

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

1344 SHORT COURSE SPANISH

1344/02

Paper 2 (Listening, Reading and Writing),
maximum raw mark 90

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.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the May/June 2010 question papers for most IGCSE, Pre-U, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



Page 2	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	1344	02

Part I: Listening: AO1

Texto auditivo 1

The correct answer should be underlined – there are no alternatives possible.
If two words are underlined, no marks are awarded.

- 1 fomentar (example)
- 2 peligro [1]
- 3 cincuenta [1]
- 4 aislada [1]
- 5 en directo [1]
- 6 evitar [1]

[Total: 5]

Texto auditivo 2

Full sentences are not needed

The answers are marked positively and for communication. Minor errors are disregarded, as long as the communication of the information is not seriously affected.
Correct alternative versions are accepted.

- 7 - (los restaurantes suelen ofrecer) tapas (variadas) (1) [1]
- 8 - querían ofrecer un tipo de comida diferente (1) [1]
Reject - comida vegetariana
- 9 - le gusta mucho la carne (1)
- no la come todos los días (1) [2]
- 10 - no dejan entrar nada de carne ni pescado en la cocina (1)
- quieren ofrecer esta garantía a sus clientes (1) [2]
Reject - any reference to local produce
- 11 - han comido de forma sana/productos sanos (1)
- han comido bien/mucho/suficiente/no tienen hambre (1) [2]
- 12 - que los platos tienen una presentación bonita/atractiva (1) [1]
- 13 - educando/concienciando a la gente sobre la comida vegetariana (1) [1]

[Total: 10]

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	1344	02

Texto auditivo 3

Full sentences are not required

- 14** - anxiety (1)
- sadness (1) [2]
- 15** - a person who is unhappy with his/her work (1)
- a person who has additional worries (1) [2]
- 16** - there are fewer cases of depression in developing countries (than in developed countries) (1)
- life is harder in developing countries (than in developed countries) (1) [2]
- 17** - we have all our basic needs (such as food) covered/we don't have to worry about basic needs (1)
- so we find other things to worry about (1) [2]
- 18** - that a few days are needed to adapt (1)
- there should be less difference between holiday time and the rest of the year (1) [2]
- 19** - country walks/swimming [1]
- 20** - noise(s) (1)
- going to bed late (1) [2]
- 21** - recover their sleeping pattern (1)
- several days before returning to work (1) [2]

[Total: 15]

[Total Listening: 30 marks]

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	1344	02

Part II: Reading: AO1

Texto de lectura 1

Full sentences are not required. Candidates should use their own words and avoid “lifting” material from the text without comprehension or manipulation.

- 22** - (realizarán) un trasplante a su hermano (1) [1]
- 23** - el nombre (Javier) (1) [1]
Reject - ambos nacieron un domingo
- 24** - está muy enfermo/tiene muy mala salud/tiene una enfermedad severa/congénita (1) [1]
- 25** - se aprobó la Ley de Reproducción Humana Asistida (1) [1]
- 26** - recibirla gratuitamente/es gratuita (1) [1]
Reject - libre

[Total: 5]

Texto de lectura 2

Full sentences are not required.

The answers are marked for communication. Minor errors are disregarded, as long as they do not seriously affect the communication of the information.

- 27** - atún (1) [1]
- 28** - ha sido/está retenido en Mauritania (1) [1]
- 29** - dieron un golpe de estado/llegaron al poder por medio de un golpe de estado (1) [1]
- 30** - pagar una multa/que paguen una multa (1) [1]
- 31** - lo niegan/lo han negado/dicen que sólo estaban navegando (1) [1]
- 32** - porque había un problema con el motor (1) [1]
- 33** - dice que el capitán tiene razón (1)
- quiere que los tripulantes sean liberados (1) [2]
- 34** - (la cantidad de) dinero que pierde el barco (1)
- cada día que está retenido (1) [2]
Reject - diario/diaria when not understood

[Total: 10]

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	1344	02

Texto de lectura 3

Full sentences are not required.

- 35** - 4 people were arrested (1)
 - accused of swindling/conning more than 100 immigrants (1) [2]
- 36** - residence/work permits (1)
 - that would allow them to bring their family members to Spain (1) [2]
- 37** - in advance (1) [1]
- 38** - very little/they rarely report them (1) [1]
- 39** - last May she had been found guilty (1)
 - and been banned from practising law (1)
 - because of a similar offence (1) [3]
Reject - condemned
- 40** - any three correct answers:
 - the con men/swindlers (1)
 - the people traffickers (1)
 - the bosses who employ illegal immigrants (1)
 - the people who provide false documents (for them) (1) Max: [3]
- 41** - it often leads to another ring/network being disbanded/dismantled (1) [1]
- 42** - the (average) number of people arrested each day (1)
 - involved in illegal immigrant trafficking/in this crime (1) [2]

[Total: 15]

[Total Reading: 30 marks]

Page 6	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	1344	02

Part III: Writing: AO1, AO2, AO3

Short Course Writing Task (30 marks)

- **Content: 15 marks (5 marks: AO1, 10 marks: AO3)**
- **Quality of Language: 15 marks (AO2)**

MARKING GRIDS

Content

15	<i>Excellent</i>	Excellent response. Ideas and points very effectively organised, illustrates with relevant examples and developed. Wholly relevant and convincing.
12–14	<i>Very good</i>	Very good response. Ideas and arguments well sequenced, illustrated with relevant examples and developed with occasional minor omissions. Coherent discussion.
9–11	<i>Good</i>	Good response. Most or main points of question explored. Ideas and examples adequately sequenced, or developed unevenly or with some lapses.
6–8	<i>Adequate</i>	Satisfactory response. Some implications of question explored. Evidence of argument, patchy or unambitious sequencing. Some omissions and/or irrelevance.
3–5	<i>Basic</i>	Limited understanding of question. A few relevant points made. Rambling and/or repetitive.
1–2	<i>Poor</i>	Minimal response. Implications of question only vaguely grasped. Very limited relevant content. Unsubstantiated and undeveloped.
0		No relevant material presented.

Page 7	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	1344	02

Quality of Language

15	<i>Excellent</i>	Excellent range of vocabulary and complex structures. Very high and consistent level of accuracy, with few, mostly minor, errors.
12–14	<i>Very good</i>	Appropriate use of a wide range of vocabulary, complex sentence patterns and structures. Able to use idiom. Impression of fluency and sophistication. Very accurate grammar. Few errors.
9–11	<i>Good</i>	Good range of vocabulary, with a variety of complex sentence patterns, though with occasional lapses in correct usage. Impression of enterprising use of structures and little repetition. Good level of accuracy, over broad range of structures. Tenses and agreements generally reliable, but some lapses in more complex areas.
6–8	<i>Adequate</i>	Adequate range of vocabulary, but some repetition and occasional lexical error. Some complex sentence patterns appropriate to the task, but with variable success. Occasional native-language influence. Adequate level of accuracy but overall performance inconsistent. Familiar structures usually correct and some complex language attempted, but with variable success. Errors do not impair communication significantly.
3–5	<i>Basic</i>	Limited range of vocabulary, with frequent repetition and significant lexical errors. Occasional attempts at more complex sentence patterns, but often impression of 'translated' language that impedes communication at times. Gaps in knowledge of basic grammar. Communication impaired by significant errors, e.g. adjectival agreements, verb forms and common genders.
1–2	<i>Poor</i>	Very limited range of vocabulary with frequent native-language interference and wrong words. Simple sentence patterns and very limited range of structures. Little evidence of grammatical awareness. Accuracy only in simple forms.
0		No rewardable language.

[Total Writing: 30 marks]

Page 8	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	1344	02

TAPESCRIPT

M/F: University of Cambridge International Examinations. Pre-U Spanish Short Course 1344 Paper 2, May 2010. Part 1, Listening Comprehension.

INSTRUCTIONS TO CANDIDATES

Write your Centre number, candidate number and name on all the work you hand in.

Write in dark blue or black pen.

Do not use staples, paper clips, highlighters, glue or correction fluid.

Do not write in any Barcodes.

Dictionaries are not permitted.

The number of marks is given in brackets at the end of each question or part question.

Turn to page 2 now.

(Pause 5 seconds)

This section will take about 45 minutes.

Answer **all** the questions in this part on the question paper. There are instructions about how to answer the questions, and which language to answer in, at the beginning of each exercise. You do not need to write in full sentences.

Before each recorded item is played, time is allowed for reading the instructions and studying the questions. All items are heard more than once and some are divided into sections – this is made clear at the beginning of each exercise. You may make notes and write your answers at any time during the test.

A signal is used to introduce each item.

(signal)

Page 9	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	1344	02

M : Texto Auditivo 1 – Dos lince ibéricos para Doñana

Pause 3 Seconds

M/F: You are going to hear an item about animals in the Doñana National Park. For this exercise, you will need to underline the option that best fits each gap in the printed summary. You will hear the item once and then, after a 1-minute pause, you will hear it again, divided into two sections. There will be a short pause between the two sections. You will then hear the item for a third time in two sections, followed by a pause to check your answers.

Now read the printed summary and the questions.

Pause 1 minute

Signal

Pause 3 Seconds

F: *Según ha anunciado Miguel Ángel Simón, director del programa de la Junta de Andalucía para la conservación del lince ibérico, durante este mes de septiembre el Parque Nacional de Doñana recibirá dos nuevos ejemplares de este tipo de felinos procedentes de Sierra Morena. Debido a que se trata del felino más amenazado del planeta, el traslado de los lince ibéricos intenta aumentar la variedad genética de esta especie en el Parque Nacional, que cuenta, a día de hoy, con medio centenar de ejemplares, y hacerlos más resistentes a enfermedades infecciosas.**

SECTION BREAK

Para este par de lince se ha preparado un espacio cerrado próximo a la laguna de Santa Olalla, lejos de cualquier vivienda o carretera y dotado de alimentación suplementaria para facilitar su aclimatación. Este espacio cubre ocho hectáreas y cuenta con un sistema de cámaras para observar los animales en tiempo real, así como de dispositivos de descarga eléctrica para impedir que éstos salten la valla metálica.*

Pause 1 minute

Signal

Pause 3 Seconds

*Repeat * to ***

Pause 30 seconds

Signal

Pause 3 Seconds

*Repeat *** to *****

Pause 1 minute

Signal

Pause 3 Seconds

*Repeat * to ***

Pause 30 seconds

Signal

Pause 3 Seconds

*Repeat *** to *****

Pause 30 seconds

Signal

Pause 3 Seconds

Signal

Page 10	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	1344	02

F: Texto auditivo 2: El restaurante La Alternativa

Pause 3 seconds

M/F: You will now hear part of an interview with José Cuetos, one of the owners of a new restaurant opened by two friends in the Spanish town of Jerez.

You will hear the interview first all the way through and then, after a 1½ minute pause, you will hear the interview again, divided into two sections. There will be a 1½ minute pause between the two sections. You will then hear the interview for a third time, in two sections. There will be a 1 ½ minute pause at the end to allow you to finish writing your answers.

Answer the questions in **Spanish**.

Now read the questions.

Pause 1 minute

Signal

Pause 3 Seconds

F: *Hola, José. Háblanos de vuestro restaurante.

M: Hola. En Jerez, bares no faltan, pero la oferta gastronómica se centra, sobre todo, en restaurantes que ofrecen tapas variadas. Nosotros teníamos ganas de montar un negocio pero con una idea diferente, para ofrecer algo alternativo al resto de los establecimientos; de ahí el nombre que escogimos – La Alternativa.

Viendo que en Jerez no había nada similar, nos decidimos por el sector vegetariano. Nosotros no somos vegetarianos pero, sí, tenemos más tendencia a comer platos con productos vegetarianos. Nos gusta mucho la carne, y la comemos, pero no todos los días, sino una vez o dos por semana.**

SECTION BREAK

M: ***Somos muy cuidadosos. En nuestra cocina, desde que compramos el local, no ha entrado ningún alimento cárnico ni pescado, porque queremos ofrecer esta garantía a las personas vegetarianas. Sin lugar a dudas, Jerez necesitaba un establecimiento de estas características. Los clientes que vienen a comer aquí salen muy satisfechos, porque que sea comida sana y saludable no significa que deban quedarse con hambre. Nuestras presentaciones culinarias son totalmente contemporáneas. Queremos dar una imagen muy completa; así, a nuestros clientes, les entra la comida por los ojos.

Hay mucha más gente que consume este tipo de comida de la que esperábamos. Cada vez existen más problemas de colesterol o sobrepeso, por lo que es muy importante concienciar a la gente sobre los beneficios de la comida vegetariana. ****

Page 11	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	1344	02

Pause 1½ Minutes

Signal

Pause 3 Seconds

*Repeat * to ***

Pause 1½ Minutes

Signal

Pause 3 Seconds

*Repeat *** to *****

Pause 1½ Minutes

Signal

Pause 3 Seconds

*Repeat * to ***

Pause 1½ Minutes

Signal

Pause 3 Seconds

*Repeat *** to *****

Pause 1½ Minutes

Signal

Pause 3 Seconds

M: Texto auditivo 3 – Después de las vacaciones

Pause 3 seconds

You will now hear an interview with a psychologist discussing going back to work after the summer holidays.

You will hear the interview first all the way through and then, after a 1½ minute pause, you will hear the interview again, divided into two sections. There will be a 1½ minute pause between the two sections. You will then hear the interview for a third time, in two sections. There will be a 1½ minute pause at the end to allow you to finish writing your answers.

Answer the questions in **English**.

Now read the questions

Pause 1 minute

Signal

Pause 3 seconds

M: *Como Vd sabe, doctora, las vacaciones nos proporcionan descanso, contacto con la naturaleza, deporte, diversión... ¿Cómo podemos prolongar sus beneficios?

F: Al volver al trabajo, hasta un 40% de los trabajadores presenta el síndrome posvacacional, caracterizado por episodios de ansiedad y tristeza. Suele afectar a personas que están descontentas con su trabajo o que tienen muchas preocupaciones adicionales en la vida.

M: Pero, ¿realmente existe ese síndrome posvacacional?

F: Algunos creen que no. Indudablemente, está muy ligado a nuestro ritmo de vida, a nuestra sociedad moderna donde impera el estrés. En los países subdesarrollados, el número de casos de depresión es mucho menor que en el nuestro y eso que su vida es mucho más difícil. La cuestión es que nosotros tenemos las necesidades básicas –por ejemplo, la comida– totalmente cubiertas y, como no nos preocupamos por ellas, nos preocupamos por otras cosas. Y una de ellas es la vuelta al trabajo después del verano.**

SECTION BREAK

Page 12	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	1344	02

M: ***Bueno. Pero, ¿qué nos puede aconsejar para la vuelta al trabajo?

F: Es esencial reconocer que se necesitan unos días de adaptación y planificar nuestra vida para que no haya tanta diferencia entre las vacaciones y el resto del año. Si nos paramos a pensar, es posible que algunas de las cosas que hemos hecho en vacaciones (paseos por el campo, sesiones de piscina...) también podamos hacerlas durante el año. Las actividades gratificantes mejoran nuestro estado de ánimo y nuestra salud.

La calidad del sueño en verano puede disminuir debido al calor y a los ruidos, así como a la costumbre de acostarse tan tarde. Para estar en condiciones de afrontar una jornada laboral nuevamente, es importante recuperar el ritmo de sueño varios días antes de volver al trabajo.***

Pause 1½ Minutes

Signal

Pause 3 Seconds

*Repeat * to ***

Pause 1½ Minutes

Signal

Pause 3 Seconds

*Repeat *** to *****

Pause 1½ Minutes

Signal

Pause 3 Seconds

*Repeat * to ***

Pause 1½ Minutes

Signal

Pause 3 Seconds

*Repeat *** to *****

Pause 1½ Minutes

Signal

Pause 3 Seconds

M/F: This is the end of the recorded material. You now have 1½ hours to complete the reading and writing parts.