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CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2014 series

0530 SPANISH (FOREIGN LANGUAGE)

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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2014 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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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.

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

(d) Answers in pen do not take precedent 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.

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 and line 2 wrong = 1
(or vice-versa)

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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*, 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 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).

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.

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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 a lift is specifically rejected in the Mark Scheme.

Unless the Mark Scheme states otherwise, ignore extra material given in 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 (3)) provides specific guidance but in cases not covered, the following general rules apply:

(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

Sección 1

Ejercicio 1 Preguntas 1–5			
1	C	1	
2	A	1	
3	B	1	
4	D	1	
5	C	1	**Total : 5**
Ejercicio 2 Preguntas 6–10			
6	D	1	
7	C	1	
8	B	1	
9	A	1	
10	F	1	**Total : 5**
Ejercicio 3 Preguntas 11–15			
11	B	1	
12	A	1	
13	C	1	
14	C	1	
15	B	1	**Total : 5**

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Ejercicio 4 Pregunta 16

COMMUNICATION: 1 mark per item up to a maximum of 3
APPROPRIATENESSS OF LANGUAGE: 0, 1 or 2 marks according to grid

- Mark answers written in note form (e.g. where candidates answer ALL the questions but ignore the instruction to frame their answer as a message) as follows:
- (a) *6 de junio* (b) *jardín* (c) *bailar* = 1 for COMMUNICATION and 0 for APPROPRIATENESS
- Mark answers not written in the space provided exactly as those written in the correct space
- <u>eres</u> el 6 de junio; <u>estás</u> en el jardín; <u>vas</u> a bailar = 2 for COMMUNICATION (candidate loses mark for first "tú" but not for repeated error) and 0 for APPROPRIATENESS

Communication

ACCEPT **FOR COMMUNICATION ACCEPT ANY TENSE** **Spelling: use rules in 2.5, look alike, sound alike, etc**	REFUSE
(a) CUÁNDO ES LA FIESTA 1 **Accept (la fiesta) es/será/va a ser + el 6 de junio** **Accept (la fiesta) está/estará/va a estar + el 6 de junio** **IGNORE**: article or lack of before "6", e.g. es 6 de junio = 1 **IGNORE**: preposition or lack of before "junio", e.g. es el 6 junio **No attempt at verb needed**: La fiesta es en el jardín el 6 de junio = 1 + 1 for Communication (i.e. scores for (a) and (b))	any other date/month es el 6th de junio
(b) DÓNDE ESTÁ LA FIESTA 1 **Accept está/estará + en el jardín/parque/afuera** **Accept es/será + en el jardín/parque/afuera**	any other location, e.g. casa, terraza
(c) QUÉ VAS A HACER EN LA FIESTA 1 **Accept voy/vamos (a) + bailar/ escuchar música** **Accept voy/vamos (a) hacer una discoteca** **Accept bailo/bailamos** **Accept escucho/escuchamos música** **Accept voy/vamos (a) bailando** **Accept voy bailo/vamos bailamos**	any other activity refuse vamos a divertirnos

Appropriateness of Language **NB: if candidates <u>do not attempt</u> one of the tasks they cannot score more than 1 mark for language.**		**For LANGUAGE, consider only the parts of the candidate's work for which you award a Communication mark:** La fiesta ser el 6 de junio. Está en el restaurante. Yo bailar = 2 for comm. + 0 for lang. **For LANGUAGE accept any verb tense/form as long as the sequence follows a logical fashion.**
2	For the award of 2 marks, 2 verbs must be in appropriate tenses/forms. 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 awarded for Communication, 0 marks awarded for Language.	

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Sección 2

Ejercicio 1 Preguntas 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).
- **Accept lifting unless it is specifically refused 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 *mi*, *mis*, *tu*, *tus*, *su*, *sus* etc and *él* throughout for Silvia/Rocío**

	ACCEPT		REFUSE
17	la semana pasada	1	la semana pasada conseguí/consiguió un trabajo en mi/su tienda de moda favorita para los fines de semana
18	(en una/la) tienda (de moda) / en su/mi tienda de moda favorita	1	trabaja en la sección de zapatos / en una zapatería / en el supermercado / en su tienda de moda / en su/mi tienda / en su tienda favorita
19	dos/unos días de prueba / tengo/tiene que hacer dos días de prueba	1	unas pruebas / empiezo/empieza dentro de dos semanas…/ ver en qué sección va a trabajar
20	(le/la/se/me) gustan mucho (los) zapatos	1	le gustan mucho ***tc***
21	(tan) contentos	1	están contentos porque (Silvia) va a ganar dinero/algo (por trabajo) / están contentos porque siempre han dicho (que no tengo ganas de hacer nada)
22	**(i)** and **(ii)** **ANY 2 FROM 3:** (el supermercado) está cerca de su casa (y podía dormir hasta el último momento) / el supermercado queda tan cerca / **AND/OR** podía/puede dormir hasta el último momento / podía/puede dormir muy tarde / **AND/OR** no tenía/tiene que trabajar los fines de semana	2	

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23	preguntar/que pregunte al dueño si hay otro puesto de trabajo (para ella) / preguntar/que pregunte si Rocío puede trabajar allí también / (Silvia) le puede/puedo preguntar al dueño si hay otro puesto de trabajo (para ella) / si ella quiere trabajar en la tienda Silvia va a ver si hay otro puesto 1	trabajar juntas/juntos / trabajar en la tienda de moda (juntas/juntos) / si ella quiere trabajar con ella / al dueño si hay otro puesto de trabajo / que Rocío trabaje en la tienda / trabajar/trabajando en los fines de semana / preguntar al dueño
24	**KEY IDEA:** **EITHER el primer día** **OR a la tienda** acompañarla/le/lo/se (a la tienda) el primer día (de prueba) / acompañar a Silvia (a la tienda) el primer día de prueba / venir conmigo/con ella el primer día de prueba / mi madre quiere acompañarme (a la tienda) el primer día (de prueba) / acompañarla/le/lo/se a la tienda 1	su madre quiere acompañarme/la / para acompañarme Silvia / acompañar a Silvia / que ella acompañe a Silvia / acompañarse
25	para tomar algo (en un café) / para salir a tomar algo / para hablar/charlar / para que Silvia le cuente/cuenta todo / para que Silvia explica/explique todo / Silvia va a explicarlo todo (a Rocío) / Silvia se lo explica todo (a Rocío) / porque Silvia explica todo (a Rocío) / para explicar/explico todo a Rocío 1	para explicar todo / para explico todo / se lo explica todo / te lo explica todo

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Ejercicio 2 Pregunta 26: mi profesor(a) favorito/a

- **COMMUNICATION: 1 mark per item up to a maximum of 10**
- **ACCURACY: up to 5 marks according to banded mark scheme**

IGNORE TITLES, LETTER HEADINGS & ENDINGS FOR COMMUNICATION AND ACCURACY

Communication : **FOR COMMUNICATION BE TOLERANT OF VERBS/TENSES/SPELLING**

- **Award marks flexibly across the tasks. HOWEVER, each of the 4 tasks, (a), (b), (c), (d) must be covered to get the 10 communication marks.**
  <u>If (a) or (b) or (c) or (d)</u> is missing, the maximum communication mark is 9.
  <u>If 2 of (a) or (b) or (c) or (d)</u> are missing, the maximum communication mark is 8.
- **<u>LISTS</u> = 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**
  <u>Estudio</u> francés, español e historia = 1 mark (1 verb = a list of 3)
- **ONLY REWARD EACH ELEMENT ONCE**

ACCEPT (USE NUMBERED TICKS)	REFUSE
(a) una descripción física del profesor/de la profesora **REWARD:** description of the teacher, e.g. es grande	description of the teacher's personality, e.g. es simpático
(b) lo que hace en el colegio **REWARD: what the teacher does at school**, e.g. enseña matemáticas	es el/la professor(a) de drama/Drama / enseña phísica / enseña chimica
(c) lo que más te gusta de esta persona **REWARD: what the candidate likes most about the teacher**, e.g. nos deja hablar en clase/es simpático	
(d) si te gustaría o no ser profesor(a) en el futuro y por qué **REWARD: (no) me gustaría ser profesor(a) en el futuro** **REWARD: reason why** (even if it is not clear whether or not the candidate would like to be a teacher)	mention of candidate wanting to be taught by the teacher in the future

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Accuracy

5	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.
4	Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.
3	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.
2	A few phrases or short sentences are accurate enough to be recognisable. Very simple sentence structure.
1	Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.
0	Nothing accurate enough to be comprehensible.

Total : 15

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Sección 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 (3)) provides specific guidance but in cases not covered see General Marking Principles, Section 2.10.

Ejercicio 1 Preguntas 27–32

1 Mark per question for True or False
1 Mark for correcting False statement (27, 29, 30, 32)

First award marks for the True/False element and then award marks for the justification of the False statements.

	VERDADERO	FALSO	
27		×	1
28	×		1
29		×	1
30		×	1
31	×		1
32		×	1

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	ACCEPT: CHECK FALSO IS TICKED		REFUSE MERE ADDITION OF NEGATIVE
27	nacional / a nivel nacional / acaba de ganar su primer premio a nivel nacional	1	a nivel local / a nivel local y nacional / pero en los últimos días acaba/o de ganar su/mi primer premio de surf a nivel nacional / ganó un premio en los últimos días
29	(va a una) playa (desierta) que nunca ha visitado / ir a una playa (desierta) que nunca vio / (que) no/nunca ((h)a) visitado / prefiere ir a surfear en una playa (desierta) que nunca (ha/he) visitado / prefiere ir a una playa nueva (que nunca (ha/he) visitado)	1	va a una playa desierta / (que) no conoce bien / tiene que desconectar / desconecta / (juega al) fútbol / sale con (los) amigos / (que) no/nunca he visitado / prefiere ir a surfear ***tc***
30	también en Inglaterra / Inglaterra también / (todos los inviernos) (hace surf en) Inglaterra y (en) España / (todos los inviernos) se va a Inglaterra (también) / todos los inviernos va de vacaciones a Inglaterra para surfear / de vacaciones en Inglaterra también / (también) va a Inglaterra a surfear / practica el surf en Inglaterra (también) / también va al exterior/extranjero / va(s) a Inglaterra	1	Inglaterra ***tc*** / de vacaciones ***tc*** / todas las vacaciones se va de vacaciones a Inglaterra / de vacaciones en Inglaterra ***tc*** / Inglaterra para practicar el surf / surfea en otros países / todos los inviernos se va de vacaciones a Inglaterra / Francisco practica el surf de vacaciones
32	hay/tienen que surfear con todos tipos de olas / hay/tienen que surfear en olas pequeñas y grandes / para mejorar hay/tienen que surfear con todos tipos de olas	1	olas grandes ***tc*** / todos tipos de olas / que para mejorar hay que surfear con todos tipos de olas / no, tiene que evitar (con) todos tipos de olas / quiere decir a los surfistas más jóvenes que para mejorar hay que surfear con todos tipos de olas

Total : 10

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Ejercicio 2 Preguntas 33–40

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	hace diez años / diez años atrás/pasado 1	hac diez años / diez años / hace diez años que se habla / para/durante diez años / hace diez años que se habla de la posibilidad de utilizar la plaza para conciertos, exposiciones, juegos…
34	nunca se ha decidido nada / (hasta ahora) no se ha decidido nada / nadie puede decidir una cosa, todos quieren diferentes cosas / no pueden hacer un compromiso 1	pero nunca se ha decidido nada / pero hasta ahora no se ha decidido nada / unos quieren una cosa, otros quieren otra / la gente quiere cosas diferentes / unos quieren una cosa, otros quieren otra, pero nunca se ha decidido nada / hay muchas posibilidades
35 (i)	(así) (se) olvidaría/olvidará la historia de la Plaza (de Toros) 1	se olvidaría la historia ***tc*** / se olvidaría la plaza ***tc***
(ii)	los jóvenes (se) interesarían/interesarán en/por las actividades artísticas / a la gente joven (le) interesarían / interesarán las actividades artísticas / joven le interesan las actividades artísticas / en su opinión, a la gente joven le interesarían las actividades artísticas 1	a los jóvenes les interesaría(n) ***tc*** / a los jóvenes les interesaría(n) las actividades ***tc***
36	(para que) todo el mundo pueda/puede/ puedo pasarlo bien / (porque) todo el mundo puede pasarlo bien / en otros sitios se han adaptado plazas fácilmente para actividades deportivas 1	para que lo pase bien / para el joven y nosotros es contento / a adaptar plazas fácilmente para actividades deportivas para que todo el mundo pueda pasarlo bien / porque en otros sitios se han adaptado plazas fácilmente
37 (a)	empleo(s)/trabajo(s) / crear empleo(s)/trabajo(s) / conseguir/tener empleo(s)/trabajo(s) / serviría para crear empleos / serviría para empleos / podrían tener trabajos / proveer trabajo (para mucha gente) / tendría un trabajo 1	serviría mejor para crear empleos / serviría mejor para empleos / criar empleos / esto serviría mejor donde mucha gente no tiene trabajo / mucha gente no tiene trabajo

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	(b) (les) encantaría visitar la antigua Plaza de Toros <u>mientras compran</u> 1	<u>además</u> (a los turistas) les encantaría visitar la antigua Plaza de Toros mientras compran / para comprar/porque mientras visitan pueden comprar
38	(quiere) convertir/cambiar la plaza en un museo (dedicado a la corrida de toros) / (por) un museo dedicado a los toros 1	la corrida de toros es una antigua tradición española que forma parte de la cultura / y por eso quiere convertir la Plaza de Toros a un museo (dedicado a la corrida (de toros))
39	los telespectadores 1	<u>a</u> los telespectadores / invitó a los telespectadores (a enviar sus sugerencias) / un canal de televisión (organiza)
40	construir casas (baratas) (para la gente sin casa) / construir casas para las personas como ellas que viven de alquiler y que quieren comprar su propia casa / lo mejor sería construir casas baratas 1	<u>a</u> construir casas para las personas como ellas que viven de alquiler y que quieren comprar su propia casa / una pareja de jóvenes…propia casa

Total : 10

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