

**MARK SCHEME for the May/June 2012 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 2012 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Page 2	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2012	0530	21

## 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 (eg 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

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

### 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)

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2012	0530	21

**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 eg 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).**

**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.

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2012	0530	21

## 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:

(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 <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
(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

<b>Page 5</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – May/June 2012</b>	<b>0530</b>	<b>21</b>

<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
------------	--	---

<b>Page 6</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – May/June 2012</b>	<b>0530</b>	<b>21</b>

### 3 Detailed Mark Scheme

#### SECTION 1

##### Exercise 1 Questions 1–5

- 1 D
- 2 A
- 3 B
- 4 C
- 5 C

[1 mark per item = 5 marks]

##### Exercise 2 Questions 6–10

- 6 D
- 7 A
- 8 C
- 9 B
- 10 E

[1 mark per item = 5 marks]

##### Exercise 3 Questions 11–15

- 11 B
- 12 B
- 13 C
- 14 B
- 15 A

[1 mark per item – 5 marks]

Page 7	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2012	0530	21

### 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.

<i>Communication</i>		REFUSE
(a) <b>cómo pasas la tarde</b> Nado/voy a nadar/estoy en la piscina/el mar  <b>Accept past or future for communication.</b>  <b>Accept incorrect tense for communication only.</b> <b>Verb must be in the correct tense for language mark in all 3 tasks.</b>  e.g. – Fui a la playa. – 1 mark for C, 0 for L		Incorrect tense for language marks
(b) <b>a qué hora vuelves a casa</b> e.g. Vuelvo (a casa) a las cinco/5 de la tarde.  <b>Accept incorrect tense for communication only.</b>		Incorrect time
(c) <b>qué vas a hacer después</b>  Después voy a ver la tele/estar en el salón.  <b>Accept incorrect tense for communication only.</b>		
<i>Appropriateness of language</i>		<b>When marking for Language, consider only the parts of the candidate's work for which you are awarding a communication mark.</b>  <b>NB: if candidates <u>do not attempt</u> one of the tasks they cannot score more than 1 mark for language.</b>
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.	

Page 8	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2012	0530	21

## SECTION 2

### Exercise 1 Questions 17–25

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

- **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.
- **Where lifting is unacceptable it will be specifically rejected in the Mark Scheme.**

		ACCEPT	REJECT	
17		Por ayuda/porque tiene un problema/necesita su opinión/consejos		[1]
18		Simpática (pero un poco egoísta)	Addition of <i>y nos llevamos bien</i> Egoísta tc	[1]
19		Las otras amigas de F/Sus amigas/F tiene (otras) amigas	Omission of reference to Francisco	[1]
20		(Desde) la escuela (primaria)		[1]
21	i)	Any 2 of: (Van a) partidos de) baloncesto. Tienen 16 años.	Amigos (Otras) amigas t.c. Curso del instituto tc	[1]
	ii)	(Van al) mismo instituto.		[1]
22		No quiere ni conocerlas.	Es egoísta.	[1]
23		Cuando la invitan a salir. Cuando F sale con las chicas.		[1]
24		Salir solo con ella. No salir con otras chicas		[1]
25		C		[1]



Page 9	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2012	0530	21

Exercise 2 Question 26

<p><b>NO WORD COUNT</b></p> <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 (a), (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.</p> <p><b>LISTS = a maximum of 3 marks for communication:</b>  lists of 1–3 items = 1 mark  lists of 4 items = 2 marks  lists of 5–6 items = 3 marks</p>	
(a) lo que haces en casa para ayudar [1]	REJECT
(b) si te gusta ayudar en casa, y por qué [1 + 1]	
(c) qué compras con el dinero que ganas [1]	
(d) en qué te gustaría trabajar en el futuro [1]	
Up to 5 further details related to (a), (b), (c) or (d) 1+1+1+1+1	

<b>Page 10</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – May/June 2012</b>	<b>0530</b>	<b>21</b>

### **Accuracy**

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

**[TOTAL: 15]**

Page 11	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2012	0530	21

### SECTION 3

#### Exercise 1 Question 27–32

**1 Mark per question for True or False + 1 Mark for correcting False statement (27, 28, 30, 31)**  
**READ SECTION 2: GENERAL MARKING PRINCIPLES, ESP. 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 checked="" type="checkbox"/>	<input type="checkbox"/>	1
30	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
31	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
32	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1

Page 12	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2012	0530	21

CHECK FALSO IS TICKED	Refuse mere addition of negative
<p><b>27</b>            (Gana porque) es un luchador./No deja de presionar (ni un momento)./Juega con mucha intensidad./(Es dedicado) y competitivo. [1]</p>	<p>Es completamente diferente en la cancha.            Gana por su actitud.</p>
<p><b>28</b>            (Porque) lo/le pudieron ver sus abuelos./Lo/le vieron sus abuelos. [1]</p>	<p>El pudo ver a sus abuelos.            Vio a sus abuelos.</p>
<p><b>30</b>            Tiene que prepararse mentalmente (también)./Tampoco se puede descuidar el entrenamiento mental./Mentalmente también [1]</p>	<p>El entrenamiento tc  <b>Aunque</b> ...torneo</p>
<p><b>31</b>            Porque viaja mucho/cambia siempre de clima (y eso le podría afectar la salud.)/Para aumentar las defensas [1]</p>	<p>Lifting of whole sentence – Sí, ....salud  <b>Falta</b> medicación.</p>

Page 13	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2012	0530	21

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	Roban los bocadillos/la comida.	Representan una amenaza urbana.tc	[1]
34	El ruido de las gaviotas/(casos de) niños aterrorizados	Las gaviotas tc	[1]
35	No acercarse/no darles comida		[1]
36	Sus altos edificios se parecen a las rocas de la costa. Londres...las gaviotas.	Porque Londres tiene altos edificios.	[1]
37	Antes eran tímidas,/hoy/ahora/ya no tienen miedo.	No eran tímidos./No tienen miedo.	[1]
38	(Porque) piensan que hay comida dentro./Parecen a bolsas de basura./Buscan comida.	Se lanzan encima.	[1]
39	Seguían (los) barcos de pesca.	Había barcos en la costa donde podían comer./En los barcos	[1]
40	Prefiere verlas/deben volver al mar/dejar la ciudad./ (Está) harto (de ellas).		[1]
41	Le recuerdan las vacaciones (que solía pasar) en la playa (en su juventud). Los vio en su juventud cuando estaba en la playa.		
42	C		[1]