

**MARK SCHEME for the May/June 2011 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)

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) ¿Hasta qué punto el uso de la tecnología moderna lleva al aislamiento social?

The topic of New Technologies and social interaction could be approached from a number of angles. Candidates could discuss whether face to face interaction is better than “virtual” social networking. Some could discuss whether the obsession of our society with computers is beneficial, detrimental, or even socially acceptable. They should provide particular examples taken from any of newspapers, English or Spanish. Some candidates might argue in favour of the moderate use of the new technologies and against of the abuse of the media. They could also discuss the possible social, physical and psychological consequences for the new generations. Conclusion.

(b) “Una sociedad que no respeta a los profesores está condenada a la ignorancia.” Discute esta afirmación.

This essay centres on the topic of the respect students should have for their teachers. They could say that in the society we live in respect has to be earned. It can be discussed that the education system is inadequate to deal with those who don't respect their teachers. Candidates might wish to show their awareness of the problem and giving relevant examples. Others could highlight possible causes in society for the lack of respect in general. Conclusion.

(c) ¿Por qué crees que la crueldad y la violencia extrema en las películas tienen tanta popularidad entre los jóvenes de hoy?

Candidates might have different views on this question, which ultimately centres on the culture of physical and mental violence as fantasy. They should provide particular to support their view. Some candidates might argue in favour or against of the Government allowing the manufacturing and distribution of these violent films. Others might focus on the role of parents in allowing this type of material to reach their children. Conclusion.

(d) “El feminismo está pasado de moda y ya no es necesario en el siglo XXI.” Discute esta idea.

The topic of equality of women could be approached from a number of angles, which ultimately centre on the conflict between gender roles in society and equality. Some candidates might analyze what is feminism and its achievements, whilst others could discuss from the view point that men and women are different. Candidates might wish to show their awareness on how the music and film industries portrait women and their influence on the younger generation. Conclusion.

(e) ¿Cuál es la mejor manera de combatir el racismo: educar o castigar?

Candidates should discuss whether they think that racism could be solved by educating the new generations or punishing unacceptable racist behaviour. They could give particular examples from any European country. Some candidates could discuss whether immigration could be partly to blame for some of the racism and if it could be morally justified in the current economic climate. Conclusion.

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Part II: Usage (20 marks)

Ejercicio 1

Accept	Reject
2 durara / durase	
3 leía	
4 sea / haya sido	es
5 quiere / querrá	
6 había hecho / hice	

**[Total: 5]
[AO2]**

Ejercicio 2

Accept	Reject
7 Se fue de vacaciones sin <u>saber lo que había pasado/ saber lo sucedido / conocimiento de lo pasado/sin que supiera lo que había pasado.</u>	
8 Te dejaré ir al concierto de rock a condición de que <u>me ayudes a lavar el coche</u>	
9 Ana lleva <u>diez años estudiando física</u>	
10 Este es el escritor <u>del cual</u> te hablaba ayer	la novela de que
11 Los alumnos se divertieron mucho durante <u>su viaje a Madrid / su estancia / el viaje a Madrid / la visita a Madrid /</u>	tiempo

[Total: 5]

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

- 12 quienes
- 13 creciendo
- 14 llegue
- 15 cuando
- 16 su
- 17 Con
- 18 mucho
- 19 debido a
- 20 ni
- 21 negativas
- 22 afrontar
- 23 este
- 24 como
- 25 contra
- 26 sería
- 27 Aunque
- 28 hace
- 29 para
- 30 hacerlo
- 31 Qué

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