

**MARK SCHEME for the May/June 2009 question paper**  
**for the guidance of teachers**

**0530 SPANISH (FOREIGN LANGUAGE)**

**0530/02**

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 must be read in conjunction with the question papers and the report on the examination.

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

CIE is publishing the mark schemes for the May/June 2009 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



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## A General marking principles

- 1 **Please note that it is not possible to list all acceptable alternatives in this mark scheme. 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, and award marks accordingly.**
- 2 Do not alter what the candidate has written in any way, eg if an accent is missing, don't add it in, and if a word doesn't end correctly, don't write in the correction. Where necessary, indicate errors by underlining or by placing a circle where an accent should be or by using an insert sign to indicate something is missing.
- 3 If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct.
- 4 If a candidate crosses out an answer to a whole question but makes no second attempt at it, mark the crossed out work.
- 5 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)
- 6 tc = tout court
- 7 ha = harmless addition
- 8 inv = invalidation
- 9 bod = benefit of doubt

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**B Detailed mark scheme**

**Section 1**

**Exercise 1 Questions 1–5**

<b>1</b>	C	1
<b>2</b>	A	1
<b>3</b>	B	1
<b>4</b>	A	1
<b>5</b>	D	1

**[Total: 5]**

**Exercise 2 Questions 6–10**

<b>6</b>	V	1
<b>7</b>	F	1
<b>8</b>	V	1
<b>9</b>	F	1
<b>10</b>	V	1

**[Total: 5]**

**Exercise 3 Question 11**

<b>11</b>	A	1
	B	1
	E	1
	G	1
	I	1

**[Total: 5]**

Note: for every entry beyond the fifth one, one mark should be deducted from the total.

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**Exercise 4 Question 12**

**COMMUNICATION:** 1 mark per item up to a maximum of 3

+

**APPROPRIATENESS OF LANGUAGE:** 0, 1 or 2 marks according to grid

- Mark answers that are not written in the space provided for that purpose exactly as if they were written in the correct space, eg where candidates answer the questions but ignore the instruction to frame their answer as a message:
- Where there are two versions, one by pics + one in box, mark what is in the box.

**Communication**

(a) adónde vais

Correct possibilities include:

a comprar ropa  
al shopping

(b) a qué hora le esperas

Accept:

espero a las . . . (without te)

(c) dónde le esperas

Accept:

panería  
pastelería  
tienda de pan  
restaurante

**REJECT**

a las quince menos once

**Appropriateness of language**

2	For the award of 2 marks, 2 verbs must be in appropriate tenses. 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 marks were awarded for Communication, 0 marks are awarded for language.

**When marking for Language, consider only the parts of the candidate's work for which you are awarding a communication mark.**

**NB: if candidates do not attempt one of the tasks they cannot score more than 1 mark for language.**

**[Total: 5]**

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**Section 2**

**Exercise 1 Questions 13–21**

		<b>REJECT</b>
<b>13</b>	(trabajo de) grupo	1 presentación (without mention of grupo)
<b>14</b>	bien no hay ningún problema	1
<b>15</b>	(cuando tengo/tiene) que hablar a la clase	1 cuando habla en clase
<b>16 (i)</b>	(su) garganta seca se me/le seca la garganta	1 (se) seca la garganta
	<b>(ii)</b> no puedo/puede hablar	1
<b>17</b>	es normal (tener miedo)	1
<b>18</b>	(con tu/su) profesor (de geografía)	1
<b>19</b>	(los) amigos	1 mirarles a ellos
<b>20</b>	(unas horas) antes de la/su/tu presentación	1
<b>21</b>	imaginar que eres/es otra persona para sentirse mejor	

**[Total: 10]**

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### Exercise 2 Question 22

#### NO WORD COUNT

- **COMMUNICATION:** 1 mark per item up to a maximum of 10 +
- **ACCURACY:** up to 5 marks according to grid

#### Communication

**NB:** Each of the 4 tasks (a), (b), (c) and (d) must be completed 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), (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

(a) el tiempo que hace (must be a reference to the weather) [1]

(b) qué haces por la mañana (specific mention of la mañana or of desayuno) [1]

(c) adónde vas con tus amigos y [1]

(d) qué haces [1]

(e) cómo celebras la fiesta con tu familia [1]

Up to 5 further details related to (a), (b), (c) (d) and (e)

[1 + 1 + 1 + 1 + 1]

#### Accuracy

5	<ul style="list-style-type: none"> <li>• Limited range of vocabulary, idiom and structures (e.g. <i>porque - adj agreement – me(etc.) gusta</i>).</li> <li>• The style of writing is basic but reasonably coherent.</li> <li>• Use of a limited range of verbs, often successful.</li> <li>• More accuracy than inaccuracy.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Basic range of vocabulary, idiom and structures (e.g. <i>porque – gusta (no pronoun)</i>).</li> <li>• Sentences may be repetitive (e.g. all in first person singular), but are often successful.</li> <li>• Use of a basic range of verbs, with some success.</li> <li>• The writing is sufficiently accurate for meaning to be conveyed.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Basic range of vocabulary and structures.</li> <li>• Sentences are repetitive (e.g. all in first person singular).</li> <li>• Some awareness of verb usage.</li> <li>• Despite regular errors, the writing conveys some meaning.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Basic vocabulary and structures.</li> <li>• Effective for a variety of straightforward messages.</li> <li>• Little awareness of verb usage.</li> <li>• The degree of inaccuracy often obscures the meaning.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Minimal vocabulary.</li> <li>• Effective for some messages (more than one), usually unconnected.</li> <li>• Insufficient accuracy to convey the meaning.</li> </ul>
0	Insufficient accuracy to be awarded a mark of 1.

[Total: 15]

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### Section 3

#### General Marking Principles

- Answers should be marked for communication. Tolerate inaccuracies provided the message is clear.
- At this stage (Section 3) we are looking for signs of genuine comprehension. As a general rule, candidates who lift **indiscriminately** fail to demonstrate comprehension and will not score the mark. However, **careful** lifting of just the required details does demonstrate comprehension and should be rewarded. See detailed mark scheme for guidance.
- Where extra material invalidates an answer, underline the material and place INV above it. Invalidation = 0.
- In general, do not accept incorrect Spanish if the word given means something else in Spanish.

#### Exercise 1 Questions 23–28

**1 Mark per question for True or False:** use a tick to indicate that the True/False is correct

**1 Mark for correcting False statement (26, 27, 28, 30):** use a 1 to indicate that the correction is acceptable and a 0 to indicate it is unacceptable.

**Add up the ticks and 1s to give the total mark out of 10.**

- Candidate ticks/crosses VERDADERO and goes on to supply justification: award mark for VERDADERO if this is the correct answer; ignore any justification. If VERDADERO is not the correct answer, no marks are awarded.
- Candidate ticks neither VERDADERO nor FALSO and supplies justification: assume candidate intended to tick FALSO and proceed accordingly, eg 1 mark for ticking FALSO if this is the correct answer and 1 mark for a correct justification.
- Candidate ticks FALSO and provides no justification: award 1 mark for FALSO if this is the correct answer; no further marks can be awarded
- Candidate ticks both boxes, with or without justification: no marks can be awarded (unless the candidate indicates that you should ignore one of the ticks in which case proceed according to the usual rules)

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**REJECT**

<b>23</b>	F	1	
	No. Nadie lo quería.	1	Pero no siempre fue así = INV
	«Durante año y medio los productores que tuvieron la idea original no pudieron venderla a las compañías de televisión»		
	El primer canal fue el único interesado.		
<b>24</b>	F	1	
	No. Se hicieron pruebas.	1	« Tras varias pruebas de selección a las que se presentaron miles de jóvenes, se eligieron 16 participantes: 16 jóvenes que soñaban con ser estrellas de la canción.»
	Se ofrecieron puestos a 16.		
<b>25</b>	V	1	
<b>26</b>	F	1	
	No. (Eligen a cuatro que no han progresado lo suficiente pero) solo se echa a uno.	1	
	Sólo un alumno		
<b>27</b>	F	1	
	No. Votan por teléfono.	1	
	Los espectadores con sus llamadas deciden		
<b>28</b>	V	1	

**[Total: 10]**



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**Exercise 2 Questions 29–37**

		<b>REJECT</b>
<b>29 (i)</b>	les compró una casa a sus padres su mayor placer fue comprar una casa a sus padres	1 es modesto su mejor sueño fue . . .
<b>(ii)</b>	ya no tienen que levantarse a las cuatro de la mañana/temprano no tienen que trabajar	1 ya no tengan que . . . no tienen más que trabajar
<b>30</b>	(a las afueras de) Barcelona	1 un pequeño equipo de las afueras de Barcelona
<b>31</b>	(Día tras día) a la salida de la escuela	1 Italia Día tras día...etc
<b>32</b>	nuevos barrios/apartamentos/hipermercados	1 Campos que ya no existen . . .
<b>33</b>	pasaba mucha gente (por donde jugaban) para evitar chocar con abuelas	1 . . . por donde jugábamos
<b>34</b>	(dijo/dice), fue un desastre/qué desastre/me quedé muy deprimido (quedó) deprimido	1
<b>35</b>	con su club/con Espanyol No piensa dejar su club Este club es su vida Jugando fútbol	1
<b>36</b>	«vivir a la sombra de los equipos más poderosos» es pequeño los equipos más poderosos	1
<b>37</b>	B	1

**[Total: 10]**