

MARK SCHEME for the October/November 2013 series

0530 SPANISH (FOREIGN LANGUAGE)

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

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 diez* (b) *fútbol* (c) *amigos* = 1 for COMMUNICATION and 0 for APPROPRIATENESS
- Mark answers not written in the space provided exactly as those written in the correct space
- Salas a las diez; juegas al fútbol; vas con tus amigos = 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 diez / a las 10</i> IGNORE: preposition or lack of before “casa”, e.g. <i>salgo casa a las diez</i> = 1	refuse <i>salgo de casa tc (no mention of a las diez etc)</i> refuse any time other than 10 o'clock refuse <i>me levanto a las diez</i>
(b) CÓMO PASAS EL SÁBADO Accept <i>juego/jugamos + al fútbol etc</i> Accept <i>voy/vamos a jugar al fútbol</i> IGNORE: preposition or lack of before “fútbol”, e.g. <i>juego fútbol</i> = 1	refuse any activity other than football
(c) CON QUIÉN VAS Accept <i>voy + con mis amigos/padres/primos etc</i> IGNORE: preposition or lack of before “amigos”, e.g. <i>voy mis amigos</i> = 1	

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<p><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>		<p>For LANGUAGE, consider only the parts of the candidate's work for which you award a communication mark: Yo salir a las diez. Juego al tenis. Yo ir con mis amigos = 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 17–26

- 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 Alicia**

ACCEPT	REFUSE
17 el año escolar / (pronto empiezan) las clases/la escuela/el colegio / el regreso al colegio 1	sus cosas
18 tiene que estudiar mucho / (teme que) no tenga mucho tiempo libre (para practicar los deportes) / no va a tener mucho tiempo libre 1	estudiar tc
19 se practican <u>más/muchos</u> deportes en el instituto de Alicia / se practican pocos/menos deportes en el instituto de Bea 1	se practican deportes / los deportes
20 (con) su tía 1	
21 mala/mal / fue por primera y última vez / (fue que) tenía/tuvo miedo de caerse / no le gustó / fue horrible / le dio miedo 1	
22 es caro / tuvo/tenía/tiene miedo de caerse 1	
23 <u>el número</u> de jóvenes que practican los deportes (ha descendido mucho) / hay menos jóvenes que practican los deportes 1	(de) los jóvenes que practican los deportes
24 los periódicos 1	no me sorprende – los periódicos siempre critican a los jóvenes

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25 no puede jugar (al tenis) cuando quiera/cuando las utiliza el público / también las utiliza el público (a horas determinadas) / nos les dejan jugar al tenis si es hora para el público	1	(porque) no les dejan jugar (al tenis)
26 ser campeona del instituto/del tenis	1	ser deportista / jugar al tenis / le gustaría jugar un partido de tenis

[Total: 10]

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Ejercicio 2 Pregunta 27: tu amigo/a español(a) viene a visitarte por primera vez

- **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
(a) tu rutina diaria REWARD: the candidate's daily routine, e.g. me levanto a las ocho	
(b) información sobre tus amigos/amigas REWARD: information about the candidate's friends, e.g. son muy simpáticos	
(c) lo que se puede hacer cerca de tu casa REWARD: what there is to do/see/visit near the candidate's house, e.g. hay un museo	
(d) adónde saliste con tus amigos/amigas la semana pasada REWARD: where the candidate went/what the candidate did last week, e.g. salimos para ir al cine ACCEPT: a statement which does not mention the friends, e.g. salí para ir al cine	

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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 28–33

1 Mark per question for True or False

1 Mark for correcting False statement (29, 30, 31, 32)

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

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

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ACCEPT: CHECK FALSO IS TICKED	REFUSE MERE ADDITION OF NEGATIVE
<p>29 (Julia) come/prepara lo que sea/cualquier cosa 1</p>	<p>come/prepara cualquier cosa porque no existe el placer de compartir / si tengo que comer sola como cualquier cosa (porque no existe el placer de compartir)</p>
<p>30 están vacías / no hay/había nadie (en las calles) / es una ciudad fantasma / los parques franceses están llenos (a la hora de comer) 1</p>	<p><u>que</u> casi no había nadie en la calle (a la hora de comer / un día no regresé a casa a mediodía y pude observar que casi no había nadie en la calle / en España la gente regresa a casa a la hora de comer para comer con la familia</p>
<p>31 vive/comparte con (dos) estudiantes (españolas) (y su amiga americana) / vive con su amiga (americana) 1</p>	<p>vive con su amiga americana <u>a</u> compartir con dos estudiantes españolas</p>
<p>32 sus compañeras ven la televisión / la televisión durante la comida corta muchas veces la posibilidad de comunicarse / no pudo (practicar su español) por la televisión / las españolas siempre comían delante del televisor 1</p>	<p>se quedó decepcionada al no poder practicar/mejorar su español / no pudo practicar/mejorar su español</p>

[Total: 10]

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Ejercicio 2 Preguntas 34–42

ACCEPT	REFUSE
34 había sido lesionado/herido / <u>llevaba</u> seis meses sin competir / no había competido por seis meses (por una lesión) 1	(por) una lesión / <u>después de</u> seis meses sin practicar por una lesión / (Eduardo Gómez) confundió a muchos en los Juegos Olímpicos, después de seis meses sin competir por una lesión)
35 las medallas 1	las medallas y los récords
36 entrenar(se) (lo suficiente)/ las prácticas / el entrenamiento / quería escaparse de las prácticas (<u>y</u> jugar al béisbol) 1	tenía talento pero apenas entrenaba / las prácticas para jugar al béisbol
37 para que/de que se entrenase (y no perdiese tiempo en otros deportes) (y de fiesta en fiesta) / de (lo importante de) entrenar(se) (y de concentrar en el atletismo) / de entrenar (y de no perder tiempo en otros deportes y de fiesta en fiesta) 1	su abuelo, ex-campeón, consciente de sus cualidades como atleta, lo convenció para que se entrenase (y no perdiese tiempo en otros deportes y de fiesta en fiesta) / de sus cualidades como atleta
38 B (<i>feliz</i>) 1	
39 del tiempo que Eduardo pasa chateando por Internet / (de que) no es bastante activo Eduardo / (su entrenador siempre le está animando (a Eduardo) a ser más activo) 1	(se queja de que) ser más activo / (descansar) chateando por Internet
40 (i) (come/hay/tiene) <u>mucha</u> proteína 1	necesita (mucha) proteína / come seis veces al día / ocho filetes de pollo
(ii) (come/le encanta) la comida basura 1	
<i>N.B. 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)</i>	
41 se ríen / se ríen de él por lo original que es su dieta / reír / piensan que es muy graciosa (su dieta) 1	se ríen de mí/él por lo original que es <u>mi</u> dieta / quedan sorprendidos
42 (vive(n) en una región pobre y) tienen que trabajar duro (para tener éxito/para salir adelante) / (por) el trabajo (duro) 1	no es genético

[Total: 10]