

**MARK SCHEME for the May/June 2010 question paper
for the guidance of teachers**

9781 PRINCIPAL COURSE SPANISH

9781/03

Paper 3 (Writing and Usage), maximum raw mark 60

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 must be read in conjunction with the question papers and the report on the examination.

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PART I: DISCURSIVE ESSAY (40 MARKS)

- 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.

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Discursive Essay 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.

1 (a) “Hoy en día la gente se preocupa demasiado por el dinero”. ¿Estás de acuerdo? Justifica tu respuesta.

This essay offers candidates an open-ended question which could be answered in many different ways. Some could discuss whether the obsession of our society with money is beneficial, detrimental, or even morally acceptable. They could discuss the importance of moral values in society. They could write about the impact that fascination with money has on the average citizen. They might wish to provide examples of different approaches to money. Conclusion.

(b) “Las cosas más importantes de la vida no se aprenden en la escuela.” ¿Qué opinas tú de este tema?

This essay centres on the difference between the usefulness of things which are learnt at school and those learnt through experience in life. They could say that with the current changes in society the education system is inadequate and that “formal” learning needs to accommodate itself to the demands of society. Candidates might wish to show their awareness of people who have succeeded without “formal” education. Others could highlight differences in career prospects as a result of getting a degree. Conclusion.

(c) “No hay lugar para la violencia en el deporte.” ¿Estás de acuerdo? ¿Por qué (no)?

The topic of sport and violence could be approached from a number of angles, which ultimately centre on the conflict between sportsmanship and the competition between fan clubs. They should provide particular examples taken from any country. Some candidates might argue in favour of or against the reporting that these incidents have in the press. Conclusion.

(d) “La fama y el talento no siempre van unidos.” ¿Hasta qué punto crees que esto es verdad?

Candidates might have different views on this question, which ultimately centres on the culture of fame and easy success. Some candidates might analyze what makes a celebrity. Some could argue that it is talent, whilst others could argue that we live in a world where people are famous for doing nothing. Candidates might wish to show their awareness of *la prensa del corazón* or gutter press and its influence on the younger generation. Conclusion.

(e) “Los alimentos genéticamente modificados traerán más problemas que soluciones.” Discute esta afirmación.

Candidates should discuss whether they think that genetically modified food has a harmful effect on humans and justify their opinions. They could give particular examples. Some candidates could discuss whether genetic manipulation is morally justified. They could argue that economically it is a viable solution for poor areas. Conclusion.

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PART II: USAGE (20 MARKS)

Ejercicio 1

Accept	Reject
2 compre	
3 pudiera / pudiese	
4 perdí	
5 comería	
6 había empezado	

[Total: 5 marks]
[AO2]

Ejercicio 2

Accept	Reject
7 Al <u>llegar al colegio</u> , fuimos a la biblioteca.	
8 Tanto <u>el Presidente como el líder de la oposición</u> están de acuerdo con la nueva ley.	
9 Después de cenar. <u>Juan hizo los deberes</u> .	
10 A consecuencia de <u>la nieve</u> / <u>que nevaba</u> no pude ir al trabajo.	
11 Esa película <u>fue dirigida</u> por Almodóvar.	

[Total: 5 marks]
[AO2]

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Ejercicio 3 (one tick for each, then see conversation table) [AO2]

- | | |
|---------------------|------------------------|
| 13 Algunas | 23 también |
| 14 por | 24 sus |
| 15 británica | 25 estaban |
| 16 más | 26 deshacerse |
| 17 pero | 27 quienes |
| 18 están | 28 más de |
| 19 de | 29 tenía |
| 20 estas | 30 analizar |
| 21 mayores | 31 sugiriéndole |
| 22 a los que | 32 Dentro de |

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