



SPANISH (PRINCIPAL)

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Paper 3 Writing and Usage

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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 International will not enter into discussions about these mark schemes.

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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: Discursive Essay (40 marks)• **Accuracy and linguistic range (24 marks) [AO2]**

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 (16 marks) [AO3]**

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.

Question	Answer	Marks
<p>Part 1</p> <p>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.</p>		
1(a)	<p>“Las redes sociales: una nueva forma de periodismo”. ¿Estás de acuerdo?</p> <p>The topics of journalism and social media can be approached from many different angles. Candidates could discuss whether in this age, where many of the youngsters don't read newspapers, the written press has lost its influence. Some may argue that the change is long overdue. Other candidates might think that what is posted in social media is not necessarily journalism, but can be fake news. Some might focus on the danger of having no body overlooking the veracity of the information provided. They might provide examples from their own experiences, or refer to the political and/or moral implications. They should give examples to support their argument. There should be a clear structure followed by an informed conclusion.</p>	40
1(b)	<p>Debería existir un código de vestir en el trabajo para evitar desigualdades. Da tu opinión, razonando tu respuesta.</p> <p>Candidates could approach this question from the view point of freedom of expression and discuss whether employers should have the right to impose a dress code at work at all. They may argue that through clothes people can express their personality. Some candidates may wish to focus on the different expectations some employers may have, depending on whether the worker is female or male. They could argue that presently the expected dress code for female and male employees is not always the same. Other candidates may wish to focus on religious symbols, crosses, headscarves, etc. They should give examples to support their argument. There should be a clear structure followed by an informed conclusion.</p>	40
1(c)	<p>¿Es el perro el mejor amigo del hombre? Analiza el impacto de estos animales en nuestras vidas.</p> <p>The topic of the relationship between humans and pets could be approached from the view point of those who believe humans benefit from the relationship with dogs (or pets in general). It can also be approached from the angle of those who think animals should not be domesticated and that it is unhygienic to share the living space with them. Candidates could consider whether having a pet in the house is an additional expense which not all families can afford. Some candidates might argue that some people prefer animals to people. Some could deliberate the moral issue of feeding animals vs feeding people. Others could emphasize that they provide invaluable company for people who need them and talk about the programmes in place where dogs are taken to hospitals to help the healing process. Recent research has demonstrated that dog owners live longer. They should give examples to support their argument. There should be a clear structure followed by an informed conclusion.</p>	40

Question	Answer	Marks
1(d)	<p>¿Se pueden considerar los tatuajes una forma de rebeldía o una obra de arte? Da tu opinión razonando tu respuesta.</p> <p>In an era where young people are exposed to tattoos at concerts, sport matches or in adverts and TV programmes, candidates could consider why perceptions have changed from tattoos being part of the life of sailors, fishermen and gang members. Some candidates could argue that the body has become a canvas on which to express your individuality and we should embrace it. Relevant points can be made about what modern art is and discuss whether tattoo artist belong in the world of art. Other candidates could say that having celebrities showing their tattoos on social media puts pressure on people to follow what their idols do. They should give examples to support their argument. There should be a clear structure followed by an informed conclusion.</p>	40
1(e)	<p>“Las fuerzas militares convencionales ya no son apropiadas para los conflictos del siglo XXI”. ¿Estás de acuerdo? Razona tu respuesta.</p> <p>Candidates might discuss the role of the army in society in the XXI century. They may discuss what is putting our society at risk and how best to protect it from those who want to harm our way of life. Others may find that in the cyber age, we would be better served by computer specialist instead of soldiers. Candidates may discuss terrorism, cyberattacks or weapon testing. They should give examples to support their argument. There should be a clear structure followed by an informed conclusion.</p>	40

Question	Answer	Marks
Part 2: Usage		
Exercise 1		
2	bajara / bajase	1
3	se visten	1
4	llamaste	1
5	yendo	1
6	se habría roto / se hubiera roto	1
Exercise 2		
7	Carmen dijo que quería <u>que su hijo naciera</u> en España.	1
8	Lo que más <u>me indigna es</u> la injusticia.	1
9	Dada su <u>inmoralidad</u> se ha prohibido la clonación humana.	1
10	Mi vecino, <u>cuya</u> madre conoce a tus primos, es Jaime.	1
11	No se ven <u>desde hace</u> cinco años.	1
Exercise 3: award a tick for each correct response, then see the conversion table to turn the ticks into marks.		
12	las que	
13	británicos	
14	también	
15	orquestada	
16	aprovechando	
17	diversos	
18	cualquier	
19	algún	
20	prácticamente	
21	tan	
22	entre	
23	ir	
24	cobrada	
25	honorarios	

Question	Answer	Marks
26	les	
27	repetir	
28	ser usados	
29	para que	
30	menos	
31	a favor de	

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