

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

MARK SCHEME for the May/June 2010 question paper
for the guidance of teachers

0530 SPANISH (FOREIGN LANGUAGE)

0530/22

Paper 22 (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.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the May/June 2010 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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SECTION 1

Exercise 1 Questions 1–5

1 A

2 C

3 C

4 B

5 D

[1 mark per item: 5 marks]

Exercise 2 Questions 6–10

6 C

7 E

8 B

9 D

10 G

[1 mark per item: 5 marks]

Exercise 3 Questions 11–15

11 F

12 E

13 C

14 B

15 A

[1 mark per item: 5 marks]

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Exercise 4 Question 16

COMMUNICATION

GENERAL PRINCIPLE

A verb is not always required for communication

(The omission of verbs is self-penalising in respect of the Language mark.)

(a) con quién estás

Candidates must convey the concept of: **what person/persons they are with**

(b) por qué no te gusta el hotel

Candidates must convey the concept of: **something pejorative about a hotel**

A "because" clause is not required

The concept of "gustar" is not required

(c) lo que haces durante el día

Candidates must convey the concept of: **doing a holiday activity**

A verb is required for communication because the question contains *hacer*

It must be a holiday activity

It need not be a seaside activity

[3 marks]

LANGUAGE

Marks are awarded as follows:

1 verb in an appropriate tense = 1 point to a maximum of 2

Notes:

- An appropriate tense is one which does not invalidate response, given the overall setting for the question
- Personal endings are to be ignored unless they invalidate the candidate response

The following penalties apply:

- A verb may not be credited if it is part of a response that does not communicate.
- One Language mark must be deducted if one of the tasks is not attempted.

(Useful note: if there is a nought for Communication, there must also be nought for Language)

[2 marks]

[Total: 5 marks]

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SECTION 2

GENERAL PRINCIPLES

MARKING OF SECTIONS 2 AND 3

It is not possible to list all acceptable alternatives in the detailed Mark Schemes, particularly for Section 3.

The following marking principles underpin the detailed instructions provided in Sections 2 and 3 of the Mark Scheme. Any deviations from these principles for a particular question will be specified in the Mark Scheme.

Copying or 'lifting' from the text

Copied material is acceptable provided it shows understanding of the text. Unacceptable is material containing extra elements which suggest that understanding is incomplete or insecure. (See additional notes for Section 3).

Questions requiring answers in Spanish (rather than a non-verbal response)

The primary criterion is that these should be marked for communication.

Accuracy

In this Section inaccuracies are tolerated provided the candidate uses material that clearly demonstrates relevant comprehension of the text. Examples of such inaccuracies are those in Gender, Verb Personal endings and Possessives.

Extra or additional material. Extra material given in an answer is ignored providing that it does not invalidate the answer.

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Exercise 1 Questions 17–25

	ACCEPT		REJECT
17	Estudia/Vive en Londres/Inglaterra/tiene muchos amigos ingleses/(Lo) Ha aprendido bien/ <i>Verb not needed provided meaning clear without it.</i>	[1]	<i>The whole sentence.</i>
18	no entiende (al profesor)/No entiende nada (de lo que dice el profesor)	[1]	
19	En el instituto nos dan mucha tareas/Los profes (nos) dan tareas (se están acercando los) exámenes	[1]	
20 (a)	(a principios de) agosto	[1]	finales de julio y principios de agosto
(b)	quince días/15 días/(una) quincena/dos semanas	[1]	
21	en casa de Celia/con Celia (<i>Ignore misspelling of name</i>) En una casa/en tu casa	[1]	En casa En casa o en una pensión (<i>unless it's made clear that there is a preference</i>)
22	(el) teatro/un espectáculo/(uno de los mejores) espectáculos	[1]	
23	3/tres/ <i>the names of the three people</i>	[1]	
24	sus padres le han hablado mucho (de Londres/sus viajes) Mis padres le han hablado de Londres/Sus padres me han hablado etc	[1]	Desde pequeña siempre tenía ganas de ir
25	<i>A verb is not required</i> museo (de ciencias)	[1]	

[10 marks]

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Exercise 2 Question 26

COMMUNICATION

Summary of Communication Marking

Each successfully completed part of the tasks (a) – (d) = 1 point

[5 marks]

Candidates do not score the mark for a task if they write nothing or write incomprehensibly.

- | | | |
|---|------------|---|
| (a) con quién sueles reunirte...
...y dónde
Specific location is required | [1]
[1] | |
| (b) una tradición especial de tu familia | [1] | |
| (c) lo que comiste la última vez
Idea of what ate last time required | [1] | |
| (d) algo diferente que te gustaría hacer la próxima vez.
A future time-frame/reference is required, though the tense
formation itself may be inaccurate | [1] | Hago algo diferente (an activity is required) |

Each additional piece of information, provided it is relevant to the tasks (a) – (d), = 1 mark, to a maximum of 5

[5 marks]

[Communication Total: 10 marks]

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LANGUAGE

5	<ul style="list-style-type: none"> 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.
4	<ul style="list-style-type: none"> 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.
3	<ul style="list-style-type: none"> Basic range of vocabulary and structures. Sentences are repetitive. Some awareness of verb usage. Despite regular errors, the writing conveys some meaning.
2	<ul style="list-style-type: none"> Basic vocabulary and structures. Effective for a variety of straightforward messages. Little awareness of verb usage. The degree of inaccuracy often obscures the meaning.
1	<ul style="list-style-type: none"> Minimal vocabulary. Effective for some messages (more than one), usually unconnected. Insufficient accuracy to convey the meaning.
0	Insufficient accuracy to be awarded a mark of 1.

[Language Total: 5 marks]

[Question Total: 15 marks]

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SECTION 3

GENERAL PRINCIPLES

Criteria

Answers are being marked primarily for understanding of the passage. But see below.

Accuracy

Errors in the following are only to be accepted providing they do not distort or invalidate the understanding of the passage...

- Possessive adjectives and pronouns
- Personal pronouns
- Verb tense endings
- Verb personal endings

Extra material and copying

In this Section it is the candidate's responsibility to answer questions in such a way as to demonstrate comprehension of the texts/questions. Where candidates introduce extra, irrelevant material to an otherwise correct answer, the Examiner must 'choose' what is intended as the correct answer, which means that there is uncertainty about the candidate's understanding. In this situation the mark is not awarded.

Candidates who lift **indiscriminately** usually fail to demonstrate comprehension and do not score the mark. However, **careful** lifting of the details required to answer the question does demonstrate comprehension and is rewarded. The following general rules apply (unless a question has specific guidance in the relevant parts of the Mark Scheme).

Extra material is mentioned in the Mark Scheme.	If such material reinforces the correct answer or in itself constitutes an alternative correct answer, credit is given.
Extra material constitutes an alternative answer which is not explicitly mentioned in the Mark Scheme.	If the extra forms an alternative correct answer, credit is given. If it forms an answer which on its own would be refused, no credit is given (as below).
Extra material constitutes an alternative answer specifically refused in the Mark Scheme.	No credit.
The extra material distorts or contradicts the correct answer.	No credit given. The Examiner cannot be sure what the candidate has understood.
The extra material is the candidate's and does not feature in the text.	Unlikely to be worthy of credit on the grounds that it can be difficult to draw the line between a possible deduction made on the basis of what has been read and pure guesswork.

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Exercise 1 Questions 27–32

True/False element:

GENERAL PRINCIPLES

- If the statement is correctly 'ticked' as True or False, the mark is given.
- If neither True nor False is 'ticked', no mark.
- If both True and False are 'ticked' (and there is no clarification of candidate's 'final' answer), no mark.

27 V

28 F

29 F

30 V

31 F

32 F

Justification of the False statements.

Nature of the response:

- The candidate response need not necessarily contain a verb.
- A simple negation using the wording of the statement will not suffice as the justification in a "False" question.
- If True is 'ticked', ignore any justification. No mark.
- If False is 'ticked', the mark may be awarded depending on the validity of the justification.
- If True and False are both 'ticked' (and there is no clarification of candidate's 'final' answer), no mark.
- If neither True nor False is 'ticked', the mark may be awarded depending on the validity of the justification. (No mark is to be awarded retrospectively for the True/False element)

28	Se seleccionó una (familia)/Se ha seleccionado a una (familia)/Una familia ha participado (en la prueba)/Sólo una familia	
29	Al principio/durante unos días fue una experiencia extraña	La familia no se ha acostumbrado
31	Tenían/Les daba (un poco de) miedo/No hablaban de una manera natural/No estaban acostumbrados	Note person and tense problems here: No hablábamos de una manera natural No habla de una manera natural No ha entusiasmado demasiado
32	Creen que no vale la pena/pasarán muchos años antes de que haya una vivienda inteligente/No creen que vale la pena	Pasarán muchos años antes de que valga la pena mudarse a una vivienda inteligente (Creen que is omitted)

[10 marks]

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Exercise 2 Questions 33–41

	ACCEPT		REJECT
33	fútbol/un club (feminino) de fútbol/una jugadora de fútbol	[1]	ser una campeona de fútbol
34 (i)	<p>GENERAL PRINCIPLE <i>This is a question requiring more than one element for the answer, where the answers are interchangeable:</i></p> <ul style="list-style-type: none"> <i>If both correct answers are on one of the lines and the other line is blank, enter 2 in the mark unit box</i> <i>If both correct answers are on one of the lines, but there is an incorrect answer on the other line, enter an appropriate mark in the mark unit box</i> <p>revistas/la prensa</p>	[1]	
(ii)	los anuncios/la publicidad	[1]	productos de belleza
35	teatro/actriz	[1]	
36	<p><i>Candidates must convey the concept of starting/doing/taking lessons in or learning dance</i> Empezó con/Fue a ...clases de baile/danza Aprendió baile/danza Se apuntó para clases de baile clases de danza/baile Se apuntó a clases de danza/baile</p>	[1]	baile/danza En clases de danza
37	(Le) buscaron un representante/	[1]	un representante Necesitaban un representante Buscarán un representante/ Buscaran un representante (<i>tense</i>) Con un representante
38	<p><i>Candidates must convey the concept...</i> worried/worry/anxious (Estaban/Se sentían) preocupados/ Estuvieron preocupados/asustados/inquietos</p>	[1]	Fueron preocupados Preocupación
39	<p><i>Candidates must convey the concept that...</i> she didn't have a main part Su papel era muy secundario</p>	[1]	

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40	<p>Candidates must convey either... she fulfilled a great ambition or she acted with Johnny Depp or that to act with Johnny Depp was an ambition of hers Realizó una gran ambición/ Actuó con J Depp</p>	[1]	ambición/J Depp La película significaba... de sus grandes ambiciones <i>Problems in not using realizar</i> Le permitió lograr sus ambiciones (<i>plural</i>)
41	Por su talento/ tiene mucho talento Porque tiene mucho talento y ha sido nominada la mejor actriz (<i>Extra supports rather than invalidates</i>)	[1]	copying of the whole last sentence Por todas las nominaciones

[10 marks]

[Paper Total: 65 marks]