

MARK SCHEME for the May/June 2013 series

0530 SPANISH (FOREIGN LANGUAGE)

0530/22

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 May/June 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

| | | | |
|--------|-----------------------|----------|--|
| Page 2 | Mark Scheme | Syllabus | |
| | IGCSE – May/June 2013 | 0530 | |

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.

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

- (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)

| | | |
|--------|-----------------------|----------|
| Page 3 | Mark Scheme | Syllabus |
| | IGCSE – May/June 2013 | 0530 |

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* 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 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.

| | | |
|--------|-----------------------|----------|
| Page 4 | Mark Scheme | Syllabus |
| | IGCSE – May/June 2013 | 0530 |

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 (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 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 |

| | | |
|--------|-----------------------|----------|
| Page 5 | Mark Scheme | Syllabus |
| | IGCSE – May/June 2013 | 0530 |

3 Detailed Mark Scheme

Sección 1

| | |
|---|--|
| Ejercicio 1 Preguntas 1–5 1 D 1 2 D 1 3 C 1 4 B 1 5 C 1 <p style="text-align: right;">[Total: 5]</p> | |
| Ejercicio 2 Preguntas 6–10 6 C 1 7 E 1 8 A 1 9 F 1 10 B 1 <p style="text-align: right;">[Total: 5]</p> | |
| Ejercicio 3 Preguntas 11–15 11 B 1 12 A 1 13 C 1 14 A 1 15 A 1 <p style="text-align: right;">[Total: 5]</p> | |

| | | |
|--------|-----------------------|----------|
| Page 6 | Mark Scheme | Syllabus |
| | IGCSE – May/June 2013 | 0530 |

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) *abuelos* (c) *nadar* = 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; estás con tus abuelos; pasas el tiempo a nadar = 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 | |
| <p>(a) DÓNDE ESTÁ EL CAMPING 1 Accept <i>está/estoy/estamos</i> + <i>en la playa / al mar / en la costa</i> Accept <i>voy/vamos</i> + <i>en la playa / al mar / en la costa</i> Accept for COMMUNICATION (but not for LANGUAGE): <i>soy/somos</i> + <i>en la playa / al mar / en la costa</i> IGNORE: mention of a specific place, e.g. <i>estoy en Madrid en la playa</i> (ignore “Madrid”, scores for “en la playa”) IGNORE: preposition or lack of before “playa”, e.g. <i>estoy playa</i> = 1</p> | <p>refuse <i>estoy/estamos en Madrid tc</i> (no mention of <i>playa</i> etc) refuse <i>estoy/estamos al camping tc</i> (no mention of <i>playa</i> etc) refuse <i>estoy/estamos en el camping tc</i> (no mention of <i>playa</i> etc) refuse <i>soy/somos en el camping tc</i> (no mention of <i>playa</i> etc)</p> |
| <p>(b) CON QUIÉN ESTÁS 1 Accept <i>estoy/estamos</i> + <i>con mis abuelos/padres/tíos</i> etc Accept <i>estoy</i> + <i>con un hombre y una mujer</i> Accept <i>estoy</i> + <i>con mi hermano y mi madre</i> Accept <i>estoy</i> + <i>con mi hermana y mi padre</i> Accept <i>estoy</i> + <i>con mis hermanos</i> Accept <i>estoy</i> + <i>con mis amigos</i> Accept for COMMUNICATION (but not for LANGUAGE): <i>soy/somos</i> + <i>con mis abuelos/padres/tíos</i> etc IGNORE: preposition or lack of before “abuelos”, e.g. <i>estoy mis abuelos</i> = 1</p> | <p>refuse <i>estoy con mi perro/mi gato</i> refuse <i>estoy con mi hermana y mi madre</i> refuse <i>estoy con mi hermano y mi padre</i> refuse <i>estoy con Pedro y María</i> (or any other names) refuse <i>estoy con mis hermanas</i> refuse <i>estoy con mis amigas</i></p> |
| <p>(c) CÓMO PASAS EL TIEMPO 1 Accept <i>paso/pasamos</i> + <i>el tiempo a nadar</i> Accept <i>nado/nadamos, voy/vamos a nadar</i> Accept <i>me gustaría nadar</i></p> | <p>refuse any other activity</p> |

| | | |
|--------|-----------------------|----------|
| Page 7 | Mark Scheme | Syllabus |
| | IGCSE – May/June 2013 | 0530 |

| | | |
|--|---|--|
| <p><i>Appropriateness of language</i> NB: if candidates <u>do not attempt</u> one of the tasks they cannot score more than 1 mark for language.</p> | | <p>For LANGUAGE, consider only the parts of the candidate's work for which you award a communication mark: Yo estoy en la playa. Estoy con mi perro. Yo nadar = 2 for comm. + 0 for lang.</p> <p>For LANGUAGE accept any verb tense/ form as long as the sequence follows a logical fashion.</p> |
| 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. | |

[Total: 5]

| | | |
|--------|-----------------------|----------|
| Page 8 | Mark Scheme | Syllabus |
| | IGCSE – May/June 2013 | 0530 |

Sección 2

Ejercicio 1 Preguntas 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)
- **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**
- **Accept *mi, mis, tu, tus, su, sus* etc and *él* throughout for Gloria/Tanya**

| ACCEPT | REFUSE |
|--|---|
| <p>17 (Tanya) (es) (muy) simpática / (Gloria) se lleva bien con ella/Tanya / (Gloria) se entiende con ella/Tanya 1</p> | <p>se lleva bien con Gloria</p> |
| <p>18 habla/sabe (un) poco (de) español / tiene problemas con la lengua/el idioma / no habla/sabe (mucho) español (pero hace (muchos) esfuerzos por/para hablar) / es extranjera y sabe/habla poco español / (Tanya) no se lleva bien con los amigos/las amigas de Gloria / los amigos de Gloria no se llevan bien con Tanya/ella 1</p> | <p>no se lleva bien con los amigos/las amigas de Tanya / hace muchos esfuerzos por/para hablar (y entenderse con todos) / es extranjera</p> |
| <p>19 (porque) su/el padre trabaja (en una empresa en Madrid) / (porque) su/el padre trabaja allí/ahí/aquí/acá / por el trabajo de su padre 1</p> | <p>(porque) trabaja en Madrid</p> |
| <p>20 (le/me encantaría) vivir/estudiar en el extranjero/en (un) otro país 1</p> | |
| <p>21 idioma / clima / comida / (no solo) el idioma es diferente 1</p> | |

| | | |
|--------|-----------------------|----------|
| Page 9 | Mark Scheme | Syllabus |
| | IGCSE – May/June 2013 | 0530 |

| | | |
|--|---|--|
| 22 (i) no le/la/lo/se/su habla(n) / no habla(n) con/a ella/Tanya / ni le/lo/la/se/su habla(n) | 1 | no habla(n) con/a Gloria / no los/les/las habla(n) / no le/lo/la/se/su hablarán más / sus amigos no se llevan bien con Tanya |
| (ii) no la/le/lo/se/su ayuda(n) / no ayuda(n) a Tanya | 1 | Gloria no ayuda(n) / no ayuda(n) (a) Gloria / no les/las/los ayuda(n) |
| NB 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa) | | |
| 23 (se siente/está/es) (muy) triste / me siento (muy) triste / ella/Gloria triste / (le) siente (muy) triste / (sus amigos) se han puesto (todos) en contra de ella/Gloria / mis amigos se han puesto (todos) en contra de mí | 1 | se han puesto (todos) en contra (de Tanya) / la/le afecta (a Gloria) en que no sabe si debe separarse de Tanya |
| 24 (a Gloria/a ella) no le hablará(n) más / no la/lo/se/su/me hablará(n) más / dicen que si sigo siendo amiga de Tanya no me hablará(n) más / si sigue siendo amiga de Tanya no le/la/lo/se/su hablará(n) más/ van a parar de hablar con Gloria (si sigue hablando con Tanya) | 1 | dicen que si sigo siendo amiga de <u>Gloria</u> no me/te/la/lo/le/se/su hablará(n) más / si sigue siendo amiga de <u>Gloria</u> no me/la/lo/le/se/su hablará(n) más / si sigo siendo amiga de Tanya no le/la/lo/se hablarán más / si sigue siendo amiga de Tanya no me hablarán más / los amigos no hablará(n) más / a Tanya no (le) hablará(n) más / Tanya no (le) hablará(n) más |
| 25 (va/voy a) hablar con la profesora / (va/voy a) comentar con la profesora | 1 | hablar con ella / separarse/me de sus/tus/mis amigos / dejarla a Tanya / Gloria pregunta (a Susana) para una solución / no le he comentado nada a la profesora |

[Total: 10]

| | | |
|---------|-----------------------|----------|
| Page 10 | Mark Scheme | Syllabus |
| | IGCSE – May/June 2013 | 0530 |

Ejercicio 2 Pregunta 26: Un trabajo escolar sobre tu pueblo/ciudad

- **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 | REFUSE |
|---|--------|
| <p>(a) lo que hay de interés REWARD: what there is to do/see in the village/town/city, e.g. hay una discoteca REWARD: general comments such as hay muchas cosas REWARD: no hay nada de interés (en mi pueblo/ciudad)</p> | |
| <p>(b) lo que haces con tus amigos los fines de semana REWARD: what the candidate does at the weekend, e.g. voy al cine</p> | |
| <p>(c) si te gusta tu pueblo/ciudad o no, y por qué 1 mark for saying whether or not they like their village/town/city 1 mark for why ACCEPT: (no) me gusta mi pueblo/ciudad REWARD: reason why (whether or not it is clear that they like their village/town/city or not)</p> | |
| <p>(d) dónde te gustaría vivir en el futuro REWARD: where the candidate would like to live in future, e.g. en Barcelona / en una ciudad (más grande)</p> | |

| | | |
|---------|-----------------------|----------|
| Page 11 | Mark Scheme | Syllabus |
| | IGCSE – May/June 2013 | 0530 |

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]

| | | |
|---------|-----------------------|----------|
| Page 12 | Mark Scheme | Syllabus |
| | IGCSE – May/June 2013 | 0530 |

Sección 3

Look for signs of genuine comprehension. Usually, candidates who lift **indiscriminately** 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 (28, 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 checked="" type="checkbox"/> | <input type="checkbox"/> | 1 |
| 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 type="checkbox"/> | <input checked="" type="checkbox"/> | 1 |
| 32 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 1 |

| | | |
|---------|-----------------------|----------|
| Page 13 | Mark Scheme | Syllabus |
| | IGCSE – May/June 2013 | 0530 |

| ACCEPT: CHECK FALSO IS TICKED | REFUSE MERE ADDITION OF NEG |
|--|---|
| <p>28 (se) empezó a las cuatro de la madrugada / más temprano a las cuatro /</p> <p>trabaja/trabajaban/han trabajado/ha trabajado/trabajar/trabajo (por/durante) todo el día /</p> <p>trabaja/trabajaban/han trabajado/ha trabajado/trabajar desde las cuatro (de la madrugada/de la mañana) /</p> <p>trabaja/trabajaban/han trabajado/ha trabajado/trabajar/trabajo desde la madrugada /la mañana /</p> <p>(desde) la mañana / (desde) la madrugada / a/desde las cuatro (de la mañana/ madrugada)</p> <p style="text-align: right;">1</p> | <p>no se empezó el trabajo por la tarde / no se empezó a trabajar por la tarde / (por) todo el día tc (no verb) / durante todo el día tc (no verb) / se empezó el trabajo sin pausa / los residentes <u>que</u> trabajaron durante todo el día /</p> <p>Alex trabaja durante todo el día / trabaja todo el tiempo</p> |
| <p>29 (tuvieron que) trabajar sin pausa/sin descanso(s) / (han) trabajado/trabajaron sin pausa/parar(se) /</p> <p style="text-align: right;">1</p> | <p>no había que tomar descansos cada cuatro horas / tuvieron que trabajar (por) todo el día / desde las cuatro de la madrugada han trabajado sin pausa / (unos 150) residentes han trabajado sin pausa para mantener vivas a las ballenas (atrapadas en la playa)</p> |
| <p>31 <u>algunos</u> (científicos) <u>piensan que las ballenas</u> se sienten atraídas por el ruido de los barcos / el ruido de los (grandes) barcos es una razón (posible) / puede ser a causa de los grandes barcos / puede ser a causa de los humanos / (los científicos) desconocen la causa/la razón / tal vez <u>las ballenas</u> sigan a una ballena enferma</p> <p style="text-align: right;">1</p> | <p>todo el mundo no está de acuerdo en que esta tragedia tiene una causa natural / todos no están/estaban de acuerdo, tienen opiniones diferentes / hay muchas opiniones diferentes sobre la causa de esta tragedia / otros científicos tc / <u>es</u> a causa de grandes barcos / algunos (científicos) piensan que se sienten atraídas por el ruido de grandes barcos (no mention of las ballenas) / el ruido de los (grandes) barcos <u>es</u> la razón / se sienten atraídas por el ruido tc / otros opinan que se sienten atraídas por el ruido de (grandes) barcos / algunos (científicos) piensan que tal vez sigan a una ballena enferma (desorientada) / causado por los (seres) humanos</p> |

| | | | |
|---------|-----------------------|----------|--|
| Page 14 | Mark Scheme | Syllabus | |
| | IGCSE – May/June 2013 | 0530 | |

| | |
|---|---|
| <p>32 (Alex) (siempre) (se) desespera (ver un animal sufrir / le/lo desespera / no le gusta/odia ver un animal sufrir (y no poder ayudarlo) 1</p> | <p>Alex no puede aceptar (la muerte de las ballenas/de los animales) / después de ver tantas tragedias, Alex no puede aceptar la muerte de las ballenas / no puede/poder ayudar / <u>nos</u> desespera / se tema que más ballenas vienen a morir en el futuro</p> |
|---|---|

[Total: 10]

| | | |
|---------|-----------------------|----------|
| Page 15 | Mark Scheme | Syllabus |
| | IGCSE – May/June 2013 | 0530 |

Ejercicio 2 Preguntas 33–40

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 |
|--|---|
| <p>33 (ha sido/fue/ser) Miembro del Parlamento / ha trabajado en el Parlamento (de Australia) / en el Parlamento/la política 1</p> | <p><u>es</u> (el) Miembro del Parlamento / <u>es</u> Miembro del Parlamento durante 8 años / trabaja en el Parlamento (de Australia) / Australia</p> |
| <p>34 (i) and (ii) ANY 2 IDEAS FROM THE FOLLOWING 5:</p> <p>(a) hace 84km <u>al/cada día</u> OR hace dos maratones <u>al/cada día</u> OR cada día John corre una distancia equivalente a dos maratones /</p> <p>(b) es/era/fue corredor (profesional) /</p> <p>(c) está corriendo un maratón (excepcional del Polo Norte al Polo Sur) OR corría en el maratón OR corre/corriendo un maratón</p> <p>(d) no/nunca toma días de descanso</p> <p>(e) <u>durante los 40 días</u> en el Ártico, tuvo que llevar una mochila de 30 kilos 2</p> | <p>(John) cuenta con 20 años de entrenamiento (como atleta) / (en el Ártico) tuvo que llevar una mochila de 30 kilos / corre a beneficio de la Cruz Roja Internacional / en abril de este año John inició su maratón</p> |
| <p>NB 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)</p> | |
| <p>35 (mucho) dinero/dólares (australianos) / (junta/juntando/(al) juntar) millones de dólares (australianos) / (da/dando/(al) dar) millones de dólares / (manda/mandándoles/(al) mandar) millones de dólares / juntando/dando/mandándoles (muchísimo) dinero/ (a lo largo de los años) (John) ha utilizado sus aptitudes (deportivas) para juntar varios millones de dólares / reciben/han recibido dinero/millones de dólares / 1</p> | <p><u>y</u> a lo largo de los años (John) ha utilizado sus aptitudes (deportivas) para juntar varios millones de dólares / para juntar (varios) millones de dólares / millones tc / llegar a 100 millones de dólares</p> |
| <p>36 (i) (antes) (se) iba(n) a donar a programas para ayudar a víctimas de catástrofes / fue a donar a programas para ayudar a víctimas de catástrofes 1</p> | <p>para ayudar a víctimas de catástrofes / donar/dar a programas para ayudar a víctimas de catástrofes / <u>que</u> se iba(n) a donar a víctimas de catástrofes</p> |

| | | |
|---------|-----------------------|----------|
| Page 16 | Mark Scheme | Syllabus |
| | IGCSE – May/June 2013 | 0530 |

| | |
|--|--|
| (ii) (ahora) se dará parte del dinero a proyectos de agua (limpia) (en países pobres) / se darán/donarán parte del dinero a proyectos de agua (limpia) / quiere dar/donar parte del dinero a proyectos de agua (limpia) / va a dar/donar parte del dinero a proyectos de agua (limpia) / dará/donará dinero a proyectos de agua (limpia) 1 | dar a proyectos (de agua limpia) / parte del dinero a proyectos de agua limpia / dará/donará <u>el</u> dinero a proyectos de agua (limpia) / |
| NB 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa) | |
| 37 (las experiencias vividas en) su viaje (actual) / (al) ver (el) agua sucia en países pobres y la manera de vivir de los habitantes 1 | <u>después de</u> las experiencias vividas en su viaje actual / <u>de</u> las experiencias en su viaje actual |
| 38 (posibles) ataque(s) de(l) oso polar / riesgo del oso polar / encontrar (a) un oso polar / tenían que estar preparados para defenderse contra posibles ataques de oso polar / oso(s) polar 1 | (defenderse) contra tc / defenderse contra posibles ataques de oso polar / estar preparados para defenderse contra posibles ataques de oso polar / <u>también</u> tenían que estar preparados para defenderse contra posibles ataques de oso polar / ((tenían/tuvieron que) llevar) una mochila (de 30 kilos) / porque hay hielo |
| 39 D (con cariño) 1 | |
| 40 actualiza/escibe en su/el/la/un(a) website/sitio de Internet/sitio de web/página (de) web/blog (a diario) / <u>tiene</u> un website/sitio de Internet/sitio de web/página (de) web/blog (escrito por él y actualizado a diario) / escibe en Internet cada día/a diario 1 | ha escrito un diario en su sitio de web / escibe en un diario / porque lo escribe personalmente / es actualizado a diario / es (como) su recorrido / su recorrido diario / John escrito personalmente y actualizado a diario / (John) solicita a las comunidades que lo apoyen (no sólo en su causa benéfica) (sino también como ser humano) / en su sitio de Internet (escrito personalmente por él y actualizado a diario) |