



Cambridge Pre-U

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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This document consists of **8** 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.

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>El ideal de belleza empieza a ser más diverso, pero ¿quién decide si somos guapos? Discute justificando tu respuesta.</p> <p>We live in a society where young people are constantly bombarded with images of what the media think is perfection and beauty, and although we see more diversity and shapes represented, it is still unclear who or what sets the canon of beauty.</p> <p>Candidates might have different views on this question, which ultimately centres on the culture of “being seen” and trendiness. Some candidates might analyse what is the ideal beauty. Some could argue that it is within, whilst others could argue that we live in a world where famous people set the trends and change the perception of beauty society holds. Candidates might wish to show their awareness of <i>la prensa del corazón</i> or gutter press and its influence on society.</p> <p>They might cite issues such as the influence of social media nowadays and come to the conclusion that there are many factors which influence the definition of beauty. There should be a clear structure followed by an informed conclusion.</p>	40
1(b)	<p>“El turismo es una terapia necesaria contra el estrés en el mundo moderno”. Discute justificando tu respuesta.</p> <p>Some candidates might argue that tourism offers an opportunity for getting to know another way of life and culture. Tourism is a way of enjoying something different that may put personal problems into perspective in a therapeutic manner. Being away from home forces us to disengage from the stress of our daily life and work. Some candidates will argue that, in the current climate, it is better to spend less and stay at home as they cannot afford travelling. Some might argue that going to a busy tourist destination is more stressful than staying at home. They could say that travelling anywhere is stressful enough and that it is better to stay at home. 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>“Las personas sin hogar son invisibles en el Primer Mundo”. ¿Estás de acuerdo con esta afirmación?</p> <p>This essay offers candidates an open-ended question which could be answered in many different ways. Some might argue that this is a problem which has not received enough attention and that communities in developed countries are too ready to tolerate the sight of people sleeping in doorways rather than tackling the reasons for their distress. They could discuss the importance of moral values in society and how, despite living in one of the world’s biggest economies, there are people still living with no place to call home.</p> <p>They could argue that homelessness is a consequence of societal issues outside a person’s control. They may want to discuss the issue of a person’s poor choices and discuss how homelessness affects the whole of society and not only the person experiencing it. There should be a clear structure followed by an informed conclusion.</p>	40
1(d)	<p>“Las caricaturas en la prensa son una manera efectiva de reflejar los problemas sociopolíticos del país”. ¿Estás de acuerdo? Justifica tu respuesta.</p> <p>Some candidates may like to tackle this question from the traditional perspective and argue that the function of caricature within the public sphere is to act as a subversive weapon and as an instigator of social and political change.</p> <p>Other candidates could argue that, in a modern world where we have access to instant photographs and videos, the caricature has lost its role in promoting change. Some may argue that the primary focus of the caricature was graphic satire and that questioning of authority is still needed and very much in vogue in the digital world.</p> <p>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(e)	<p data-bbox="316 248 1294 349">“Necesitamos invertir más en generar tipos de energía que tengan un menor impacto en el medio ambiente”. Discute justificando tu respuesta.</p> <p data-bbox="316 383 1315 685">Candidates might discuss the problems faced by the environment due to overpopulation and consumerism. They could also discuss whether, in the current situation, governments and organizations are investing enough in energies which will have less impact on the environment. Others may argue that we would be better served by regulating the destruction of the environment all together. We need to make people and countries more accountable for their waste and their greed for energy. Some candidates may discuss that the key to a healthy environment is to have biodiversity and less fossil fuel consumption.</p> <p data-bbox="316 719 1294 887">Candidates may consider whether the way in which rich countries waste energy is the problem and that there should be an awareness campaign to prevent this from happening together with a concerted effort from governments. 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	creyendo	1
3	callad	1
4	pidió	1
5	puestos	1
6	Conozco (conocía and conocí)	1

Question	Answer	Marks
Exercise 2		
7	No creo que Nuria <u>vaya a</u> venir a mi fiesta.	1
8	Este es el amigo <u>del cual / de quien /del que</u> nunca desconfío.	1
9	Corrió con <u>tanta/tal energía</u> que al final ganó la carrera.	1
10	Siempre <u>que no llueva el domingo</u> , iremos al parque. Siempre <u>y cuando no llueva el domingo</u> , iremos al parque.	1
11	Es <u>obligatoria la asistencia</u> de los alumnos a clase mañana.	1

Question	Answer	Marks
Exercise 3: award a tick for each correct response, then see the conversion table to turn the ticks into marks.		
12	sobre	
13	cuando	
14	es visible	
15	en la que	
16	al servicio de	
17	a los que	
18	a la	
19	así como	
20	abren	

Question	Answer	Marks
21	uno	
22	tienen	
23	puede	
24	alrededor de	
25	a	
26	O	
27	plena	
28	hacia	
29	asegurar	
30	ejerce	
31	se familiaricen	

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