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UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2012 question paper

for the guidance of teachers

0530 FOREIGN LANGUAGE SPANISH

0530/23 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.

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1 General Marking Notes

2 General Marking Principles

2.1 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.**

2.2 Crossing out:

(a) If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct.

(b) If a candidate crosses out an answer to a whole question but makes no second attempt at it, mark the crossed out work.

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

(a) 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.

(b) 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.

(c) 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

5 number of correct ticks
–2 minus number of extra ticks
= 3

2.4 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)

2.5 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.

(a) 'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer?

(b) Look-alike test: does what the candidate has written look like the correct answer?

(c) Accept incorrect gender or person unless Mark Scheme specifies otherwise.

(d) 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).

2.6 Unless the Mark Scheme specifies otherwise, **do not accept incorrect Spanish if the word given means something else in Spanish**. (Incorrect 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).

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2.7 Annotation used in the Mark Scheme:

(a) INV = Invalidation and is used when additional material included by the candidate is judged to invalidate an otherwise correct answer thus preventing him/her from scoring the mark (INV = 0).
(b) tc = 'tout court' and means that on its own the material is not sufficient to score the mark.
(c) HA = harmless additional material which in conjunction with the correct answer does not prevent the candidate from scoring the mark.
(d) BOD = Benefit of the Doubt and is used to indicate material considered by the Examiner and judged to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.

2.8 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.

2.9 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.

2.10 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:

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(a)	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)	Extra material which constitutes an alternative answer, **but which is not explicitly mentioned in the Mark Scheme:**	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
(c)	Extra material which constitutes an alternative answer **specifically refused in the Mark Scheme:**	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
(d)	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
(e)	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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3 Detailed Mark Scheme

SECTION 1

Exercise 1 Questions 1–5

1 A

2 B

3 D

4 A

5 C

[1 mark per item = 5 marks]

Exercise 2 Questions 6–10

6 F

7 C

8 E

9 B

10 A

[1 mark per item = 5 marks]

Exercise 3 Questions 11–15

11 B

12 C

13 A

14 A

15 C

[1 mark per item – 5 marks]

[Total: 15 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)
+
APPROPRIATENESSS 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 pictures + one in box, mark what is in the box.

Communication		**REFUSE**
(a) cómo pasas la tarde e.g. Voy al cine/a ver una película. **Accept incorrect tense for communication only.** **Verb must be in the correct tense for language mark in all 3 tasks.**		
(b) a qué hora vuelves a casa e.g. Vuelvo a las 10. **Accept incorrect tense for communication only.**		Incorrect time
(c) qué vas a hacer después e.g. Quiero/voy a comer/cenar/ir al restaurant con mis amigos. **Accept incorrect tense for communication only.**		
Appropriateness of language		**When marking for Language, consider only the parts of the candidate's work for which you are awarding a communication mark.** **NB: if candidates <u>do not attempt</u> one of the tasks they cannot score more than 1 mark for language.**
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.	

[Total: 5 marks]

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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 2: GENERAL MARKING PRINCIPLES, IN PARTICULAR 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9

		ACCEPT	REJECT	
17		(Porque tiene) malas noticias. Juan ha tenido que cambiar los planes de la visita de Carlos.	Noticias tc	[1]
18		Dos años		[1]
19	**(i)**	Mal tiempo/llovió mucho/inundaciones en el pueblo		[1]
	(ii)	Se inundó la casa/entró (un metro de) agua en la casa./La familia/Juan tuvo que mudarse a un piso.	Entró un metro de agua. tc	[1]
20		(Viven en) un piso.	Viven en una casa/una ciudad.	[1]
21		El piso es (demasiado) pequeño./La casa está en mala condición./Juan tuvo que mudarse a un piso.		[1]
22		Pasar unas semanas en casa de sus abuelos./Ir a/vivir en la casa de sus abuelos.		[1]
23		Salir por la noche (que es lo que más me gusta hacer.)		[1]
24		Tiene muchas ganas de verlo.	*A ver si puedes cambiar….verte.*	[1]
25		(Todo el mes de) agosto. *Tengo la intención…de mis abuelos*.		[1]

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Exercise 2 Question 26

NO WORD COUNT
- **COMMUNICATION: 1 mark per point (as indicated) up to a maximum of 10**
- **ACCURACY: up to 5 marks according to grid**

Communication

NB: Each successfully completed point from the 4 tasks (a), (b), (c) and (d) earns one mark.
If one point from (a) or (b) or (c) or (d) is missing, the maximum communication mark is 9.
If 2 points from (a), (b) or (c) or (d) are missing, the maximum communication mark is 8.

LISTS = 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

(a) dónde trabajas [1]	**REFUSE**
(b) en qué consiste tu trabajo y si te gusta o no [1]	
(c) lo que haces con el dinero que ganas [1]	
(d) qué trabajo vas a hacer en el futuro. [1]	
Up to 6 further details related to **(a), (b), (c) or (d)** [1 + 1 + 1 + 1 + 1 + 1]	

Accuracy

5	• Limited range of vocabulary, idiom and structures (e.g. *porque – adj agreement – me (etc.) gusta).* • The style of writing is basic but reasonably coherent. • Use of a limited range of verbs, often successful. • More accuracy than inaccuracy.
4	• Basic range of vocabulary, idiom and structures (e.g. *porque – gusta (no pronoun)*). • Sentences may be repetitive, but are often successful. • Use of a basic range of verbs, with some success. • The writing is sufficiently accurate for meaning to be conveyed.
3	• Basic range of vocabulary and structures. • Sentences are repetitive. • Some awareness of verb usage. • Despite regular errors, the writing conveys some meaning.
2	• Basic vocabulary and structures. • Effective for a variety of straightforward messages. • Little awareness of verb usage. • The degree of inaccuracy often obscures the meaning.
1	• Minimal vocabulary. • Effective for some messages (more than one), usually unconnected. • Insufficient accuracy to convey the meaning.
0	• Insufficient accuracy to be awarded a mark of 1.

[Total: 15 marks]

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SECTION 3

Exercise 1 Questions 27–32

1 Mark per question for True or False + 1 Mark for correcting False statement (27, 29, 31, 32)
READ SECTION 2: GENERAL MARKING PRINCIPLES, ESPECIALLY 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		✓	[1]
28	✓		[1]
29		✓	[1]
30	✓		[1]
31		✓	[1]
32		✓	[1]

CHECK FALSO IS TICKED	**Refuse mere addition of negative**
27 Sus padres estaban de viaje./Sabía que sus padres estarían de viaje y nunca se enterarían./ Los padres no son presentes. [1]	
29 Poco después empezó a llegar gente que Leanne no reconocía./Los primeros en llegar fueron sus amigos. [1]	
31 Leanne llamó (a la policía). [1]	
32 Pensaba que podía/pudo ser peor. [1]	Pero que supongo que pudo ser peor.

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Exercise 2 Questions 33–42

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	REJECT	
33		Es la primera gondolera/mujer.	Ha obtenido por primera vez el título de gondolera de la ciudad.	[1]
34		Giorgia aprobó/Alexandra no consiguió el título.		[1]
35		Está dispuesta a hacer el (humilde) transporte público. *Pretende…turística*.	Pretendo/pretende conocer todos los aspectos.	[1]
36		Un comentario sobre las bellezas/los monumentos de la ciudad.		[1]
37		Cuando tiene/tenga una licencia oficial.		[1]
38		Número de licencias oficiales/puestos permanentes/gondoleros		[1]
39		Si uno de los otros gondoleros está enfermo/de vacaciones.	Cuando los otros **que** estén enfermos.	[1]
40		C		[1]
41		(Porque) la parte práctica es la más difícil./Es la primera mujer que supera la parte práctica, la más difícil.	Es la primera mujer que supera la parte práctica.tc	[1]
42		Intentando ser gondolera/apuntándose para/ haciendo la prueba		[1]

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