

CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

MARK SCHEME for the October/November 2013 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 October/November 2013 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.

$$\begin{array}{r}
 5 \quad \text{number of correct ticks} \\
 -2 \quad \text{minus number of extra ticks} \\
 = 3
 \end{array}$$

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

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Ejercicio 4 Pregunta 16

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

APPROPRIATENESS 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) *a las once* (b) *tenis* (c) *padres* = 1 for COMMUNICATION and 0 for APPROPRIATENESS
- Mark answers not written in the space provided exactly as those written in the correct space
- Sales a las once; juegas al tenis; vas con tus padres = 2 for COMMUNICATION (candidate loses mark for first “tú” but not for repeated error) and 0 for APPROPRIATENESS

Communication

ACCEPT	REFUSE
FOR COMMUNICATION ACCEPT ANY TENSE Spelling: use rules in 2.5, look alike, sound alike, etc	
(a) A QUÉ HORA SALES DE CASA Accept <i>salgo / salimos + de casa a las once / a las 11</i> IGNORE: preposition or lack of before “casa”, e.g. <i>salgo casa a las once</i> = 1	refuse <i>salgo de casa tc (no mention of a las once etc)</i> refuse any time other than 11 o'clock refuse <i>me levanto a las once</i>
(b) CÓMO PASAS EL SÁBADO Accept <i>juego/jugamos + al tenis etc</i> Accept <i>voy/vamos a jugar al tenis</i> IGNORE: preposition or lack of before “tenis”, e.g. <i>juego tenis</i> = 1	refuse any activity other than tennis
(c) CON QUIÉN VAS Accept <i>voy + con mis padres/amigos/primos etc</i> IGNORE: preposition or lack of before “padres”, e.g. <i>voy mis padres</i> = 1	

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<i>Appropriateness of language</i> NB: if candidates <u>do not attempt</u> one of the tasks they cannot score more than 1 mark for language.		<p>For LANGUAGE, consider only the parts of the candidate’s work for which you award a communication mark: Yo salir a las once. Juego al fútbol. Yo ir con mis padres = 2 for comm. + 0 for lang.</p> <p>For LANGUAGE accept any verb tense/ form as long as the sequence follows a logical fashion.</p> <p style="text-align: right;">[Total: 5]</p>
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 17–24

- 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 Ana**

ACCEPT		REFUSE
17	ayudar a los demás / ayudar a la gente 1	algo para ayudar / quiere trabajar en el hospital
18	un día (entero) 1	
19	(i) tiene que ir al colegio 1	no sabe cuándo tenga tiempo libre / no sabe cuándo va a tener tiempo libre
	(ii) (tiene) clases de piano 1	
NB 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)		
20	(a) personas mayores (que viven solas) 1	
	(b) en su barrio 1	solas en tu barrio / en sus casas / en el barrio de las personas mayores
21	compañía 1	gente con quien pueden hablar
22	tienen poca gente con quien hablar / no tienen con quien hablar/conversar 1	porque Ana es más menor y vive una vida moderna
23	puede ser aburrido/a / puede resultar aburrido/a una visita larga puede ser aburrida / una visita larga puede resultar aburrida 1	puede ser una enorme alegría a esta persona / porque las personas mayores pueden resultar aburridas
24	haciendo las compras (sobre todo en invierno cuando hace frío) 1	

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Ejercicio 2 Pregunta 25: vacaciones en un camping

- **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.
If (a) or (b) or (c) or (d) is missing, the maximum communication mark is 9.
If 2 of (a) or (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
Estudio francés, español e historia = 1 mark (1 verb = a list of 3)
- **ONLY REWARD EACH ELEMENT ONCE**

ACCEPT	REFUSE
<p>(a) una descripción del camping REWARD: 1 mark for where the campsite is: e.g. en Barcelona / en el campo REWARD: what the campsite is like, e.g. es grande</p>	
<p>(b) las cosas que hay para visitar y hacer cerca del camping REWARD: what there is to see/do/visit near the campsite, e.g. hay un museo</p>	
<p>(c) lo que te gusta del camping, o no, y por qué 1 mark for saying whether or not they like the campsite 1 mark for why REWARD: what the candidate does or does not like about the campsite REWARD: reason why (whether or not it is clear what they like or do not like about the campsite)</p>	
<p>(d) cómo fue el viaje al camping REWARD: what the journey to the campsite was like, e.g. fue aburrido</p>	<p><i>fui al camping en tren</i> for response to the task (but allow for extra detail)</p>

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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 26–31

1 Mark per question for True or False

1 Mark for correcting False statement (26, 27, 28, 31)

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

	VERDADERO	FALSO	
26	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
27	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
28	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
29	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
30	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
31	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1

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ACCEPT: CHECK FALSO IS TICKED	REFUSE MERE ADDITION OF NEGATIVE
<p>26 (presentaban la vida) de personas desconocidas (hasta ese momento) / (presentaban la vida) de gente normal 1</p>	(presentaban la vida) de un grupo de personas encerradas en una casa
<p>27 tuvo menos éxito (que “Gran Hermano”) / no tuvo tanto éxito (como “Gran Hermano”) / “Gran Hermano” superó el éxito de “Operación Triunfo” 1</p>	“Operación Triunfo” no superó el éxito de “Gran Hermano”
<p>28 soñaban con ser (cantantes) famosos 1</p>	eran músicos / eran cantantes de fama
<p>31 los expertos/psicólogos apuntan a la superficialidad con la que se tratan los conflictos / los canales de televisión piensan que sí, pero los psicólogos/expertos no están de acuerdo, apuntando a la superficialidad con la que se tratan los conflictos / los expertos/psicólogos los encuentran demasiado superficiales 1</p>	<p>los <i>realities</i> tienen valor para el público / <u>sin embargo</u>, los psicólogos no están de acuerdo, apuntando a la superficialidad con la que se tratan los conflictos / los psicólogos no están de acuerdo</p>

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Ejercicio 2 Preguntas 32–41

ACCEPT	REFUSE
32 su egoísmo / (se ha dado cuenta de) los egoístas que son/pueden ser (los clientes) 1	me he dado cuenta de los egoístas que pueden ser los clientes / los clientes siempre tienen razón / los comerciantes necesitan a los clientes / hacen poco caso del horario de la tienda
33 trabaja hasta las 8:30 de la noche/tarde / trabaja muchas horas diarias se levanta al amanecer/temprano/muy pronto 1	no puede saber cuándo una pareja de turistas va a aparecer
34 (el) letrero con los horarios / el horario (de la tienda) 1	con los horarios
35 está/estaban de vacaciones / tiene(n) tiempo de sobra/de más / eran turistas 1	se lo toman con calma
36 (los clientes/turistas) se fueron con las manos vacías / (los clientes/turistas) (miraron por todas partes y) no compraron nada 1	con las manos vacías / miraron por todas partes / les apetece irse con las manos vacías
37 cuando está insatisfecho / cuando (el vendedor) no le atiende bien (al cliente) / cuando (el vendedor) no le trate bien 1	
38 le agrega detalles negativos / la historia se queda cada vez peor / se lo dice a los demás cada vez más negativo / la gente lo pone peor y peor a medida que pasa el tiempo 1	el cliente se lo dice a los demás / cuentan los detalles negativos / habla de la mala voluntad del vendedor / le tienda va a perder a otros clientes
39 no puede dejar la tienda antes de las nueve y media / no puede cerrar (la tienda) a tiempo 1	hay días que no <u>puedo</u> dejar la tienda antes de las nueve y media
40 encontrarse/salir con amigos 1	salir con <u>mis</u> amigos / preparar la cena y limpiar la casa
41 <u>si faltan cinco minutos para cerrar</u> , va a comprar algo que ya tenía decidido/no entra si solo quiere mirar) / <u>si faltan cinco minutos para cerrar</u> , Pedro entra en la tienda solo si va a comprar algo / si queda poco para cerrar, solo entra para comprar algo que ya ha decidido 1	los clientes no pueden entrar en la tienda si faltan cinco minutos para cerrar / respetan los horarios de la tienda

[Total: 10]