Cambridge
Pre-U

Example Candidate Responses
(Standards Booklet)

Cambridge Pre-U
### Spanish – Paper 1 (Speaking)
9781

Contents

Introduction

The main aim of this booklet is to exemplify standards for those teaching Cambridge Pre-U, and to show how different levels of candidates' performance relate to the subject's curriculum and assessment objectives.

Cambridge Pre-U is reported in three bands (Distinction, Merit and Pass) each divided into three grades (D1, D2, D3; M1, M2, M3; P1, P2, P3).

In this booklet a range of candidate responses has been chosen to illustrate different grades. The examples selected are at D1, D3 and M3. Each response is accompanied by a brief commentary explaining the strengths and weaknesses of the answers.

For ease of reference the following format for both parts of Paper 1 has been adopted:

Part I/II information

↓

Mark scheme

↓

Selected card/topic

↓
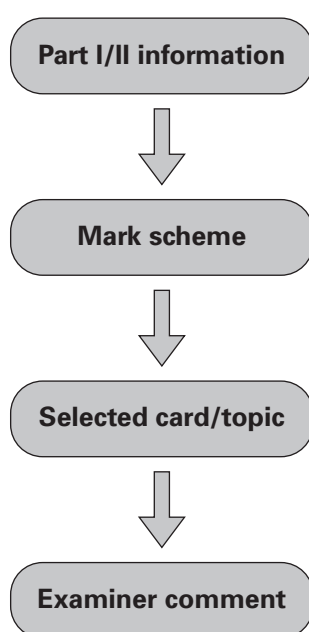
Examiner comment

Information about each part is followed by an extract from the mark scheme used by examiners. This, in turn, is followed by the card or topic that the candidate has selected to talk about, each with an examiner comment on performance. Comments are given to indicate where and why marks were awarded, and how additional marks could have been obtained. In this way, it is possible to understand what candidates have done to gain their marks and what they still have to do to improve their grades. The candidate recording that accompanies each examiner commentary is available to download from Teacher Support at http://teachers.cie.org.uk

Past papers, Examiner Reports and other teacher support materials are available on Teacher Support at http://teachers.cie.org.uk

Components at a glance

Component	Name	Duration	Weighting (%)	Type of assessment
1	Speaking	c. 16 minutes	25	Externally assessed oral
2	Reading and Listening	2 hours 15 minutes	25	Externally set and marked written paper
3	Writing and Usage	2 hours 15 minutes	25	Externally set and marked written paper
4	Topics and Texts	2 hours 30 minutes	25	Externally set and marked written paper

This booklet contains examiner comments for a selection of example candidate responses (recordings) for Paper 1 (Speaking). An Example Candidate Responses booklet for Papers 2, 3 and 4 can be found at Teacher Support http://teachers.cie.org.uk

Overview of Paper 1

30 marks – overview of article for up to 1 minute, discussion for up to 3 minutes, broadening of the discussion for up to 4 minutes

30 marks – prepared topic discussion (about 8 minutes)

Teachers are reminded that a full syllabus and other teacher support materials are available at www.cie.org.uk.

Part I: Newspaper article and related themes

Discussion of an article and related themes (about 8 minutes)

Twenty minutes before the start of their oral, candidates will choose a newspaper article with a title in the target language and a general topic heading in English (maximum length 200 words) from a choice of four. Each article and heading will relate to one of the topic areas in the syllabus. Candidates will present an overview of the article to the Visiting Examiner for up to one minute. Then, in a discussion with the Examiner lasting for up to 3 minutes, candidates will put forward their opinions on the text and the issues arising from it. It is intended that the article will be a springboard for discussion, so a detailed analysis will not be required. The Examiner will broaden the discussion according to the general heading on the card (4 minutes). Dictionaries are not allowed. Candidates may make notes during the preparation time and use these as a prompt during the task. They must not read out prepared material. Mark grids will assess comprehension and discussion as well as linguistic competence.

Mark scheme

Comprehension and Discussion (14 marks)	Range and Accuracy (10 marks)	Pronunciation and intonation (6 marks)
13–14 Excellent Excellent understanding of article and response to examiner's prompts. Shows initiative in developing discussion.	**9–10 Excellent** Excellent level of accuracy. Confident and effective use of wide range of structures.	**6 Excellent** Authentic pronunciation and intonation.
11–12 Very good Very good understanding of article and response to examiner's prompts. Responds readily without undue hesitation.	**7–8 Very Good** Very good level of accuracy, over range of structures. Tenses and agreements generally reliable, but some lapses in more complex areas.	**5 Very good** Very good pronunciation and intonation.
9–10 Good Good understanding of article and response to examiner's prompts. Reasonably forthcoming but tends to follow examiner's lead.	**5–6 Good** Good level of accuracy, with some inconsistency. Some complex language attempted. Errors do not impair communication.	**4 Good** Generally good pronunciation and intonation.
7–8 Satisfactory Adequate understanding of article and response to most of examiner's prompts. Has difficulty with more complicated ideas.	**3–4 Satisfactory** Gaps in knowledge of grammar. Communication impaired by errors.	**3 Satisfactory** Satisfactory pronunciation and intonation.
4–6 Weak Limited understanding of article and very limited responses, with marked hesitation.	**1–2 Weak** Little evidence of grammatical awareness. Accuracy only in simple forms.	**2 Weak** Many sounds mispronounced.
1–3 Poor Minimal understanding of article and response to examiner's prompts.		**1 Poor** Native language heavily influences pronunciation and intonation, impeding communication.
0 No significant understanding of article and response to examiner's prompts.	**0** No rewardable language.	**0** Wholly inauthentic pronunciation and intonation.

Example candidate response – grade D1

Card 4

Theme: Religion and belief

Protesta contra el aborto en Sevilla

Bajo el grito unánime de "No al aborto, sí a la vida", miles de personas salieron a la calle ayer en Sevilla para protestar contra "el negocio de la muerte" a las puertas del hotel donde tiene lugar este año el Congreso de la Federación Internacional de Profesionales del Aborto y la Contracepción.

Familias enteras, mujeres embarazadas y con niños, junto a personas mayores, llevaron carteles con mensajes como "Sevilla, capital de la vida". Durante la concentración se escucharon repetidamente gritos de "¡fuera!" y "¡asesinos!" dirigidos a los congresistas.

La portavoz nacional de la organización Derecho a Vivir, Gádor Joya, lamenta que el Gobierno de Andalucía proteja a los "negociantes del aborto" y haya declarado de interés científico el congreso celebrado en Sevilla. Los antiabortistas también piden que se deje de financiar el aborto con dinero público.

Los manifestantes contra el aborto reclaman al gobierno que financie programas de promoción a la maternidad y de ayuda a la mujer ante un embarazo inesperado. Consideran que muchas mujeres no abortarían si tuvieran recursos y apoyo suficientes. Asimismo creen que la terminación del embarazo traumatiza gravemente a la mujer.

Recording: 9781_12_Spanish_ECR_Part1_D1.mp3

Examiner comment – grade D1

Comprehension and discussion

This candidate shows an excellent understanding of the article as well as of the underlying controversial elements. For example, early in the discussion, he articulates a negative personal reaction to the word '*asesinos*' applied to doctors who perform abortions. He responds to the examiner's prompts with confidence and no hesitation. His pro-abortion arguments are well expressed and he speaks with conviction, whilst also showing an understanding of the contrary opinion. He takes the initiative sometimes in developing the discussion, for instance by introducing the topic of the financial motivation of some single mothers, and later, when discussing religion, mentioning the case of people who refuse medical treatment for their children on religious grounds. He becomes a little unclear when asked about discrimination against Christians in general. However, when presented with specific examples, he expresses a clear, reasoned view.

Mark awarded = 13 out of 14

Range and accuracy

The candidate demonstrates a very good level of accuracy with lapses mostly in complex areas, for example, in the use of the subjunctive. His agreements are generally correct, with the odd mistake such as *la contraceptivos*. Subordinate clauses are used frequently and successfully, e.g. *creen que sería mejor gastar el dinero que hoy en día se gasta en el aborto en beneficios para madres* and *no digo que sería fácil para un padre*. There are occasionally more serious mistakes, for example, *ha sido* instead of *ha habido* and *se tuve lugar*. The vocabulary is generally appropriate, for example, *el proceso del nacimiento, la elección de la mujer* and *a causa de sus creencias,* but there is also an occasional 'false friend' error, such as *avisar* instead of *aconsejar*.

Mark awarded = 8 out of 10

Pronunciation and intonation

The candidate produces authentic sounds and intonation. A couple of voiced 's' sounds are heard, for example, in *decisión*, but absolute perfection is not required for full marks.

Mark awarded = 6 out of 6

Total mark awarded = 27 out of 30

Example candidate response – grade D3

Card 3

Theme: Patterns of daily life

Españoles, brasileños e italianos, adictos a las redes sociales

Según los últimos datos recogidos por una empresa encargada de medir las audiencias en Internet, los usuarios españoles, brasileños e italianos son los que más tiempo pasan a nivel mundial conectados a las redes sociales. Se trata de un fenómeno en auge al que ya se han unido tres cuartas partes de los navegantes del planeta.

Las redes sociales ocupan cada vez más tiempo en la vida diaria de los internautas, quienes las utilizan de manera habitual para comunicarse con familiares y amigos y compartir opiniones con el resto de usuarios, prácticamente en tiempo real.

Un 86% de los navegantes de Brasil se conecta a estos medios, frente a un 78% de los usuarios italianos y un 77% de los españoles. Uno de los sitios más visitados es Facebook, que ha captado un 57% de los usuarios españoles, los cuales pasan una media de seis horas al mes conectados a dicha red social.

Facebook continúa expandiéndose en el mercado europeo, pero existen países industrializados donde le resulta difícil penetrar, como por ejemplo Japón, donde solo cuenta con un 3% de usuarios.

Recording: 9781_12_Spanish_ECR_Part1_D3.mp3

Examiner comment – grade D3

Comprehension and discussion

The candidate gives a detailed summary of the article and makes some very good points during the discussion, for example, on the issue of criminals using Facebook to exploit children and the difficulties in controlling minors' use of social networks. He shows he can see both the negative and positive aspects of technology, illustrating these with appropriate examples. He responds readily, without undue hesitation, to the examiner's prompts, except when asked about addiction to social networks, when he becomes somewhat vague and uncertain. He does not show much initiative in developing the discussion.

Mark awarded = 11 out of 14

Range and accuracy

This candidate's grammar conveys meaning well, using both simple and complex structures, although his accuracy is fairly inconsistent. At times the vocabulary can be very sophisticated, for example *el nivel de utilización*, *una amplia gama de razones* and *adelantos técnicos*, but there are problems with gender, such as *sistema estricta*, *soluciones claros* and *un ventajo*, and with verb tenses, for example, *puedo sigue mis equipos favoritos* and *un problema que continuar en el mundo*.

Mark awarded = 6 out of 10

Pronunciation and intonation

Generally good, with occasional lapses, such as a voiced 's' in *Brasil*, the diphthongization of 'u' in *popular* (twice), a wrong diphthong in *Europa*, the pronunciation of 'h' in *prohíbe*, the wrong initial vowel in *obesidad* and some anglicised plosives and 'r' sounds.

Mark awarded = 4 out of 6

Total mark awarded = 21 out of 30

Example candidate response – grade M3

Card 2

Theme: Cultural life/heritage

Cataluña prohíbe las corridas de toros

El Parlamento de Cataluña prohibió hoy las corridas de toros en esta comunidad autónoma del noreste de España a partir del año 2012. Se trata de la segunda región española que prohíbe las corridas, después de que las Islas Canarias lo hiciera en 1991.

Se ponía así fin a un proceso que empezó en 2008 con la Iniciativa Legislativa Popular, apoyada por 180.000 ciudadanos y promovida por la plataforma "Prou!" (¡Basta!) en defensa de los animales.

Durante y después de la votación, decenas de personas se manifestaron fuera del Parlamento tanto a favor como en contra de las corridas de toros. Los defensores de las corridas las consideran "fiesta nacional", parte esencial de la cultura española y manifestación artística tradicional con siglos de historia.

Los adversarios de las corridas las consideran una tortura innecesaria de animales. Para Francisco Vásquez, director de la organización AnimaNaturalis, la ley es un primer paso hacia la abolición de las corridas en todo el mundo: "Nuestro objetivo es un mundo en el que la cultura se base en el respeto, la compasión y la empatía, dejando muy lejos la crueldad y el sufrimiento de los más débiles."

Recording: 9781_12_Spanish_ECR_Part1_M3.mp3

Examiner comment – grade M3

Comprehension and discussion

This candidate's response is adequate, as she understands what the article is about and expresses a view against bullfighting based on human responsibility towards animals and the need to avoid exploitation. She has more difficulty explaining why some people enjoy and value bullfighting. Likewise, she understands the examiner's questions about culture and mentions flamenco and tango as important aspects of Hispanic culture, whereas she says that buildings and food are important to her personally as aspects of English culture. But her answers remain vague and general, and they are neither illustrated nor clarified by further elaboration, for example, *La cultura en Inglaterra es menos importante que en España, pero todavía es importante, la inmigración puede causar los problemas*, or *es importante que se mantenga una identidad en todas las comunidades, pero depende de la situación*. She also tends to echo the examiner, for example, *no me gusta la comida rápida porque se pierde mucha cultura*.

Mark awarded = 8 out of 14

Range and accuracy

Although there is generally a good level of accuracy, there are mistakes in genders (*la parlamento* and *las problemas*), numbers (*las corridas... e* and *animales... débil*) and conjugation (*luchanda* and *pensan*). Simple structures predominate, with sentences mainly joined by *y* and *pero*, and with only rare examples of subordination. Nevertheless, errors do not generally impair communication.

Mark awarded = 5 out of 10

Pronunciation and intonation

There are anglicised consonants throughout ('r' and 's' sounds for example), 'h' is aspirated in *prohibido* and *inhumano*, and quite a few common words such as *aceptable, cruel, edificios, inmigración, causar* and *porque* are mispronounced. Mistakes, however, do not impair communication, so pronunciation, although not good, can be considered satisfactory.

Mark awarded = 3 out of 6

Total mark awarded = 16 out of 30

Part II: Prepared oral topic

Prepared topic discussion (about 8 minutes)

Candidates will research a topic related to the history, current affairs or culture (including art, cinema, literature and traditions) of an area of the world where the target language is spoken. They will identify 5 to 8 headings within their topic, and submit these to Cambridge two weeks before the oral examination on the form provided. In the examination, candidates will be allowed to present their research for up to 1 minute (identifying interesting/contentious points in their topic, and reasons for choosing it) before discussion of the headings starts. Candidates can bring the headings into the examination to act as a prompt. They may also bring up to three pieces of visual material. Mark grids will assess knowledge as well as linguistic competence.

Mark scheme

Factual knowledge and opinions (14 marks)	Range and Accuracy (10 marks)	Pronunciation and intonation (6 marks)
13–14 Excellent Excellent factual knowledge of subject, understanding, illustration and opinion. Excellent preparation and discussion.	**9–10 Excellent** Excellent level of accuracy. Confident and effective use of wide range of structures.	**6 Excellent** Authentic pronunciation and intonation.
11–12 Very good Comprehensive knowledge of the subject, demonstrating clear understanding and using appropriate illustration. Range of relevant opinion, confidently discussed.	**7–8 Very Good** Very good level of accuracy, over range of structures. Tenses and agreements generally reliable, but some lapses in more complex areas.	**5 Very good** Very good pronunciation and intonation.
9–10 Good A good range of knowledge, generally well used. Relevant opinions. Ideas discussed well.	**5–6 Good** Good level of accuracy, with some inconsistency. Some complex language attempted. Errors do not impair communication.	**4 Good** Generally good pronunciation and intonation.
7–8 Satisfactory Solid base of knowledge, but insecure in some areas. Opinion adequate. Not always able to develop discussion.	**3–4 Satisfactory** Gaps in knowledge of grammar. Communication impaired by errors.	**3 Satisfactory** Satisfactory pronunciation and intonation.
4–6 Weak Limited knowledge, with obvious gaps. Some irrelevance and repetition. Opinions limited. Discussion pedestrian and/or hesitant.	**1–2 Weak** Little evidence of grammatical awareness. Accuracy only in simple forms.	**2 Weak** Many sounds mispronounced.
1–3 Poor Very limited knowledge. Material very thin and vague. Very hesitant discussion.		**1 Poor** Native language heavily influences pronunciation and intonation, impeding communication.
0 No knowledge shown of topic.	**0** No rewardable language.	**0** Wholly inauthentic pronunciation and intonation.

Example candidate response – grade D1

Chosen topic: *La importancia de Isabel la Católica en la formación de una España unida*

Recording**:** 9781_12_Spanish_ECR_Part2_D1.mp3

Examiner comment

Factual knowledge and opinions

This candidate shows an excellent knowledge and understanding of his subject. He talks confidently about the aspects specified in his headings, but he is equally good when answering unexpected questions and responds successfully even when the examiner interrupts his flow. He gives not only facts but opinions. He conveys genuine interest and a deep level of engagement with his topic.

Mark awarded = 14 out of 14

Range and accuracy

The candidate has an excellent level of accuracy and is capable of using highly complex structures very effectively, for example; *ordenó que todos los judíos y musulmanes se convirtieran al cristianismo; antes de su acceso al poder, no fue así, porque Enrique había malgastado todo el dinero real; se dijo que fue un empate, pero políticamente los Reyes católicos fueron vencedores, gracias a que muchas tropas portuguesas regresaron a Portugal.* There is frequent and correct use of compound tenses, for example, *después de haber tropezado con América del Sur; había sido rechazado; no habría sido capaz, para que pudiera resolver.* Nevertheless, there are a few gender mistakes, such as *muchas cambios, intenciones mezclados, un gran importancia, Alfonso quinta, ordenes politicos* and *la fuenta,* but, overall, this is an excellent level of range and accuracy.

Mark awarded = 9 out of 10

Pronunciation and intonation

The accent is generally good, but English influence is evident in some consonants such as 'tr', the voicing of the 's' in *Isabel*, and the pronunciation of 'u' in *equilibrio*. There are also some problems with stress in words directly relevant to the topic, for example, *época, montó, logró* and *herejía.*

Mark awarded = 4 out of 6

Total mark awarded = 27 out of 30

Example candidate response – grade D3

Chosen topic: *El movimiento del 15-M en España (los indignados)*

Recording**:** 9781_12_Spanish_ECR_Part2_D3.mp3

Examiner comment

Factual knowledge and opinions

This candidate shows a very good knowledge of the subject. He gives a clear account of the origins of the 15-M movement and the political reactions to it, and shows a sound understanding of its importance for both the present and the future of Spain. He comments eloquently on the plight of young people. He only falters when asked to explain why exactly people are so angry with the banks. He also fails to understand the word *acampados*, important to his topic. These deficiencies prevent him reaching a higher mark.

Mark awarded = 11 out of 14

Range and accuracy

There is a good level of accuracy, with mistakes that do not impede communication. The candidate has some difficulty with agreements (*mucho desigualdad*, *los recortes han sido muy radical*) and some complex structures (*llamó por los desempleados manifestarse por las calles*, *hay una posibilidad por los jóvenes hacerse una generación perdida*) and he makes the occasional more serious error with verbs, such as *dicieron*, and *era* instead of *había*.

Mark awarded = 6 out of 10

Pronunciation and intonation

The candidate's pronunciation and intonation are fairly accurate and clear, although there are occasional examples of an anglicised 'r' sound (*realidad*, *partidos*), the aspiration of 'h' in *prohibieron*, the word *raíz* pronounced as one syllable and the influence of English in *económica* and *situación*.

Mark awarded = 4 out of 6

Total mark awarded = 21 out of 30

Example candidate response – grade M3

Chosen topic: Fidel Castro

Recording**:** 9781_12_Spanish_ECR_Part2_M3.mp3

Examiner comment

Factual knowledge and opinions

The candidate shows a good knowledge of the main facts, with accurate names and dates. She recounts the revolution confidently, gives some pertinent examples of the positive achievements of the regime, and explains the missile crisis well. Nevertheless, she does not understand the question about Fidel's imprisonment, and also, at one point, says Batista had fled to Cuba when she meant from Cuba. When asked about the reasons for the tension between the USA and Cuba, the candidate mentions fear, but offers no deeper exploration of the issue. This and the above shortcomings prevent the presentation being rewarded with marks in the 'Very Good' box.

Mark awarded = 10 out of 14

Range and accuracy

There is generally a good level of accuracy, with mistakes mainly concentrated in the use of verbs, such as incorrect preterites (*ponó, envoyó, vivo*), wrong verb tenses (*Kennedy tuvo misiles*), wrong person of the verb (*tengo miedo de Cuba*) and the wrong verb choice (*no es los ricos*). Some complex structures are attempted, sometimes with success (*no hay duda de que impuso restricciones a los derechos humanos*) and sometimes with awkward results (*esto es que hizo Castro se convirtió más interesado en la política*). Nevertheless, errors do not impede communication.

Mark awarded = 5 out of 10

Pronunciation and intonation

The candidate uses anglicised sounds throughout, for example plosives. Some words directly related to the topic are mispronounced, such as *piedad, discursos, corrupto, dirigió, libertades* and *misiles*. Nevertheless, although some pronunciation errors are serious, overall communication is not impaired.

Mark awarded = 3 out of 6

Total mark awarded = 18 out of 30

0292448320

PART OF THE
CAMBRIDGE ASSESSMENT
GROUP