

**UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS**  
**International General Certificate of Secondary Education**

**MARK SCHEME for the May/June 2011 question paper**  
**for the guidance of teachers**

**0530 FOREIGN LANGUAGE SPANISH**

**0530/21**

Paper 2 (Reading and Directed Writing),  
maximum raw mark 65

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.

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

Cambridge is publishing the mark schemes for the May/June 2011 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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## 1 General Marking Principles

**1.1 Please note that it is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided in Section 3. You will need to consider all alternative answers and unexpected approaches in candidates' scripts, make a decision on whether they communicate the required elements, in consultation with your Team Leader if necessary (or with your Product Manager if you are a single Examiner), and award marks accordingly.**

The following marking principles underpin the detailed instructions provided in Section 3 of the Mark Scheme. **Where a decision is taken to deviate from these principles for a particular question, this will be specified in the Mark Scheme.**

### 1.2 Crossing out:

- (α) If a candidate changes his / her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct.
- (β) If a candidate crosses out an answer to a whole question but makes no second attempt at it, mark the crossed out work.

### 1.3 Reading tasks: more than the stipulated number of boxes ticked / crossed by the candidate:

- (α) If more than one attempt is visible, but the candidate has clearly indicated which attempt is his / her final answer (e.g. by crossing out other attempts or by annotating the script in some way), mark in the usual way.
- (β) If two attempts are visible (e.g. two boxes ticked instead of the 1 box stipulated), and neither has been crossed out / discounted by the candidate, no mark can be awarded.
- (χ) In questions where candidates are required to tick a number of boxes (e.g. tick the 6 true statements) the general rule to be applied is as follows: the number of 'extra' answers indicated by the candidate is deducted from the number of correct answers and the remaining number is the mark awarded, e.g. the candidate is required to tick 6 true statements, but instead ticks 8 statements. 5 of the 6 ticks are correctly placed, but 2 of the ticks are 'extras' (8 ticks placed by candidate minus 6 ticks required by rubric = 2). Therefore the candidate is awarded a mark of 3

$$\begin{aligned}
 &5 - \text{number of correct ticks} \\
 &-2 \text{ minus number of extra ticks} \\
 &= 3
 \end{aligned}$$

- (δ) Answers in pen do not take precedence over answers in pencil, e.g. if a candidate is asked to tick 1 box and ticks two, one in pen and the other in pencil, the mark cannot be awarded unless there is some explicit indication from the candidate as to which is his / her final answer.

### 1.4 Reading tasks: for questions requiring more than one element for the answer, (i) and (ii), where the answers are interchangeable:

Both correct answers on line 1 and line 2 blank = 2  
 Both correct answers on line 1, but another answer on line 2 wrong = 1  
 (or vice-versa)

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**1.5 Reading tasks:** answers requiring the use of Spanish (rather than a non-verbal response) should be marked for communication. Tolerate inaccuracies provided the message is clear.

- (α) 'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer?
- (β) Look-alike test: does what the candidate has written look like the correct answer?
- (χ) Accept incorrect gender or person unless Mark Scheme specifies otherwise.
- (δ) Accept incorrect possessive adjectives e.g. mi, tu, su etc, unless Mark Scheme specifies otherwise (in general, Section 2 accept, Section 3 consult Mark Scheme carefully).

**1.6** Unless the Mark Scheme specifies otherwise, **do not accept incorrect Spanish if the word given means something else in Spanish**. (Incorrect Spanish which constitutes a word in any language other than Spanish is marked (i) on the basis of whether it is accepted or refused in the Mark Scheme and (ii) if not mentioned in the Mark Scheme, on the basis of 2.5 above).

**1.7** Annotation used in the Mark Scheme:

t.c. = 'tout court' and means that on its own the material is not sufficient to score the mark.

**1.8** No response and '0' marks

There is a NR (NO Response) option in **Scoris**.

Award NR (No Response):

- If there is nothing written at all in the answer space or
- If there is only a comment which does not in any way relate to the question being asked (e.g. 'can't do' or 'don't know') or
- If there is only a mark which isn't an attempt at the question (e.g. a dash, a question mark).

Award 0:

- If there is any attempt that earns no credit. This could, for example, include the candidate copying all or some of the question, or any working that does not earn any marks, whether crossed out or not.

**1.9 Extra material: Section 2, Exercise 1**

In **Section 2, Exercise 1** – reward the candidate for being able to locate the answer in the passage. Do not worry about lifting unless this would cause the message to be seriously distorted (in general, incorrect possessives should not be judged to cause distortion: see 2.5(d) – in which case a lift will be specifically rejected in the Mark Scheme).

**Ignore extra material given in an answer providing that it does not invalidate an answer.**

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### 1.10 Extra material: Section 3

In **Section 3** it is the candidate's responsibility to answer questions in such a way as to demonstrate to the Examiner that s / he has understood the texts / questions. Where candidates introduce extra, irrelevant material to an otherwise correct answer the danger is that the Examiner is being forced to 'choose' the correct answer and s / he cannot be certain that the candidate has shown understanding. Where the Examiner is put in this position the mark cannot be awarded.

In **Section 3**, look for signs of genuine comprehension. Usually, candidates who lift **indiscriminately** fail to demonstrate comprehension and will not score the mark. However, **careful** lifting of the details required to answer the question does demonstrate comprehension and should be rewarded. The Detailed Mark Scheme (Section (c)) provides specific guidance but in cases not covered, the following general rules apply:

<b>(a)</b>	Extra material, mentioned in the Mark Scheme, which reinforces the correct answer or in itself constitutes an alternative correct answer:	this is acceptable and is not penalised
<b>(b)</b>	Extra material which constitutes an alternative answer, <b>but which is not explicitly mentioned in the Mark Scheme:</b>	the Examiner needs to decide, by consulting the text and the Team Leader if necessary whether the alternative answer constitutes:  (i) an alternative correct answer, in which case this falls into category (a) and the answer should be rewarded  (ii) or an answer which on its own would be refused, in which case this falls into category (c) and the answer should be refused
<b>(c)</b>	Extra material which constitutes an alternative answer <b>specifically refused in the Mark Scheme:</b>	this puts the Examiner in the position of having to 'choose' which is the candidate's 'final' answer – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded
<b>(d)</b>	Extra material which distorts or contradicts the correct answer:	this affects communication – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded
<b>(e)</b>	Extra material introduced by the candidate and which does not feature in the text:	this affects communication – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded. It can sometimes be difficult to draw the line between what is a deduction made by an able candidate on the basis of what they have read and pure guesswork. Therefore, where an answer of this sort occurs which is not covered in the Mark Scheme, Examiners should consult their Team Leader

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**SECTION 1****Exercise 1 Questions 1–5**

1 A

2 B

3 D

4 D

5 C

**[1 mark per item = 5 marks]****Exercise 2 Questions 6–10**

6 D

7 A

8 F

9 C

10 E

**[1 mark per item = 5 marks]****Exercise 3 Questions 11–15**

11 F

12 C

13 E

14 D

15 A

**[1 mark per item – 5 marks]**

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## Exercise 4 Question 16

**COMMUNICATION:** 1 mark per item up to a maximum of 3

(For COMMUNICATION accept any tense)

+

**APPROPRIATENESS OF LANGUAGE:** 0, 1 or 2 marks according to grid

- Mark answers that are not written in the space provided for that purpose exactly as if they were written in the correct space, e.g. where candidates answer the questions but ignore the instruction to frame their answer as a message:
- Where there are two versions, one by pics + one in box, mark what is in the box.

<b>Communication</b>		<b>REFUSE</b>
(a) <b>cómo es tu primo (una descripción)</b> es alto / tiene el pelo corto / es joven / simpático Accept 'amigo'		
(b) <b>de dónde es</b> es de / vive en una gran ciudad / Barcelona / Alemania		Es en la ciudad
(c) <b>lo que le gusta hacer</b> le gusta tocar la guitarra Allow any leisure activity		
<b>Appropriateness of language</b>		<p><b>When marking for Language, consider only the parts of the candidate's work for which you are awarding a communication mark.</b></p> <p><b>NB: if candidates <u>do not attempt</u> one of the tasks they cannot score more than 1 mark for language.</b></p>
2	For the award of 2 marks, 2 verbs must be in appropriate tenses. Minor errors (adjective endings, use of prepositions etc) are tolerated.	
1	There is some appropriate usage to reward. For the award of 1 mark, 1 verb must be in an appropriate tense.	
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 17–25

- In this exercise, reward the candidate for being able to locate the answer in the passage.
- Ignore extra material (whether Spanish is accurate or inaccurate) in an answer providing that it does not invalidate an answer.
- In any case where lifting is unacceptable it will be specifically rejected in the Mark Scheme.

READ SECTION 1: GENERAL MARKING PRINCIPLES, IN PARTICULAR 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9

ACCEPT	REFUSE	
17 Un pueblo ('pequeño') / en Inglaterra	'En un pueblo ... muy aburrido'	[1]
18 Es muy aburrido / no le gusta / (no hay) nada que hacer	En un pueblo...aburrido / en este pueblo...	[1]
19 Le gusta estar con los compañeros / estoy con mis compañeros / prefiero estar con mis compañeros	Whole sentence – 'Por una vez... compañeros	[1]
20 Está enferma / mala / Le duele la pierna / se ha roto la pierna / mala suerte / rompértela la pierna	Suerte t.c. Es una lástima que no estés aquí	[1]
21 Llueve (mucho) / ha llovido / lluvia / está gris / triste / hace mal tiempo	Llover	[1]
22 (a) Nadar / bañarse / me		[1]
(b) Comer / pizza / buscar un restaurante	No tiene ganas de bañarse	[1]
23 (Tiene / tengo) hambre / quiere comer	Cena(n) muy temprano / a las seis y media	[1]
24 La primera semana ha pasado volando / (una) semana		[1]
25 Trabajar en Londres(si sus padres se lo permiten) / volver para trabajar / espero volver para trabajar	A Londres / trabajar allí / Trabajar...si mis padres me lo permiten	[1]

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## Exercise 2 Question 26

<b>NO WORD COUNT</b> <ul style="list-style-type: none"> <li><b>COMMUNICATION:</b> 1 mark per point (as indicated) up to a maximum of 10</li> <li><b>ACCURACY:</b> up to 5 marks according to grid</li> </ul>	
<p><b>Communication</b>  <b>NB:</b> Each successfully completed point from the 4 tasks (a), (b), (c) and (d) earns one mark.          If one point from <u>(a) or (b) or (c) or (d)</u> is missing, the maximum communication mark is 9.          If 2 points from <u>(a), (b) or (c) or (d)</u> are missing, the maximum communication mark is 8.</p> <p><b>LISTS</b> = a maximum of 3 marks for communication:          lists of 1–3 items = 1 mark          lists of 4 items = 2 marks          lists of 5–6 items = 3 marks</p>	
(a) <b>tu nueva casa</b> Está en... / Es hermosa / grande / moderna	
(b) <b>la ciudad dónde vives ahora</b> Vivo en... / Es... / Hay...	
(c) <b>lo que haces en la ciudad</b> Voy al cine / nado en el mar / salgo con mis amigos	Reject general description – must respond to 'haces'
(d) <b>dónde te gustaría vivir en el futuro, y por qué</b> Me gustaría vivir en...porque...	
Up to 5 further details related to (a), (b), (c) or (d)	
Only 1 part of task (d) required to fulfil communication point. 6 marks available for extra detail. Accept Present tense for communication mark.	
Marking annotation: <b>Left margin:</b> ticks for communication (a) – (d). <b>Right margin:</b> ticks for extra detail 1–6.	



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**Accuracy**

<b>5</b>	Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. Use of a limited range of verbs, generally successful. More accuracy than inaccuracy.
<b>4</b>	Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.
<b>3</b>	Very basic vocabulary and structure. Little awareness of verb usage (e.g. infinitives regularly used instead of finite verbs). Despite regular errors, the writing often conveys some meaning.
<b>2</b>	A few phrases or short sentences are accurate enough to be recognisable. Very simple sentence structure.
<b>1</b>	Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.
<b>0</b>	Nothing accurate enough to be comprehensible.

**[TOTAL: 15]**

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## SECTION 3

If the candidate has written an answer in the space provided for that purpose, you should ignore anything written anywhere else, unless:

- (i) there is an indication from the candidate that other material should be considered
- (ii) the candidate has continued their answer outside the space provided
- (iii) there is no answer in the space provided.

**Exercise 1 Questions 27–32**

**1 Mark per question for True or False + 1 Mark for correcting False statement (27, 28, 29, 32)**

**READ SECTION 2: GENERAL MARKING PRINCIPLES, IN PARTICULAR 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 2.8, 2.10**

(a) **True / False element:** all 6 statements appear on screen. Enter marks as appropriate for correct identification of each statement as True or False.

- If neither True nor False is 'ticked' for a question, enter N / R (no response).
- If both True and False are 'ticked' (and there is no clarification of candidate's 'final' answer), enter 0.

(b) **Justification for False statements:** only the 4 False statements appear on screen.

If True is 'ticked', award 0 (ignore any justification)

If True and False are **both** 'ticked' (and there is no clarification of candidate's 'final' answer), award 0 (ignore any justification)

- If False is 'ticked', mark **justification** and enter mark.
- If **neither** True **nor** False is 'ticked', mark **justification** and enter mark (no mark awarded for True / False element)

**VERDADERO    FALSO**

27	<input type="checkbox"/>	<input checked="" type="checkbox"/>	[1]
28	<input type="checkbox"/>	<input checked="" type="checkbox"/>	[1]
29	<input type="checkbox"/>	<input checked="" type="checkbox"/>	[1]
30	<input checked="" type="checkbox"/>	<input type="checkbox"/>	[1]
31	<input checked="" type="checkbox"/>	<input type="checkbox"/>	[1]
32	<input type="checkbox"/>	<input checked="" type="checkbox"/>	[1]

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CHECK FALSO IS TICKED	REFUSE MERE ADDITION OF NEGATIVE
27 Se pusieron en contacto antes / querían casarse el 9 de septiembre / (en contacto) a principios del año 2009 [1]	
28 Ocurrió algo similar en <b>2008</b> (must be present in answer) / <u>también</u> en 2008 [1]	En 2008 t.c.
29 Se casó / celebró su boda / organizó su / una boda / el ayuntamiento de Pekín organizó estas bodas [1]	
32 Algunas / no todas se fotografiaron / (se hizo)(semanas) después / (porque) faltaban fotografías / tantas parejas se casaban a la vez [1]	Incluso hasta semanas después...boda / cada familia hacía lo que le parecía bien

## Exercise 2 Questions 33–41

READ Section 2 of the Mark Scheme: General Marking Principles, IN PARTICULAR 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10		
ACCEPT	REFUSE	
33 Hablarán / hablan de los ordenadores / ordenadores, no las vacaciones / no hablan de las vacaciones / la introducción de los ordenadores	Ordenadores t.c. Los ordenadores que se van a repartir gratis a cada alumno español No va a ser las vacaciones No hablan de las vacaciones	[1]
34 Que vaya / vayan / se vayan a convertirse en juguetes.		[1]
35 (Utilizaban) lápices y cuadernos	Al fin y al cabo...padres	[1]
36 (Va a impactar sobre todo) en el mundo del trabajo de los alumnos (para la mayoría de las asignaturas)	El mundo del trabajo	[1]
37 (Para) solucionar problemas.	Buscar información en internet	[1]
38 (Cree que es) un progreso.	Se ofrece como un progreso	[1]
39 Desaparecerá <b>el hábito</b> de la lectura / la desaparición del hábito de la lectura	La lectura t.c. / el hábito de la lectura / que no van a leer más	[1]
40 (i) (Mejor) preparación / (Tendrán que saber) manejar el ordenador / la informática	Manejar t.c.	[1]
(ii) Los alumnos sabrán más (sobre la informática) que los maestros / ellos	Será imposible... jugando Sabrán manejar mejor t.c.	[1]
41 B		[1]