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CAMBRIDGE
INTERNATIONAL EXAMINATIONS

June 2003

INTERNATIONAL GCSE

MARK SCHEME

MAXIMUM MARK: 48

SYLLABUS/COMPONENT: 0530/01

FOREIGN LANGUAGE SPANISH
(Listening)

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Primera Parte

Ejercicio 1 Preguntas 1-8

1	B	1
2	D	1
3	B	1
4	A	1
5	D	1
6	A	1
7	C	1
8	C	1

Ejercicio 2 Preguntas 9-15

9	sábado	1
10 (a)	grupo musical	1
(b)	12/mediodía	1
11	C (coches antiguos)	1
12	(al lado del) Mercado	1
13	biblioteca	1
14	(a lo largo/borde del) río	1
15	media hora	1

Segunda Parte

Ejercicio 1 Preguntas 16-23

16	F	1
17	V	1
18	V	1
19	F	1
20	V	1
21	F	1
22	F	1
23	V	1

Ejercicio 2 Preguntas 24-29

24	(los) profesores	1
25	tres meses	1
26	el lugar adonde ir/ir a un valle/ir a un parque nacional	1
27 (i)	comprar comida	1
(ii)	ir a la discoteca	1
28	el contacto con la naturaleza/vida más natural/algo diferente de la vida de todos los días	1
29	*Any 2 of*: cuántos había/dónde estaban/a qué hora se los veía	1+1

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Tercera Parte

Ejercicio 1 Preguntas 30-37

30	D	1
31	A	1
32	C	1
33	B	1
34	D	1
35	A	1
36	B	1
37	C	1

Ejercicio 2 Preguntas 38-42

38 *Any 2 of:*
ser valorados por el grupo de amigos que tienen
experimentar lo prohibido
probar sensaciones nuevas 1+1

39 no tienen experiencia/no comprenden las consecuencias de sus decisions/se los puede influenciar fácilmente 1

40 (a) a los que viven con él 1
(b) (no sienten) el olor 1

41 el sabor (de los alimentos)/la comida más rica 1

42 *Any 2 of:*
después de comer
al salir de copas 1+1

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CAMBRIDGE
INTERNATIONAL EXAMINATIONS

June 2003

INTERNATIONAL GCSE

MARK SCHEME

MAXIMUM MARK: 65

SYLLABUS/COMPONENT: 0530/02

FOREIGN LANGUAGE SPANISH
(Reading and Directed Writing)

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Section 1

Exercise 1 Questions 1-5

1	C	1
2	D	1
3	B	1
4	C	1
5	A	1

Exercise 2 Questions 6-10

6	E	1
7	F	1
8	A	1
9	D	1
10	C	1

Exercise 3 Question 11-15

11	B	1
12	A	1
13	F	1
14	E	1
15	C	1

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Exercise 4 Question 16

1 mark per item up to a maximum of 3 for Communication
+
0, 1 or 2 marks for Appropriateness of language according to grid

Communication

(a) age

(b) one item of description of self

(c) one item of information relating to family

Appropriateness of language

2	For the award of 2 marks, verbs must be in appropriate tenses. Minor errors (adjective endings, use of prepositions, etc.) are tolerated
1	There is some appropriate usage to reward. Where verbs are not in appropriate tenses award a maximum of 1 mark
0	There are no examples of appropriate usage to reward. Where 0 marks were awarded for Communication, 0 marks are awarded for language

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Section 2

Exercise 1 Questions 17-24		REJECT
17 veterinaria	1	
18 no tenía ganas de estudiar	1	
19 arte dramático	1	
20 malas no se hablaban no hablan no hablaron	1	
21 cuando eran pequeños desde pequeños	1	
22 (i) no le invitó a su boda	1	
(ii) no le recordó en su discurso (de aceptación del oscar)	1	
23 (i) hacer punto fanática de punto	1	
(ii) la cocina le gusta cocinar	1	
24 nada grave fumar fumando es fumadora	1	ha intentado muchas veces dejar de fumar

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Exercise 2 Question 25

Communication marks: 10 marks are awarded for communication. Marks are allocated as follows:

- El lugar al que fuiste y por qué te interesaba 1+1
- El viaje 1
- Cómo pasaste el día 1
- Lo que te gustó y por qué 1+1
- Up to four further details related to the above 4

NB. Candidates who do not complete all of the tasks cannot score full marks for communication

Accuracy marks: 5 marks are awarded for accuracy. For details, please see mark scheme for Paper 4.

[Total: 15]

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Section 3

Exercise 1 Questions 26-32

26	B	1	
27	A	1	
28	B	1	
29	D	1	
30	V	1	**REJECT**
31	F	1	
	No. El ecoturismo ofrece vacaciones divertidas que no cuestan demasiado dinero	1	
32	F	1	
	No. El ecoturismo contribuye a la conservación de la naturaleza/las zonas protegidas	1	

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Exercise 2 Questions 33-41		REJECT
33 en la calle Zurich Berlín	1	
34 diez veces	1	décima vez
35 de haber superado el anterior record de participantes de haber reunido un millón de personas de haber superado Berlín del número de personas	1	
36 ir a una fiesta continuar en diversos locales	1	ir a varios bares
37 a primeras horas del lunes la madrugada del lunes el lunes	1	
38 *any 2 of* había *djs* de la China había muchos franceses una carroza de la China también hay uno en Berlín	1+1	

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39	se prohibió el uso de las pistolas de agua no se utilizaron pistolas de agua	1	los jóvenes respetaron las órdenes
40	**(a)** les gusta están a favor quieren que vuelve a ocurrir el año que viene	1	
	(b) (porque) el evento trae mucho dinero a la ciudad	1	
41	los esfuerzos del comité organizativo muchas personas mucho dinero se han esforzado muchísimo	1	al comité organizativo

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CAMBRIDGE
INTERNATIONAL EXAMINATIONS

June 2003

INTERNATIONAL GCSE

MARK SCHEME

MAXIMUM MARK: 100

SYLLABUS/COMPONENT: 0530/03

FOREIGN LANGUAGE SPANISH
(Speaking)

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Marking: General Principles

1 You are urged to use the full range of marks, bearing in mind that it is not necessary for a candidate to be of native speaker standard in order to be given maximum marks within any single category.

2 The general approach is a positive one and you should award marks based on what the candidate can do rather than deducting marks for errors.

3 Above all else, please be consistent in your marking. The moderation process allows for adjustments to be made to consistently harsh or consistently generous marking. If you are unsure of the mark to award, err on the side of generosity.

TABLE A – Test 1: Role Plays (30 marks)

This part of the examination is primarily a test of the candidate's ability to communicate needs, information, requests, etc, in plausibly life-like situations. Intelligibility is therefore of greater importance than grammatical or syntactic accuracy. However, verbal communication only will be assessed: credit will not be given for gestures, facial expressions or other non-verbal forms of communication. The use of appropriate register and correct idiom will be rewarded. The teacher/examiner will play the part of a patient and well-disposed foreigner with no knowledge of the candidate's first language.

Each of the ten tasks to be performed in the examination will be assessed on the scale below. Candidates will be required to give natural responses, not necessarily in the form of "sentences": short answers, if appropriate to the task, could be awarded 3 marks.

Marks are awarded as follows:

An accurate utterance which not only conveys the meaning but which is expressed in native idiom and appropriate register. Minor errors (adjective endings, use of prepositions, etc) are tolerated. The utterance is intelligible and the task of communication is achieved.	3
The language used is not necessarily the most appropriate to the situation and may contain inaccuracies which do not obscure the meaning.	2
Communication of some meaning is achieved, but the native speaker would find the message ambiguous or incomplete.	1
The utterance is unintelligible to the native speaker.	0

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TABLE B – Tests 2 and 3: Topic Conversation and General Conversation (2 × 30 marks)

Scale (a) Comprehension/responsiveness. This assesses the candidate's response in terms of comprehension of the teacher/examiner, immediacy of reaction/response, fluency of response, presentation of material in the topic.

Scale (b) This assesses the linguistic content of the candidate's answers in terms of the complexity, accuracy and range of structures, vocabulary and idiom.

NB. This table is used for Tests 2 AND 3.

Category		Mark
Outstanding	(a) Not necessarily of native speaker standard. (b) The highest level to be expected of the best IGCSE candidates.	14-15
Very good	(a) Generally understands questions first time, but may require occasional re-phrasing. Can respond satisfactorily to both straightforward and unexpected questions. (b) Wide range of mostly accurate structures, vocabulary and idiom.	12-13
Good	(a) Has no difficulty with straightforward questions and responds fairly well to unexpected ones, particularly when they are re-phrased. (b) Good range of generally accurate structures, varied vocabulary.	10-11
Satisfactory	(a) Understands straightforward questions but has difficulty with some unexpected ones and needs some re-phrasing. Fairly fluent, but some hesitation. (b) Adequate range of structures and vocabulary. Can convey past and future meaning; some ambiguity.	7-9
Weak	(a) Has difficulty even with straightforward questions, but still attempts an answer. (b) Shows elementary, limited vocabulary and faulty manipulation of structures.	4-6
Poor	(a) Frequently fails to understand the questions and has great difficulty in replying. (b) Shows very limited range of structures and vocabulary.	0-3

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TABLE C – Impression (10 marks)

Very good pronunciation, intonation and fluency; an occasional slight mistake or hesitation. Not necessarily of native speaker standard.	9-10
Good pronunciation and fluency; makes a fair attempt at correct intonation and expression; some mistakes and/or hesitation.	7-8
A fair degree of fluency and accuracy in pronunciation despite quite a number of errors; some attempt at intonation and expression.	5-6
Conveys some meaning despite a lack of fluency and many errors; pronunciation strongly influenced by first language.	3-4
Many gross errors; frequently incomprehensible.	1-2

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CAMBRIDGE
INTERNATIONAL EXAMINATIONS

June 2003

INTERNATIONAL GCSE

MARK SCHEME

MAXIMUM MARK: 50

SYLLABUS/COMPONENT: 0530/04

FOREIGN LANGUAGE SPANISH
(Continuous Writing - Extended)

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MARKS FOR RELEVANT COMMUNICATION

Q1 (a) Up to 5 marks in all as follows:

why s/he wants the job	1
why s/he could to the job well	1
information about jobs s/he has done in the past	1
question on accommodation	1
question on hours of work	1

Q1 (b) Up to 5 marks in all as follows:

acknowledgement of letter	1
where s/he spent holiday and with whom s/he went	1
description of a problem s/he had and its solution	1
2 questions	1+1

Q2 Up to 5 marks in all as follows:

Description of what happened next	1(+1)
His/her reactions	2
How it all ended	1(+1)

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Counting words

(a) In letters ignore any address or date. Ignore also any title which the candidate has invented. No marks may be gained for the above.

(b) Count up to exactly 140 words. Award no more marks thereafter, either for Communication or Language. But see note (e).

(c) Our definition of a word is a group of letters surrounded by a space:

el Señor = two words

(d) All numbers count as one word each whether written as figures or as words.

32 = one word
treinta y dos = one word

(e) When the 140th word splits a Marking Unit, award a mark for the unit if correct in spite of (b).

…*con* || *mi amigo*. Record a tick for *con*.

(f) Indicate the 140th word by ||.

Irrelevant material

In the case of a deliberately evasive answer, which consists almost entirely of irrelevant material exploited in defiance of the rubric, a score of 0/25 is given. These are rare in IGCSE. The genuine attempt to answer the question, which fails due to a misunderstanding of the rubric, will normally lose Communication marks but score for Accuracy and Impression. Examiners in doubt should contact the Principal Examiner during the marking period. When part of an answer is clearly irrelevant, include such material in the word count, but bracket it and award no Accuracy marks.

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LANGUAGE MARKS

This part of the mark scheme applies to both Paper 2 and Paper 4.

GENERAL COMMENTS

The positive marking scheme is intended to reward both accuracy and ambition. No marks are deducted for errors.

MARKING UNITS

A tick is awarded for a correct Marking Unit of which each element is correct.

A Marking Unit may consist of the correct use of any of the following items:

- A noun or pronoun + verb.
- A verb used as an infinitive, with or without a preposition.
- A noun or pronoun + adjective or adjectival phrase or partitive.
- A noun or pronoun + preposition or prepositional phrase.
- All pronouns except subject and reflexive
- All adverbs (except *muy*)
- All conjunctions (except *y* (unless changed correctly to *e* where this is necessary) and *pero*)

See below for details.

Each unit (as mentioned above) scores one tick, which should be placed above the verb or the preposition. The spelling and possible accent of verbs must be absolutely correct in order to score a mark. Otherwise, inaccuracies in the use of accents are tolerated except where they are used to distinguish between two words of different meaning or function.

E.g. *aun/aún*, *solo/sólo* and interrogatives which must be accented *¿Cuándo? ¿Dónde?*

E.g. *Estuve alli* = 2 ticks
Tambien fue = 2 ticks
Es fantastico = 2 ticks

Misspelling of proper nouns in the case of a person's name or a town, place or country should be tolerated

E.g. …*con Guilermo* = 1
…*desde Inglatera* = 1

Allow the use of *tú* or *usted* in informal letters. In the case of inconsistencies reward the most frequently used. Disallow the use of *tu*, *tus* etc in formal letters. Also disallow glaringly inappropriate register.

Eg Formal letters: disallow such as ¡*Hola*! *Saludos*
Informal letters: disallow such as *Acuso recibo de su carta*…

Disallow the inappropriate use of the perfect tense.

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Do not reward 'letter etiquette' for Language IN QUESTION 2 when a letter is not required.

LETTER ETIQUETTE

Start of the letter

Reward with a tick for Language the correct use of a suitable opening, i.e. the use of *Estimado señor*, *Estimada señora*, *Muy señor mío* or *Muy señora mía* in a formal letter. Greetings such as ¡*Hola*! or *Querido Juan/Querida María* gain a tick if used correctly in informal letters.

Award ticks for Language up to a maximum of 5 only, for pre-learnt preamble such as:

Siento mucho haber tardado tanto en escribirte (maximum 5)

Thereafter, ignore everything not related to the task set.

NB. These 'politesses' may occur at the end of the letter. If they do, reward to a maximum of 5.

Letter ending

Allow a maximum of 3 ticks for all formal and informal 'politesses'.

E.g. *Esperando su respuesta le queda muy agradecido*; *Escríbeme pronto*; *Un abrazo fuerte* etc. Mark for language in the normal way up to a maximum of 3 ticks.

TOLERANCES

When a verb is governed by multiple subjects tolerate if either is correct.

E.g. El mujer y su esposo (1) salieron (1)

When an adjective or a preposition is dependent on two or more nouns tolerate if one is correct.

E.g. …con (1) el mujer y el hombre

No credit is usually given to the occasional correctly spelt item in a sequence which makes no sense in Spanish. However recognisable discreet items such as *mi casa* may be rewarded in such a context.

When the gender of the writer is variable, tick only the most frequent.

Always accept the declared gender of the writer when marking agreements and ignore the name on the front of the script and at the end of the letter.

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(A) VERBS

1 Subject (noun or pronoun) + any finite verb = 1 (if all elements are correct)

tengo un amigo	= 1	*compré un disco*	= 1
Juan llamo	= 0	*el mujer salió*	= 0
volvió a casa	= 2	*volvio a casa*	= 1
comí paella	= 1	*esta*	= 0

2 Imperative = 1

ven	= 1	*oiga*	= 1

3 Participle (past or present) = 1

el hombre sentado	= 1	*terminado el programa*	= 1
terminada la programa	= 0	*terminado la programa*	= 0
siendo estudiante	= 1	*fui corriendo*	= 2
volvio corriendo	= 1		

4 Verb + infinitive = 1 + 1

quiero (1) *salir* (1) *quiero* (1) *vuelver* (0)
quiro (0) *salir* (1)

Verbs that require a preposition (*a*, *de*, *en*, *por* or *con*) or the word *que* before another verb = 2

empecé a gritar	(3)	*insistió en salir*	(3)
empecé gritar	(2)	*optó por luchar*	(3)
trato de bajar	(3)	*tenía que correr*	(3)

5 Preposition + verb = 1 + 1

sin	(1)	*esperar*	(1)
antes de	(1)	*llegar*	(1)
después de	(1)	*comer*	(1)

NB. *Al* + infinitive = 1 + 1
Al terminar, salió (3)
Al llegar, llamó (3)

6 Impersonal verbs (such as *gustar*, *quedar*, *faltar* etc)

Me gusta	(2)	*leer* (1)	= 3	*Me* (1) *gusto* (0) *leer* (1)	= 2
Le gustan	(2)	*las fiestas*	= 2		
Me quedaban	(2)	*diez pesetas*	= 2		

7 Passive and participle with *estar*

Reward by usual rules.

La puerta estaba (1) *abierta* (1)
El pueblo fue (1) *destruido* (1)

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8 Negatives

No comen (1)
No podía (1)

But

Nadie vino (2)
Nunca vino (2)

No hace ni frío ni calor (3)

Reward a double negative with 1 tick

No había nada (2)
No había visitado nunca Granada (2)
No tenía ningún libro (2)

A negative may be rewarded when it stands alone.

Nadie (1); *Nunca* (1); *Jamás* (1)

9 Compound tenses (perfect, pluperfect, past anterior, future perfect, conditional perfect, perfect subjunctive, pluperfect subjunctive) are awarded 1 tick.

He hecho = 1 tick
Habría llegado = 1 tick
Hubiera vuelto = 1 tick
Ha volvido = 0

10 Continuous forms of the verb *estar* and gerund are awarded 1 tick.

estoy escribiendo = 1 tick
estaba estudiando = 1 tick
estarán comiendo = 1 tick

11 Periphrastic verb forms are awarded 2 ticks.

ir + a + infinitive = 2 ticks
voy a ir = 2 ticks
van a estar = 2 ticks

llevar + gerund = 1 tick
llevo (dos años) estudiando el español = 1 tick
estarán comiendo = 1 tick

ir + gerund = 1 tick
voy mejorando = 1 tick

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(B) NOUNS

A noun with a definite or indefinite article does not score. No credit is given to a noun with a number.

el novio = 0 *diez flores* = 0

A noun may be part of a Marking Unit as illustrated below.

1 Subject + verb = 1

See above in (A) *el joven comió* = 1

2 Preposition (+ article) + noun = 1

a Madrid	= 1	*en la cocina*	= 1	*con Pablo*	= 1
al cine	= 1	*al lado de* (1) *mi amigo* (1)	= 2	*para ese hombre*	= 2
por avión	= 1	*desde Roma*	= 1	*café con leche*	= 1
entre amigos	= 1	*sin gas*	= 1	*en avión*	= 1
el programa del radio	= 0				

el/la habitación de los niños/del chico/de la señora/de Pablo = 1 each (despite faulty gender of *habitación*)

3 Noun/pronoun + adjective = 1

el niño guapo = 1 *es interesante* = 2 *la niña guapo* = 0

This includes possessive, interrogative (see (A) 9), demonstrative and indefinite adjectives.

mi casa está cerca	= 3	*tenía algún dinero*	= 2
mis padres (1) no están (1)	= 2	*otro día*	= 1
este libro	= 1	*todo el pueblo*	= 1
aquellos chicos	= 1	*cada vez*	= 1

4 Expressions of quantity + noun = 1

Both elements must be correct.

un kilo de tomates	= 1	*un paquete de galletas*	= 1
mucho dinero	= 1	*una kilo de manzanas*	= 0

Quantities with prepositions, adjectives and verbs:

con muchos niños pequeños = 3 *con muchos niños* = 2
con (1) *muchos niño pequeños* (1) = 2

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(C) ADJECTIVES

1 Noun/pronoun + adjective = 1

Each element must be correct for the unit to gain a tick. The adjective must be in the correct form and position. See above in (B).

la casa blanca = 1 *la casa es bonita* = 2 *es bonita* = 2

2 Noun + adjectival phrase = 1 sometimes

la sala de estar = 0 (this is one dictionary/vocabulary item)
el anillo de oro = 1

3 Faulty adjectives do not invalidate other units

nuestro (1) *primera día* = 1
nuestro (1) *primer día* (1) = 2

4 Adjectives used as nouns = 0

los ricos = 0 *los españoles* = 0

5 Comparatives and superlatives

más… que = 1 *menos… que* = 1

es (1) *más alto* (1) *que* (1) *papa* = 3
es (1) *tan alto* (1) *como* (1) *papa* = 3
los más ricos (1) *del mundo* (1) = 2
los peores (1) *del mundo* (1) = 2

mejor = 1 *peor* = 1
mayor = 1 *menor* = 1
el mejor = 1

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(D) PRONOUNS

All pronouns other than subject pronouns and reflexives are ticked when used correctly.

1 Object pronouns = 1

Juan lo vio = 2 *Yo voy a verles* = 3
El me lo dio = 3 *El te ha visto* = 2
Yo te lo doy = 3 *Yo lo te doy* = 2

2 Disjunctive or Emphatic pronouns

mí, *ti*, *él*, *ella* = 1 tick

conmigo, contigo, etc. = 2 ticks

3 Demonstrative pronouns = 1

este, ese, aquel = 1
éste, *ése*, *aquél,* etc. = 1

4 Possessive adjectives/pronouns = 1

mi/mis, tu/tus, su/sus, etc. = 1
el mío, *el tuyo,* etc. = 1

5 Relative pronouns

que, *quien*, *quienes*, *el/la que*, *el/la cual*, *cuyo*, *lo que*, *lo cual,* etc. = 1

la niña que (1) *canta* (1)
la casa en que (1) *vivo* (1)

lo + adjective = 1 + 1

lo bueno (2) fue (1)… = 3
lo más importante es = 4

6 Interrogative pronouns = 1

¿Cómo?	*¿Para qué?*	*¿Adónde?*	*¿Cuándo?*
¿De quién?	*¿De dónde?*	*¿Dónde?*	*¿Cuál?*
¿Qué?	*¿Por qué?*	*¿Cuáles?*	*¿Cuánto/a/os/as?*
¿Para quién?	*¿Con qué?*		

¿Quién sabe? = 2 *¿A quién* (1) *escribe* (1) *María*? = 2
¿Habló español? (1) *¿Se marcharon?* (1)
¿Verdad? (1)

The accent must be included on a question word if the question is indirect.

Eg *Preguntó (1) quién (1) iba (1) a casa* (1)

7 Indefinite pronouns

algo, *alguien*, *alguno*, *nada*, *nadie*, *todo*, *ciertos*, *muchos* = 1

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(E) PREPOSITIONS

1 With verbs

sin (1) *esperar* (1)
antes de (1) *comenzar* (1)

2 With nouns

durante el viaje = 1
según Juan = 1

3 With pronouns

con él = 2
para mí = 2
a él (2) *le* (1) *gustó* (1)

4 In a phrase

enfrente de la catedral = 1
alrededor de la mesa = 1 *alrededor de (1) la mesas* = 1

5 Personal *a*

a (1) *él* (1) *le* (1) *gustó* (1) = 4
él gustó = 0
él le (1) *gustó* (1) = 2

(F) ADVERBS

All adverbs and adverbial phrases used correctly gain one tick except *muy*.

habló de prisa = 2 *voy a menudo* = 2
aquí/allí/ahí = 1 *de repente* = 1
por desgracia = 1

Treat 'set' adverbial phrases such as the following as single units:

a toda velocidad = 1

Treat Comparatives and Superlatives of adverbs in the same way as adjectives. See (C).

(G) CONJUNCTIONS

All Conjunctions used correctly receive a tick except *y* and *pero*

mientras = 1 *porque* = 1
sé que = 2 *dice que* = 2

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(H) EXPRESSIONS

1 Time

el domingo = 1
por la tarde = 1
tarde = 1
el domingo que viene/próximo/pasado = 1
el domingo por la mañana = 1
más tarde = 1
(hasta) luego = 1
(hasta) pronto = 1
ayer/anteayer = 1
mañana/mañana por la mañana = 1
al día siguiente = 1
a las diez = 1
son las diez = 1
después de/antes de = 1
sobre las dos y media = 1
a las diez menos cuarto = 1
el 7 de junio = 1

2 Weather

Treat expressions with *hacer* by the usual rules as follows:

hace (1) *calor/frío* (1) = 2
hace (1) *sol/viento* (1) = 2
hace buen/mal tiempo = 2
llueve = 1
está lloviendo = 1

3 Tener and dar expressions

tengo 20 años = 1 *tengo hambre/frío* = 1
me di cuenta = 1 *dio un paseo* = 1

4 Miscellaneous

hay = 1 *¿verdad?* = 1 *más o menos* = 1
por favor = 1 *quizás* = 1 *de hecho* = 1
en realidad = 1

5 Greetings and expletives

buenos días/hola/adiós/un abrazo/un abrazo y un beso/hasta la vista/un abrazo fuerte/un abrazo de su amiga… = 1

¡Dios mío!/¡Ay! = 1

Treat valedictions as language (maximum 3).

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Conversion Table for 0530/2

Number of ticks Maximum 20	Mark out of 5 (for Accuracy of Language)
20+	5
16-19	4
12-15	3
8-11	2
4-7	1
0-3	0

Conversion Table for 0530/4

Number of ticks Maximum 60	Mark out of 15	Pro rata (General Impression)* Maximum 5
60+	15	5
55-59	14	5
51-54	13	4
48-50	12	4
45-47	11	4
42-44	10	3
38-41	9	3
34-37	8	3
30-33	7	2
26-29	6	2
22-25	5	2
19-21	4	1
15-18	3	1
11-14	2	0
7-10	1	0
0-6	0	0

* **General Impression**

The pro rata mark based on the Language Mark should serve as the first guide. This mark should be adjusted up or down by one mark where this is justified by positive or negative qualities of the candidate's work.

0-1 Does not rise above the requirements for the Directed Writing Task in Paper 2.

2 Fairly good use of idiom, vocabulary, structures and appropriate tenses.

3 Good use of the above.

4 Very good use of the above.

5 Excellent use of the above.

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