



Cambridge Pre-U

SPANISH (PRINCIPAL)

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Paper 2 Reading and Listening

May/June 2023

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.

Cambridge International is publishing the mark schemes for the May/June 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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: Reading (30 marks)

General marking principles for Reading and Listening extracts requiring comprehension questions/answers in the target language

- the answers are marked positively
- full sentences are not required in the answers
- the correct information must be communicated successfully
- minor spelling errors are accepted if the word is recognisable but not if the spelling error leads to another word
- a correct answer in the wrong space cannot get the mark
- unnecessary additional information (extent of which to be decided by PE) does not affect the mark, unless it contradicts or invalidates the correct information

Question	Answer	Marks	Guidance
Reading Exercise 1			
Exercise 1: full sentences are not required. As long as language errors do not impede communication of the required information, award the mark.			
1	el clima (favorable) / el (buen) tiempo	1	Reject: medioambiente
2	la calidad (de la fruta)	1	Reject: indicación geográfica / que es de Valencia sostenibilidad nuevas técnicas/tecnologías
3	la pérdida de agua	1	
4	el sobreriego / regar demasiado	1	Reject: la pérdida de agua el bajo consumo de agua la falta de agua se puede regular el riego el uso de demasiada agua
5	lo reducen / lo ahorran (1) porque se abona a la vez que se riega (1)	2	Reject: porque solo se abona cuando sea necesario porque ganan en eficiencia al tiempo de regar
6	faltan nutrientes en sus <u>hojas</u>	1	
7	no la contaminan	1	
8	han conseguido producir lo mismo / la misma cantidad	1	Reject: producen las mismas frutas el mismo cultivo ambos producen cítricos
9	han <u>mantenido</u> / <u>asegurado</u> sus trabajos	1	Reject: ha <u>aumentado</u> sus trabajos Hay más trabajo para ellos Hay más demanda para la mano de obra rural (if first, INV)

Question	Answer	Marks	Guidance
Reading Exercise 2			
Full sentences are not required. Candidates must answer in ENGLISH.			
10	services for / attention to(wards) / communication with people (citizens) with communication difficulties	1	Reject <i>disabled people</i> Awareness of people with ... Draw the public's attention to...
11	she linked him to the <u>deaf</u> community	1	Reject: she was a sign language interpreter (without adding that she linked him to the deaf community)
12	it translates text to voice (1) and voice to text / vice versa (1)	2	
13	it doesn't require internet connection (1) it is free (1)	2	
14	in <u>all</u> (areas of) public services	1	Reject: customer services
15	the <u>minimum</u> amount of disabled applicants that should be employed	1	
16	to protect / not violate the <u>rights</u> of <u>disabled</u> people	1	Reject: to give everyone an equal chance to work
17	by enabling disabled people to be more independent / autonomous	1	

Question	Answer	Marks	Guidance
Reading Exercise 3			
18	Re-translation <ul style="list-style-type: none"> Any suitable alternative rendering can be accepted. Minor spelling errors are accepted, but not if the meaning of the word is altered. One tick per box, then see conversion table.	10	

	Text	Accept	Reject
1	<i>Cuéntalo</i> is about to	<i>Cuéntalo</i> está a punto/cerca de	
2	launch a new version	lanzar una nueva versión	
3	whose founder,	cuyo fundador,	
4	claims	asegura/afirma/dice (que)	reclama
5	marks a milestone	marca un hito/momento (una meta) importante	
6	which	al que (a la que) [+llegar] / que [+alcanzar]	
7	he's wanted to reach	(él) ha querido llegar/alcanzar	
8	for some time.	desde hace tiempo. (accept: desde hace mucho tiempo)	
9	After months	Después de meses	
10	of compiling suggestions	de recopilar/compilar/reunir/ sugerencias	coleccionar
11	from disabled users	de usuarios con discapacidad(es) / usuarios discapacitados	
12	around the world,	de todo el mundo,	por...
13	this latest update	<u>esta</u> última actualización/versión	
14	aims	pretende/intenta/quiere/aspira a	
15	to be a lot more	ser <u>mucho</u> más	
16	user-friendly.	fácil de usar	Reject: asequible
17	New features	Nuevas funciones/ configuraciones/características/herramientas	funcionamientos

	Text	Accept	Reject
18	such as	(tales) como	
19	predictive texts,	textos predictivos,	
20	predetermined shortcuts	atajos predeterminados	
21	and less complicated icons	<u>e</u> iconos menos complicados	
22	will be included	se incluirán / serán / estarán <u>includidas</u>	
23	among others.	entre otras. (accept <u>otros</u> if used <u>includidos</u> above)	
24	It is hoped that	Se espera que	
25	the app continues	la aplicación / app continúe / siga	
26	to help	ayudando	
27	thousands	<u>a</u> miles	
28	more people	<u>de</u> personas más	
29	to live	<u>a</u> vivir	
30	more justly and freely	más justa y libremente / de forma/manera más justa y libre / con más justicia y libertad.	más justamente y libremente.

Conversion table:

Number of ticks	Mark
28–30	10
25–27	9
22–24	8
19–21	7
16–18	6
13–15	5
10–12	4
7–9	3
4–6	2
1–3	1
0	0

Question	Answer	Marks	Guidance
Listening Exercise 1			
Full sentences are not required. As long as language errors do not impede communication of the required information, award the mark.			
19	rescatar a gente que buscaba <u>asilo</u>	1	
20	(una foto de) él rescatando a un bebé salió en las noticias/la prensa/los medios de comunicación/las redes	1	
21	Marruecos	1	Reject: eran marroquíes
22	porque no sabían nadar	1	
23	a personas que podían / con riesgo de ahogarse	1	
24	un bebé	1	
25	no quieren soltar el corcho /flotador / no saben si pueden fiarse de ellos / no entienden que van a ayudarles/no les van a hacer daño	1	
26	no podían ver (muy bien) (1) tenían que estar en el agua todo el tiempo (1)	2	
27	hara(n) todo lo que sea necesario / muestra(n) una actitud de fortaleza/compromiso	1	

Question	Answer	Marks	Guidance
Listening Exercise 2			
Full sentences are not required. Candidates must answer in ENGLISH.			
28	the <u>public</u> and <u>private</u> sectors	1	
29	employment opportunities	1	
30	(Most had) short-term contracts	1	
31	unable to find people skilled enough <u>for the jobs on offer</u>	1	Reject: capacitated people
32	their recruitment methods/procedures / Their process of employment	1	
33	young people not in <u>work</u> or <u>education</u>	1	Both needed
34	the <u>number</u> of grants / people awarded grants	1	Reject: scholarship / bursary
35	the original/last year's <u>monthly</u> grant / payment (on the scheme)	1	Accept: scholarship / bursary ONLY IF the same word has been used in Q34
36	medical insurance / health care (1) a certificate of training / of ability / of completion (of the programme) (1)	2	Reject: certificate of capacity

Question	Answer	Marks	Guidance
Listening Exercise 3			
37	Summary Give one mark for each of the following content points addressed, up to a maximum of 10 marks.	10	
	<ul style="list-style-type: none"> • her life in Palihue before her illness <ul style="list-style-type: none"> – she was a (glamorous) model and actress – she was married to a successful/attractive businessman/business owner – she was a mother to 2 small children • how she responded to her spiritual awakening <ul style="list-style-type: none"> – she started to help others less fortunate – she opened her house to poor people living on the streets – she gave away her material goods/wealth to the poor • how her husband reacted to her new life <ul style="list-style-type: none"> – at first, he asked her to stop (because they needed space) – he chose to support her in her work – he gave up everything after the youngest finished secondary school • how she now helps people in remote areas of Argentina <ul style="list-style-type: none"> – she helps women in labour/to give birth – she teaches people to build houses – she helps to set up schools (Reject: fund schools) (Must be in <u>present</u> tense)		