

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the October/November 2014 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.

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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.

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

- (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.

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) 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, 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, or (ii) 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 A 1	
2 D 1	
3 A 1	
4 D 1	
5 B 1	[Total: 5]
Ejercicio 2 Preguntas 6–10	
6 C 1	
7 E 1	
8 A 1	
9 B 1	
10 D 1	[Total: 5]
Ejercicio 3 Preguntas 11–15	
11 B 1	
12 B 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) *centro comercial* (b) *comprar ropa* (c) *autobús* = 1 for COMMUNICATION and 0 for APPROPRIATENESS
- Mark answers not written in the space provided exactly as those written in the correct space
- estás en el centro comercial; estás comprando ropa; vuelves en el autobús = 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) DÓNDE ESTÁS 1 Accept estoy/estamos + en el centro comercial IGNORE: mention of a specific place, e.g. estoy en el centro comercial en Madrid (ignore “en Madrid”, scores for “centro comercial”) IGNORE: preposition or lack of before “centro comercial”, e.g. estoy centro comercial = 1		el supermercado/el mall/el shopping IGNORE mention of a specific place, e.g. refuse estoy en Madrid tc (no mention of centro comercial etc.)
(b) QUÉ COMPRAS 1 Accept compro/compramos/estoy comprando + ropa/pantalones/camisetas etc. Accept busco/buscamos + ropa		any item other than clothes (or an item of clothing)
(c) CÓMO VAS A VOLVER 1 Accept vuelvo/volvemos + en el autobús Accept voy a volver en el autobús		voy en autobús any other means of transport
Appropriateness of language NB: if candidates <u>do not attempt</u> one of the tasks they cannot score more than 1 mark for language.		For LANGUAGE, consider only the parts of the candidate’s work for which you award a communication mark: Yo ir al centro comercial. Estoy leyendo mi libro. Yo volver en autobús = 2 for comm. + 0 for lang. For LANGUAGE accept any verb tense/form as long as the sequence follows a logical fashion.
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 17–25

<ul style="list-style-type: none"> • 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 • <u>Accept <i>mi, mis, tu, tus, su, sus</i> etc and <i>él</i> throughout for Ana and <i>ella</i> throughout for Enrique</u> 		
ACCEPT		REFUSE
17 es difícil/no puede decidir qué deporte practicar/hacer / no sabe qué deporte practicar	1	quiere ser más activo
18 que el equipo gane contra otros colegios / ganar (todos los partidos) / ganar	1	que solo los mejores jugadores jueguen en el equipo
19 los mejores jugadores / los alumnos que juegan <u>muy</u> bien al fútbol	1	los alumnos que juegan mucho al fútbol
20 (tienen/les dan) poco tiempo para practicar / no pueden jugar partidos <u>importantes</u>	1	no juegan partidos
21 (ser más activo y hacer) nuevos amigos / que le permita hacer nuevos amigos / ser más activo y <u>hacer nuevos amigos</u> / un deporte que le permita hacer nuevos amigos	1	ser más activo tc
22 divertirse / pasarlo bien/ hay que pasarlo bien y divertirse	1	
23 es difícil hacer amigos (nadando o corriendo) / no se puede charlar/hablar (con nadie/otras personas)	1	no le parecen buenos para Enrique/él
24 hay clubes en tantos/muchos/(casi) todos los barrios / hay muchos clubes de baloncesto / en todos los barrios suele haber un club de baloncesto	1	encontrará un club cerca de su casa / puede practicar cerca de su casa / hay un club para practicar cerca de su casa / que encontrarás un club para practicarlo cerca de su casa
25 (i) (ser) rápido / la rapidez	1	(ser) buen jugador
(ii) (ser) alto	1	

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Ejercicio 2 Pregunta 26: los fines de semana

<ul style="list-style-type: none"> • 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	
<p>Communication: FOR COMMUNICATION BE TOLERANT OF VERBS/TENSES/SPELLING</p> <ul style="list-style-type: none"> • 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. <u>If (a) or (b) or (c) or (d) is missing, the maximum communication mark is 9.</u> <u>If 2 of (a) or (b) or (c) or (d) are missing, the maximum communication mark is 8.</u> • 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 <u>Estudio francés, español e historia = 1 mark (1 verb = a list of 3)</u> • ONLY REWARD EACH ELEMENT ONCE 	
ACCEPT (USE NUMBERED TICKS)	REFUSE
<p>(a) lo que te gusta o no te gusta de los fines de semana y por qué 1 mark for saying what they do/do not like about the weekend 1 mark for why ACCEPT: (no) me gustan los fines de semana REWARD: reason why (whether or not it is clear what the candidate likes or does not like about the weekend)</p>	
<p>(b) con quién pasas los fines de semana REWARD: with whom the candidate spends the weekend, e.g. paso los fines de semana con mi hermana</p>	
<p>(c) qué haces un fin de semana cuando hace mal tiempo REWARD: what the candidate does at the weekend when it is bad weather, e.g. voy a nadar en la piscina</p>	
<p>(d) adónde fuiste en el fin de semana pasado REWARD: where the candidate went last weekend, e.g. fui al cine</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.

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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 27–32

1 Mark per question for True or False

1 Mark for correcting False statement (27, 29, 31, 32)

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

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

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ACCEPT: CHECK FALSO IS TICKED	REFUSE MERE ADDITION OF NEGATIVE
27 tiene que hacer publicidad (para la película) / (luego) tiene que publicitarla/promocionarla 1	su trabajo no acaba nunca / su trabajo no termina después de la película
29 cuando termina el proyecto, normalmente el contacto no sigue / normalmente no, pero en la última película, sí / normalmente no, pero hizo amigos en su última película / normalmente no, pero/aunque en su última película todo fue diferente / esta es la primera vez que se hace amigos de los actores no suele ser así pero esta vez (se) ha hecho muy buenos amigos normalmente no continúa la amistad con los actores 1	normalmente no tc / estamos lejos de casa / en su última película hizo buenos amigos
31 (se) prepara para las escenas/el guión (del día siguiente) / no tiene tiempo porque tiene que preparar las escenas/el guión (del día siguiente) / debe prepararse para las escenas/el guión (del día siguiente) / (Felipe no tiene tiempo para estudiar porque llega a casa a las 9.00 y después) se prepara para el día siguiente 1	no tiene tiempo / Felipe nunca estudia porque se levanta a las 6.00 y llega a casa a las 9.00 / Felipe no tiene tiempo para estudiar ya que está todo el día actuando
32 (también le interesa el baile clásico y) le gustaría crear una escuela de danza / lo que le gustaría hacer es crear una escuela de danza / (desde niño le ha interesado el baile clásico y por eso) le gustaría crear una escuela de danza / Felipe querría formar una escuela de danza 1	a Felipe también le interesa el baile clásico / crear una escuela de danza / le gustaría <u>hacer es</u> crear una escuela de danza / lo que <u>me</u> gustaría hacer es crear una escuela de danza / desde niño me he interesado el baile clásico y lo que más me gustaría hacer es crear una escuela de danza

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Ejercicio 2 Preguntas 33–42

ACCEPT	REFUSE
<p>33 (al principio/al comienzo de) este año (decidió de no comer carne) / a principios de este año (decidió de no comer carne) 1</p>	<p>cuando decidió que no estaba en forma / un día en el que decidió que no estaba en forma / un día me di cuenta de que no estaba en forma y decidí hacer algo para cambiar mi estilo de vida/</p>
<p>34 (que) ha sido/fue más fácil de lo que imaginaba/pensaba / la facilidad con cual (Sara) dejó de comer carne / que fue/le resultó tan fácil <u>no comer carne/dejar la carne/dejar de comer carne/ser vegetariana</u> / que fue bastante fácil hacerse vegetariana / lo fácil que fue dejar la carne/hacerse vegetariana 1</p>	<p>fue más <u>difícil</u> de lo que pensaba/ pensaba/pensó que no lo iba a conseguir/</p>
<p>35 (estar con amigos para) comer carne asada en el jardín / comer carne asada en el jardín (con amigos/ellos) / abandonó su tradición favorita de comer carne asada en el jardín (con ellos) 1</p>	<p>abandoné mi tradición favorita de comer carne (asada) en el jardín (con ellos) / (de) comer carne tc</p>
<p>36 (recomendaron) visitar a un especialista (para recibir consejo) 1</p>	<p><u>me</u> recomendaron visitar a un especialista/hacer una visita para recibir consejo / estaban preocupados por su salud y le recomendaron visitar a un especialista</p>
<p>37 no saben que existe una gran variedad de recetas (deliciosas) <u>vegetarianas/con verduras</u> / no conocen/desconocen recetas (deliciosas) <u>con verdura(s)/vegetarianas</u> 1</p>	<p>no conocen todas las recetas que hay / no saben que existe una gran variedad de recetas / no saben que existe una variedad de verduras</p>

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38	(la) comida rápida/basura / (según Sara) deberíamos dejar de comprar/comer comida rápida	1	todos deberían dejar de comer carne / no comprar comida rápida / dejar de comer comida rápida / aprender a cocinar y no compres comida rápida
39	(se necesita/necesitas) un poco de voluntad	1	hacer ejercicio con frecuencia, beber más agua y, por supuesto, comer muchas frutas y verduras
40	(fueron las imágenes de las) <u>cruelles/malas</u> condiciones (de vida) de (algunos) <u>animales</u> / el maltrato de (los) animales	1	cómo se producen enormes cantidades de carne
41	(tiene) más energía (para hacer cosas nuevas)	1	<u>tengo</u> más energía (para hacer cosas nuevas/por el cambio que ha dado)
42	(para) compartir ideas <u>de cocina</u>	1	<u>puedo</u> compartir ideas de cocina / para una revista de salud donde puede/puedo compartir ideas de cocina

[Total: 10]