

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

Cambridge International General Certificate of Secondary Education

## **MARK SCHEME for the October/November 2014 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.

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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/discarded 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)

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**2.5 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*, 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

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### 3 Detailed Mark Scheme

#### Sección 1

<b>Ejercicio 1 Preguntas 1–5</b>		
1	B	1
2	D	1
3	A	1
4	D	1
5	C	1
		<b>[Total: 5]</b>
<b>Ejercicio 2 Preguntas 6–10</b>		
6	D	1
7	A	1
8	C	1
9	E	1
10	B	1
		<b>[Total: 5]</b>
<b>Ejercicio 3 Preguntas 11–15</b>		
11	A	1
12	B	1
13	C	1
14	C	1
15	C	1
		<b>[Total: 5]</b>

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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) *parque* (b) *correr* (c) *ver la televisión* = 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 parque; *corres*; *ves* la televisión = 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> Accept <i>estoy</i> + en el parque IGNORE: mention of a specific place, e.g. <i>estoy en el parque en Madrid</i> (ignore “en Madrid”, scores for “en el parque”) IGNORE: preposition or lack of before “parque”, e.g. <i>estoy parque</i> = 1	1	en el jardín  IGNORE mention of a specific place, e.g. <b>refuse</b> <i>estoy en Madrid</i> <b>tc</b> (no mention of <i>parque</i> etc.)
(b) <b>QUÉ HACES</b> Accept <i>corro</i> Accept <i>hago ejercicio/footing</i> Accept <i>estoy</i> + <i>corriendo</i> Accept <i>estoy</i> + <i>haciendo ejercicio/footing</i>	1	any activity other than running/doing exercise/jogging  <i>caminar/practicar deporte(s)</i>
(c) <b>QUÉ VAS A HACER ESTA TARDE</b> Accept <i>veo/miro la televisión</i> Accept <i>voy a ver/mirar la televisión (en casa)</i>	1	any other activity
<b>Appropriateness of language</b> N.B.: if candidates <b>do not attempt</b> one of the tasks they cannot score more than 1 mark for language.		<b>For LANGUAGE, consider only the parts of the candidate’s work for which you award a communication mark:</b> <i>Yo ir al parque. Estoy leyendo mi libro. Yo ver la televisión</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.	

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## Sección 2

### Ejercicio 1 Preguntas 17–25

<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 Sofía and Paula and <i>ella</i> throughout for Mario</u></b></li> </ul>			
ACCEPT		REFUSE	
17	viven en una casa demasiado pequeña (para guardar una colección) / la/su casa es demasiado pequeña (para guardar una colección) 1	porque su casa es demasiado pequeña para guardar <b>tc</b>	
18	(piensa que coleccionar es una actividad que) no sirve para nada 1	coleccionar es algo que le encanta hacer	
19	(todos) sus amigos tienen colecciones (de algo), (todos menos ella/yo/Sofía) / Sofía no tiene colecciones de algo/nada 1	todos menos Sofía / colecciones de algo, todos menos yo	
20	recuerdos (típicos de cada país) 1	típicos de cada país / una colección para no tener problemas con su madre	
21	(tiene la colección en una) maleta (que nunca abre) 1	ahora ya no le interesan y tiene la colección en una maleta que nunca abre	
22	(su colección) ocupa (mucho) espacio (en la/su casa) 1	ocupa mucho espacio, además a Paula no le interesa / no le interesa más su colección (a Paula)	
23	(Mario) las dejaba en el armario (sin usar) / (las camisetas/demás) quedaban en el armario (sin usar) / las ponía en el armario (sin usar) / no las ponía, por eso quedaban en el armario (sin usar) / nunca llevaba las camisetas que le gustaban menos / Mario quedaba las camisetas en el armario (sin usar) 1	el armario (sin usar) <b>tc</b> / Mario siempre ponía las camisetas que le gustaban	
24	(a) (en su) ordenador 1	en Internet	
	(b) puede(s) ordenar las fotos fácilmente 1	(las fotos) no ocupan espacio (en su casa) (y Sofía puede ordenarlas/las fotos fácilmente)	
25	(fotos) de animales 1	las fotos de los animales le gustan mucho (a Sofía)	

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**Ejercicio 2 Pregunta 26: los domingos**

<ul style="list-style-type: none"> <li>• <b>COMMUNICATION:</b> 1 mark per item up to a maximum of 10</li> <li>• <b>ACCURACY:</b> up to 5 marks according to banded mark scheme</li> </ul> <p><b>IGNORE TITLES, LETTER HEADINGS &amp; ENDINGS FOR COMMUNICATION AND ACCURACY</b></p>	
<p><b>Communication : FOR COMMUNICATION BE TOLERANT OF VERBS / TENSES / SPELLING</b></p> <ul style="list-style-type: none"> <li>• <b>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.</b>  <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></li> <li>• <b>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</b>  <u>Estudio francés, español e historia = 1 mark (1 verb = a list of 3)</u></li> <li>• <b>ONLY REWARD EACH ELEMENT ONCE</b></li> </ul>	
<b>ACCEPT (USE NUMBERED TICKS)</b>	<b>REFUSE</b>
<p><b>(a) lo que te gusta o no te gusta del domingo y por qué</b>  1 mark for saying what they do/do not like about Sundays  1 mark for why  <b>ACCEPT:</b> (no) me gustan los domingos  <b>REWARD:</b> reason why (whether or not it is clear what the candidate likes or does not like about Sundays)</p>	
<p><b>(b) lo que haces por la mañana</b>  <b>REWARD:</b> what the candidate does in the morning, e.g. voy al centro</p>	
<p><b>(c) con quién prefieres pasar la tarde</b>  <b>REWARD:</b> with whom the candidate prefers to spend the afternoon, e.g. salgo con amigos</p>	
<p><b>(d) adónde fuiste el domingo pasado</b>  <b>REWARD:</b> where the candidate went last Sunday, 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
<p><b>27</b> escribir la música es lo más divertido /  escribir la música es lo que encuentra más  divertido /  prefiere escribir la música /  (escribir las palabras) es lo que le gusta  menos /  (a Miguel) le gusta menos escribir las  palabras /  lo más complicado es (cuando Miguel tiene  que) escribir las palabras 1</p>	<p>escribir la música es lo que <u>encuentro</u> más  divertido /  lo más complicado es cuando <u>tengo que</u> escribir  las palabras /  <u>prefiero</u> escribir la música /  lo que le gusta menos</p>
<p><b>29</b> lo tratan a Miguel igual que siempre 1</p>	<p>(su familia) está muy orgullosa de su éxito /  pero en casa lo tratan (a Miguel) igual que  siempre /  sus padres todos son músicos, lo tratan a  Miguel igual que siempre</p>
<p><b>31</b> (sus hijas) no quieren <u>ni hablar(le) ni jugar</u>  con él/Miguel /  (sus hijas) no quieren <u>hablar o jugar</u> con  él/Miguel</p>	<p>(mis hijas) no quieren ni hablarme ni jugar  conmigo /  (sus hijas) no quieren <u>ni hablarme ni jugar</u>  con(sigo)/él/Miguel /  tienen una reacción negativa</p>
<p><b>32</b> (el año que viene sus hijas irán a uno de  sus conciertos) en el/al extranjero /  (el año que viene sus hijas) lo acompañarán  (a uno de sus conciertos) en el/al  extranjero /  (sus hijas) irán a su concierto en otro país  con él/Miguel /  van a ir juntos a su concierto en el/al  extranjero 1</p>	<p>mis/sus conciertos en el/al extranjero /  concierto extranjero</p>

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### 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	
33	en/a la basura / la tiraba a la/en basura	1	(ella) se la ponía durante seis meses y luego la tiraba a la basura / luego la tiraba a la basura
34	(i) (porque la gente) no tiene dinero	1	no tiene dinero sino / no tiene bastante ropa
	(ii) porque) hay una falta de ropa en (las regiones/la zona) <u>donde viven</u> / hay una falta de ropa en <u>sus</u> regiones	1	sino porque hay una falta de ropa en las regiones donde viven hay una falta de ropa en <u>las</u> regiones <b>tc</b> / no hay ropa en las regiones / hay una falta de ropa <b>tc</b>
35	(se sintió muy) triste / a Emilia le pareció (muy) triste / Emilia pensó que era/fue (muy) triste	1	¿por qué no reciclar la ropa? / muy triste y le vino la idea de crear un proyecto / decidió crear un nuevo proyecto para reciclar su ropa
36	(dijo que era) una idea fenomenal / (al director) le gustó	1	
37	<u>enviar</u> ropa usada a las personas <u>que la necesiten</u>	1	a las personas que necesiten la ropa (usada) / a las personas que no tienen ropa / (es) enviar ropa usada <b>tc</b>
38	(para) poner la ropa (que ya no se quiere/usada) (para) recoger ropa (usada) y entregarla a la organización/ (para) recibir la ropa (que ya no se quiere/usada)	1	para poner la ropa y entonces distribuir / se utilizan las cajas para poner la ropa y distribuir en su colegio / para distribuir / para poner la ropa que no quiere a Emilia
39	(i) zapatos	1	recibían zapatos / zapatos, por motivos de salud
	(ii) bolsos de piel	1	quiere son los bolsos de piel / tampoco quiere son los bolsos de piel
40	(porque cada mes cuando (Emilia) recibe) las cajas siempre están llenas de ropa	1	porque cada mes cuando <u>recibo</u> las cajas siempre están llenas de ropa / (este proyecto está) ayudando a la gente y al planeta / Emilia está muy feliz / la reacción ha sido fantástica

[Total: 10]