



# Cambridge Pre-U

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**SPANISH**

**9781/03**

Paper 3 Writing and Usage

**October/November 2020**

MARK SCHEME

Maximum Mark: 60

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**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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This document consists of **6** printed pages.

**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.

Question	Answer	Marks
<p><b>Part 1</b> 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><b>El ruido excesivo en las ciudades: ¿es posible solucionar este problema? Da tu opinión justificando tu respuesta.</b></p> <p>There are many ways of polluting the environment. This essay question focuses on noise pollution and its effect. Some candidates may argue that although noise pollution has an effect on people, it doesn't really harm the environment. Other candidates may tackle the issues of increased noise levels in our society due in part to the use of new technologies. Candidates may identify the cause of the excessive noise in our society and how that affects not only humans but also the environment. They might provide examples from their own experiences to support their argument. There should be a clear structure followed by an informed conclusion.</p>	40
1(b)	<p><b>“Debería estar prohibido fumar en cualquier espacio público”. ¿Estás de acuerdo? Razona tu respuesta.</b></p> <p>Candidates could approach this question from the viewpoint of the right to smoke in public areas. Some may argue that the <i>nanny state</i> has already gone too far in telling us what we can and cannot do. They may argue that it is up to the individual to decide what to do and they should be responsible for their actions.</p> <p>Some candidates may wish to focus on the harmful health problems smokers have and the amount of money they cost to the Health Service. They could argue that passive smokers suffer for those who are unable or unwilling to stop smoking and that everyone has the right to fresh air in public places. Other candidates may wish to focus on how polluted the air is our cities and how a few people smoking in public places is not going to make a difference. 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(c)	<p><b>“Nuestras actitudes sobre lo bueno y lo malo han cambiado para peor”. ¿Estás de acuerdo? Da tu opinión justificando tu respuesta.</b></p> <p>The topic of our social values could be approached from the view point of those who believe that core values don't differ a great deal from country to country nowadays. It can also be approached from the view point of those who think that in the twenty-first century we have evolved from the old values taught by religion and a more controlling society and that it has become, therefore, more up to the individual what is acceptable and what is not. Candidates could consider how the concept of gender and race has evolved and changed. Some candidates might argue that some people prefer the old values of what is good and what is bad as they set clear lines that must be followed. Some could deliberate the moral issues involved in these beliefs, the influence of media in defining values or to what extent political correctness has changed values in modern society. They should give examples to support their argument. There should be a clear structure followed by an informed conclusion.</p>	40
1(d)	<p><b>“La obesidad se está convirtiendo en uno de los mayores problemas de nuestra sociedad”. Discute esta afirmación.</b></p> <p>In an era where consumerism is at an all-time high, candidates could consider the effect this has on people's health. Candidates could argue that poor exercise habits are passed from generation to generation and that convenience food in supermarkets and restaurants is detrimental to our health. Relevant points can be made about the role of the state and discuss whether preventing obesity should be a priority for our society. Interacting with others through screen time, instead of face to face, makes people feel lonely and isolated and they use food to compensate for their loneliness. Candidates should give examples to support their argument. There should be a clear structure followed by an informed conclusion.</p>	40
1(e)	<p><b>¿Es posible regular y, al mismo tiempo, respetar los derechos de los inmigrantes? Da tu opinión justificando tu respuesta.</b></p> <p>Candidates might discuss which aspects of immigration are putting our society, as we know it, at risk, and how best to protect the rights of those who already live in the country. Some may argue that we would be better served by first regulating immigration and, once the mafias who sell hope in poor countries have been stopped, then one should worry about respecting the rights of immigrants. Candidates may discuss xenophobia, adapting to a new culture, learning a new language and integration before exploring what rights immigrants have in society. They should give examples to support their argument. There should be a clear structure followed by an informed conclusion.</p>	40

Question	Answer	Marks
<b>Part 2: Usage</b>		
<b>Exercise 1</b>		
2	duele / está doliendo	1
3	podiste	1
4	había empezado	1
5	me habría acercado / me hubiera acercado	1
6	se pondrán / se van a poner	1
<b>Exercise 2</b>		
7	Antes Jaime <u>escribía</u> para El País, ya no.	1
8	El profesor le dijo al alumno que <u>se portase/ portara mejor</u> .	1
9	Mi hermano es <u>el que / quien baila / (el) bailaror de tango</u> , no yo.	1
10	A consecuencia <u>de la lluvia/de que llovía</u> , ayer no fuimos a la playa.	1
11	El coche nuevo que me he comprado van a <u>dármelo</u> mañana.	1
<b>Exercise 3: award a tick for each correct response, then see the conversion table to turn the ticks into marks.</b>		
12	había contado	
13	al	
14	famoso	
15	le	
16	por	
17	este	
18	preocupe	
19	sobre	
20	Según	
21	refrena	
22	es	
23	algunas	
24	por medio de	
25	quienes	

Question	Answer	Marks
26	tratando	
27	introducir	
28	une	
29	algo	
30	lo último	
31	justo	

**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