errors may impede communication. Simple and repetitive sentence patterns. Limited vocabulary.
1–5	<i>Poor</i>	Little evidence of grammatical awareness. Inaccuracy often impedes communication. Very limited vocabulary.
0		No relevant material presented.

Development and organisation of ideas

15–16	<i>Excellent</i>	Implications of question fully grasped. Ideas and arguments very effectively organised, illustrated with relevant examples. Wholly convincing.
12–14	<i>Very good</i>	Most implications of question explored. Ideas and arguments well organised, illustrated with relevant examples. Coherent argument.
9–11	<i>Good</i>	Main implications of question explored. Organisation generally clear but lacking coherence in places. Some relevant examples. Some ability to develop argument.
6–8	<i>Satisfactory</i>	Some implications of question explored. Patchy or unambitious organisation, but with some attempt at illustration. Some irrelevant material.
3–5	<i>Weak</i>	Limited understanding of question. A few relevant points made. Rambling and/or repetitive. Ideas and arguments poorly developed.
1–2	<i>Poor</i>	Minimal response. Implications of question only vaguely grasped. Very limited relevant content. Disorganised, unsubstantiated and undeveloped.
0		No relevant material presented.

Indicative content

Candidates are free to interpret the question in any way they wish. The following notes are not intended to be prescriptive but to give an indication of some of the points which could be made in response to the question. They are by no means exhaustive.

Question	Answer	Marks
1(a)	<p>Un 44% de los menores en edad escolar ve la televisión entre las diez y las doce de la noche. ¿Deberían intervenir los padres?</p> <p>This open-ended question offers candidates the possibility of answering in many different ways. Some could discuss whether parents should be held responsible for the actions of their children, and whether a relaxed approach to discipline is detrimental, or even morally acceptable. They could discuss the importance of preventing children watching programmes which are not suitable for their age. They could argue that children have the same rights as adults and that broadcasting companies should not show programmes which can have a negative influence. They could write about the impact that prolonged exposure to unsuitable programmes could have on children and society at large. They might wish to provide examples of different approaches to parenting. Conclusion.</p>	40
1(b)	<p>‘Los libros y las bibliotecas están destinados a desaparecer.’ Discute esta afirmación.</p> <p>The topic of ‘traditional’ learning tools such as books and libraries versus new media could be approached from a number of angles, which ultimately centre on the choice between virtual space, the internet, wikipedia and the most costly and traditional way to store information, the library. Will technology and commodity kill the joy of reading a book? Candidates might argue in favour of or against the changes we are witnessing at present. They should justify their answer. Conclusion.</p>	40
1(c)	<p>Delante del papa Benedicto XVI en Barcelona, un centenar de homosexuales se besaron en público. ¿Qué opinas de esto como una forma de manifestarse?</p> <p>Candidates might have different views on this question, which centres on the Catholic Church’s view on homosexuality. They could say that in the twenty-first century the Church needs to accommodate the needs of society. Candidates might wish to show their awareness of other problems and explore their belief in possible changes and their impact on society as a whole. Others could highlight different ways of protesting against injustice. They should justify their answer. Conclusion.</p>	40

Question	Answer	Marks
1(d)	<p>La violencia de género también afecta a los hijos. ¿Cómo debemos protegerlos?</p> <p>This essay centres on the topic of domestic violence and the effect it has not only on women, but also on children. Some candidates could argue that it is the responsibility of the government to make sure the most vulnerable are protected, while others could claim that we live in a world where keeping family together, no matter what, is most important. Candidates might wish to show their awareness of the way domestic violence incidents are reported in the media and their influence on the younger generation. They might wish to discuss the role of grandparents and the influence of social workers. Conclusion.</p>	40
1(e)	<p>Hay quienes dicen que las crisis económicas solucionan el ‘problema’ de la inmigración. Da tu opinión, justificando tu respuesta.</p> <p>Candidates should discuss whether they think that the current economic crisis will deter immigrants from coming to Europe in search of a better life. They could argue that the shortage of jobs has a knock-on effect on human trafficking. Some could argue that as we are all citizens of the globe all movement between countries should be permitted. They could give particular examples of the different types of immigration in the European Union, and mention the laws created by European governments which limit the numbers of legal immigrants. They should justify their answer. Conclusion.</p>	40

Part II: Usage (20 marks)**Exercise 1**

Question	Answer	Marks	Guidance
2	se puso	1	Reject: se ponía
3	hará / va a hacer	1	Reject: no accent
4	estudiaría	1	Reject: habría estudiado / no accent
5	haber reservado	1	
6	tengan	1	

Exercise 2

Question	Answer	Marks	Guidance
7	No creo que me guste / vaya a gustar tu ciudad.	1	Reject: me gustará
8	Por no hablar inglés / el hecho de que no habla inglés no consiguió el trabajo.	1	Reject: porque no habla inglés / por causa de que / por que no habla inglés
9	Llovió con tanta fuerza que el pueblo se inundó.	1	
10	Dos mujeres fueron atropelladas por un ciclista el viernes por la tarde.	1	Reject: atropellados
11	La empresa para la que / para la cual / donde / en que / en la cual / en la que trabajo es boliviana.	1	Reject: por la que / quien / para quien / para que

Exercise 3

Question		Answer	Marks
(One tick for each, then see conversion table.)			
12	A	olvidarse	10
13	B	de	
14	A	haya	
15	D	casi	
16	C	sin embargo	
17	B	conocer	
18	A	por debajo de	
19	C	siendo	
20	A	alto	
21	B	debido	
22	C	relacionados	
23	B	declararon	
24	D	hambrientos	
25	A	favorable	
26	A	cualquier	
27	D	ni	
28	D	se	
29	B	es	
30	C	sino	
31	A	televisivas	

Conversion table

Number of ticks	Mark
19–20	10
17–18	9
15–16	8
13–14	7
11–12	6
9–10	5
7–8	4
5–6	3
3–4	2
1–2	1
0	0

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