

**MARK SCHEME for the May/June 2011 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.

Cambridge is publishing the mark schemes for the May/June 2011 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 2011	0530	23

## 1 General Marking Principles

**1.1 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.**

### 1.2 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.

### 1.3 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 precedence 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.

### 1.4 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)

<b>Page 3</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – May/June 2011</b>	<b>0530</b>	<b>23</b>

**1.5 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).

**1.6** 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).

**1.7** Annotation used in the Mark Scheme:

t.c. = 'tout court' and means that on its own the material is not sufficient to score the mark.

**1.8** 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.

**1.9 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.**

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2011	0530	23

### 1.10 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, <b>but which is not explicitly mentioned in the Mark Scheme:</b>	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
(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

<b>Page 5</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – May/June 2011</b>	<b>0530</b>	<b>23</b>

**SECTION 1**

**Exercise 1 Questions 1–5**

1 C

2 C

3 A

4 B

5 B

**[1 mark per item = 5 marks]**

**Exercise 2 Questions 6–10**

6 B

7 D

8 C

9 E

10 F

**[1 mark per item = 5 marks]**

**Exercise 3 Questions 11–15**

11 B

12 E

13 D

14 A

15 F

**[1 mark per item = 5 marks]**

Page 6	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2011	0530	23

### Exercise 4 Question 16

<p><b>COMMUNICATION:</b> 1 mark per item up to a maximum of 3 (For COMMUNICATION accept any tense) +</p> <p><b>APPROPRIATENESS OF LANGUAGE:</b> 0, 1 or 2 marks according to grid</p> <ul style="list-style-type: none"> <li>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:</li> <li>Where there are two versions, one by pics + one in box, mark what is in the box.</li> </ul>	
<b>Communication</b>	<b>REFUSE</b>
(a) <b>cómo es tu primo (una descripción)</b> e.g. Mi primo es una persona alegre/lleva gafas/es joven	
(b) <b>de dónde es</b> e.g. Es de/vive en un pueblo de/en la montaña (en el monte)	Es/Está <u>en</u> (Londres)
(c) <b>lo que le gusta</b> e.g. Le gusta mucho jugar al fútbol / el tenis	
<b>Appropriateness of 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.
<p><b>When marking for Language, consider only the parts of the candidate's work for which you are awarding a communication mark.</b></p> <p><b>NB: if candidates <u>do not attempt</u> one of the tasks they cannot score more than 1 mark for language.</b></p>	

[Total: 5]

Page 7	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2011	0530	23

## 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 1: GENERAL MARKING PRINCIPLES, IN PARTICULAR 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9**

ACCEPT	REFUSE	
17 (Ha) (He) aprobado (sus) (mis) exámenes		[1]
18 (Para) conocer/visitar/ver otros países	Sueña con viajar Tiene planes para hacer un viaje	[1]
19 (Van a comprar) billetes <u>baratos</u> (para jóvenes)	Sobre los billetes baratos	[1]
20 (Hacer) un curso de inglés Ir a una escuela de idiomas (en Cambridge)	una escuela de idiomas en Cambridge t c encontrar una escuela de idiomas	[1]
21 (Con una) familia inglesa (allí) (en) una casa	en casa casa	[1]
22 (Que) no hay / hace sol No sol	sin ver el sol	[1]
23 (Sus/mis) amigos (irían) de viaje sin él/mí	No podría viajar con sus amigos	[1]
24 (es esencial para su/mi) futura <u>carrera/trabajo</u>	El futuro La futura	[1]
25 (i) hablar con los padres de Sebastián	hablar con sus/mis padres	[1]
(ii) enseñar (sus) fotos	mis padres hablen contigo enseñar mis fotos	[1]
<b>Alternative answers for 25 (i)/(ii)</b> Alejandro fue de viaje y lo pasó bien/tuvo una experiencia inolvidable  Alejandro habla bien inglés y nunca ha estado en Inglaterra.		

**[Total: 10]**

Page 8	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2011	0530	23

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></p> <p><b>NB:</b> Each successfully completed point from the 4 tasks (a), (b), (c) and (d) earns one mark.          If one point from <u>(a) or (b) or (c) or (d)</u> is missing, the maximum communication mark is 9.          If 2 points from <u>(a), (b) or (c) or (d)</u> are missing, the maximum communication mark is 8.</p> <p><b>LISTS</b> = 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</p>	
(a) el sitio donde estás	
(b) lo que haces, y con quién	
(c) tu opinión del viaje	
(d) otro viaje que piensas hacer en el futuro, por qué	
<p>Only 1 part of task (d) required to fulfil communication point.          6 marks available for extra detail.          Accept Present tense for communication mark.</p>	
<p>Marking annotation:  <b>Left margin:</b> ticks for communication (a) – (d).  <b>Right margin:</b> ticks for extra detail 1–6.</p>	



<b>Page 9</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – May/June 2011</b>	<b>0530</b>	<b>23</b>

### **Accuracy**

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

**[Total: 15]**

Page 10	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2011	0530	23

### SECTION 3

If the candidate has written an answer in the space provided for that purpose, you should ignore anything written anywhere else, unless:

- (i) there is an indication from the candidate that other material should be considered
- (ii) the candidate has continued their answer outside the space provided there is no answer in the space provided.

#### **Exercise 1 Questions 27–32**

**1 mark per question for True or False + 1 mark for correcting False statement (29, 30, 31, 32)**

**READ SECTION 1: GENERAL MARKING PRINCIPLES, IN PARTICULAR 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.10**

(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 checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	[1]

<b>Page 11</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – May/June 2011</b>	<b>0530</b>	<b>23</b>

<b>CHECK FALSO IS TICKED</b>	<b>REFUSE MERE ADDITION OF NEGATIVE</b>
<b>28</b> Algunos jóvenes charlan. Chicos y chicas charlan. No todos juegan. [1]	
<b>30</b> Ahora (son) amigos/compañeros (de equipo). Han cambiado sus/de/las actitudes. [1]	
<b>31</b> Manuel / el entrenador (le) invitó. [1]	
<b>32</b> Ha/he encontrado tranquilidad / puede/o respirar. [1]	

[Total: 10]

Page 12	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2011	0530	23

**Exercise 2 Questions 33–41**

<b>READ Section 1 of the Mark Scheme: General Marking Principles, IN PARTICULAR 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.10</b>		
<b>ACCEPT</b>	<b>REFUSE</b>	
<b>33</b> (Porque) hay programas similares en la tele. Han visto en la tele a gente que construye robots (para etc... .)	(Todos los jóvenes) han visto en la tele t c	[1]
<b>34</b> (El) ayuntamiento		[1]
<b>35</b> (a) dinero financiar su trabajo		[1]
(b) fama internacional		[1]
<b>36</b> Hablando/Hablaron/Hablar de su proyecto	Hablar t c	[1]
<b>37</b> Aprendió a calcular con facilidad Dice/dijo “Aprendí a calcular con facilidad”.	Aprendí a calcular con facilidad.	[1]
<b>38</b> Dice que le interesa más la construcción que el combate. El proyecto es educativo/la intención es educativa.	Aunque algunos critican . . . la intención es educativa.	[1]
<b>39</b> Para montar un campeonato / para luchar con ellos / para ver quiénes son los mejores	Porque veremos quiénes son los mejores ingenieros	[1]
<b>40</b> (Se ofrecen para) dar/dando charlas en colegios/escuelas (que los inviten).		[1]
<b>41</b> D		[1]

**[Total: 10]**