

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

Cambridge International General Certificate of Secondary Education

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## **MARK SCHEME for the October/November 2014 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 2014 series for most Cambridge IGCSE<sup>®</sup>, Cambridge International A and AS Level components and some Cambridge O 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.

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

- (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) 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, <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, 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 <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

3 Detailed Mark Scheme

Sección 1

<b>Ejercicio 1 Preguntas 1–5</b>	
1 A 1	
2 D 1	
3 B 1	
4 A 1	
5 C 1	[Total: 5]
<b>Ejercicio 2 Preguntas 6–10</b>	
6 C 1	
7 F 1	
8 E 1	
9 A 1	
10 D 1	[Total: 5]
<b>Ejercicio 3 Preguntas 11–15</b>	
11 C 1	
12 B 1	
13 C 1	
14 B 1	
15 C 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) *playa* (b) *tomar el sol* (c) *en avión* = 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 la playa; tomas el sol; vuelves en avión = 2 for COMMUNICATION (candidate loses mark for first “tú” but not for repeated error) and 0 for APPROPRIATENESS

**Communication**

ACCEPT FOR COMMUNICATION ACCEPT ANY TENSE Spelling: use rules in 2.5, look alike, sound alike, etc.		REFUSE
(a) <b>DÓNDE ESTÁS</b> 1 Accept <b>estoy/estamos + (junto) en la playa/costa/al mar</b> <b>IGNORE:</b> mention of a specific place, e.g. <i>estoy en la playa en Madrid</i> (ignore “en Madrid”, scores for “en la playa”) <b>IGNORE:</b> preposition or lack of before “playa”, e.g. <i>estoy playa</i> = 1		<b>IGNORE</b> mention of a specific place, e.g. <b>refuse</b> <i>estoy en Madrid</i> <b>tc</b> (no mention of <i>playa</i> etc.)
(b) <b>QUÉ HACES</b> 1 Accept <b>tomo/tomamos el sol</b> Accept <b>estoy/estamos + tomando el sol</b> Accept <b>duermo/dormimos</b> Accept <b>estoy/estamos + durmiendo/descansando/soñando/pensando/bronceando(me)</b>		<i>me encanta el sol / hace sol todos los días</i>  any activity other than sunbathing/sleeping/resting/relaxing/thinking/dreaming
(c) <b>CÓMO VAS A VOLVER A CASA</b> 1 Accept <b>vuelvo/volvemos + en avión</b> Accept <b>voy a volver en avión/cojo el avión para volver (a casa)</b>		any other means of transport
<b>Appropriateness of language</b> <b>NB: if candidates <u>do not attempt</u> one of the tasks they cannot score more than 1 mark for language.</b>		<b>For LANGUAGE, consider only the parts of the candidate’s work for which you award a communication mark:</b> <i>Yo ser en la playa. Estoy leyendo mi libro. Yo volver en avión</i> = 2 for comm. + 0 for lang.  <b>For LANGUAGE accept any verb tense/ form as long as the sequence follows a logical fashion.</b>
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.	

Sección 2

Ejercicio 1 Preguntas 17–26

<ul style="list-style-type: none"> <li>• <b>In this exercise</b>, reward the candidate for being able to locate the answer in the passage.</li> <li>• <b>IGNORE EXTRA MATERIAL</b> (whether Spanish is accurate or inaccurate)</li> <li>• <b>Accept lifting unless it is specifically refused in the Mark Scheme.</b></li> <li>• <b>READ SECTION 2: GENERAL MARKING PRINCIPLES, IN PARTICULAR 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9</b></li> <li>• <b><u>Accept <i>mi, mis, tu, tus, su, sus</i> etc and <i>él</i> throughout for Carmen and <i>ella</i> throughout for Esteban</u></b></li> </ul>		
ACCEPT		REFUSE
17 ((desde) hace) dos años / (todo su tiempo libre) por dos años / lleva dos años / todo su tiempo libre desde hace dos años	1	juega dos veces a la semana / todo su tiempo libre / en su tiempo libre
18 ( <u>juega</u> partidos) los fines de semana	1	partidos los fines de semana / dos veces a la semana y los fines de semana
19 ((solo) juegan/jugar para) divertirse / solo les gusta divertirse / para divertirse / juegan para divertirse, no lo toman en serio / los amigos solo juegan para divertirse y no les importa mejorar	1	no lo toman en serio / no les importa mejorar / juega(n) muy bien al baloncesto
20 su tío (que juega muy bien al baloncesto) / el tío de Esteban	1	porque su tío juega muy bien al baloncesto
21 entrenar(se) <u>todos los días</u> (para estar más en forma)	1	jugar al baloncesto todos los días / se rieron de él, no sé qué hacer
22 se rieron (de él/de Esteban)	1	no les gustó
23 (el nuevo colegio) está/es más cerca de su casa	1	que está/es más cerca de su casa
24 (muy) antipáticos	1	antipáticos, faltan ambición, nunca van a jugar bien
25 (les) falta/no tienen ambición (y por eso nunca van a jugar bien)	1	porque no son serios
26 hacerse miembro del equipo <u>en su nuevo instituto</u>	1	(pronto cambiarás de colegio y) habrá un equipo de baloncesto allí / cambiar de colegio pronto / esperemos que los jugadores allí sean más serios



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Ejercicio 2 Pregunta 27: el cumpleaños de tu primo

- **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 (USE NUMBERED TICKS)	REFUSE
<p>(a) la fecha del cumpleaños de tu primo/prima  <b>REWARD:</b> any day/date, e.g. es el lunes / es el 4 de marzo</p>	
<p>(b) información sobre tu primo/prima  <b>REWARD:</b> any information about the candidate's cousin, e.g. es alto / es simpático / no le gustan los gatos</p>	
<p>(c) lo que comprarás de regalo y por qué  <b>REWARD:</b> what the candidate will buy as a present, e.g. compraré/voy a comprar un libro  <b>REWARD:</b> reason why (even if it is not clear what the candidate will buy as a present), e.g. a mi primo le gusta leer</p>	<p>voy a comprar un fútbol /  voy a comprar un resort</p>
<p>(d) tus planes para celebrarlo (dónde, cómo...)  <b>REWARD:</b> any detail relating to the candidate's plans for celebrating the cousin's birthday, e.g. vamos 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.

**[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 (28, 29, 32, 33)**

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

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

ACCEPT: CHECK FALSO IS TICKED	REFUSE MERE ADDITION OF NEGATIVE
<p><b>28</b> a causa del calor / a causa de las temperaturas muy altas/calores/calientes / a causa de demasiado calor / hace demasiado calor (y por eso las plantas y los árboles no crecen como deberían) / (cuando) hace demasiado calor (las plantas y los árboles no crecen como deberían) / cuando hace (demasiado) calor, no hay suficiente comida para los elefantes 1</p>	<p>(por) el calentamiento global / (por) el clima / (por) los cambios del clima / cuando hace demasiado calor <b>tc</b> / los cambios del clima están afectando a todo el mundo</p>
<p><b>29</b> (cada año) el número de elefantes es menor / (cada año) el número de elefantes disminuye / (cada año) el número de elefantes es más pequeño / (cada año) hay menos elefantes 1</p>	<p>(cada año) el número de elefantes es menor <u>por muchos motivos</u></p>
<p><b>32</b> en una zona natural (y segura) / en una zona segura (y natural) / espera/quiere que (los elefantes) vivan en una zona natural y segura / (quiere(n)/espera(n)/planea(n)) crear una zona natural y segura (para los elefantes)</p>	<p><u>queremos</u> crear una zona natural y segura para los elefantes, pero para esto necesitamos mucho apoyo</p>
<p><b>33</b> <u>para que</u> (la gente) ayude (o con dinero o con trabajo)/ esperan que (las imágenes) tengan un efecto en el público para que ayude (o con dinero o con trabajo) 1</p>	<p>esperamos que tengan un efecto en el público para que ayude (o con dinero, o con trabajo) / esperan que las imágenes tengan un efecto bueno / para atraer la atención de la gente</p>

[Total: 10]

Ejercicio 2 Preguntas 34–42

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	REFUSE
34 para aprender más sobre el/un nuevo planeta 1	para explorar el nuevo planeta / un proyecto para aprender más sobre un nuevo planeta
35 un vehículo capaz de/para explorar <u>el planeta</u> (y mandar información hasta la Tierra) 1	un vehículo <b>tc</b> / un nuevo planeta / un vehículo capaz de explorar / es un nombre para el proyecto
36 (estaban/se sintieron/se sienten) (muy) nerviosos se sintieron (muy) nerviosos (al enviar/mandar el vehículo al espacio) 1	nos sentimos (muy) nerviosos (al enviar/mandar el vehículo al espacio)
37 (les) manda una señal (a (la) Tierra/a los científicos) <u>cada mañana/día</u> 1	nos manda una señal (cada mañana) / lleva tres semanas en el planeta sin problemas / cada mañana los científicos se manda(n) una señal
38 <u>para asegurar</u> el progreso <u>de la tecnología</u> (en el mundo moderno) 1	(para) asegurar el progreso <b>tc</b> / necesitan más científicos
39 (i) es famoso/muy conocido (por todos) / es un cantante muy reconocido / no solo canta sino también se interesa por el espacio 1	es cantante / quieren ser originales
(ii) se interesa por el espacio (además de cantar) 1	
40 <u>escribió/produjo</u> una canción (especial) (que mandaron/enviaron a 'Explorador') / produjo una canción para impresionar a los jóvenes 1	escribió/produjo una canción (especial) (que enviamos a 'Explorador')
41 (escuchar) la canción <u>transmitida desde otro planeta</u> / <u>lo que</u> (más) les fascinó fue escuchar) la canción <u>transmitida desde otro planeta</u> 1	(más) les fascinó fue escuchar) la canción <u>transmitida desde otro planeta</u>
42 un blog (que quieren crear Pablo/los científicos) / el blog de la organización / un blog donde los científicos pueden compartir con el público lo que han descubierto 1	crear un blog / en un blog que van a crear / un blog donde podamos compartir con nuestro público lo que hemos descubierto y contestar a las preguntas de todos