



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

SPANISH

0530/04

Paper 4 Writing

For Examination from 2015

SPECIMEN MARK SCHEME

1 hour

MAXIMUM MARK: 50

The syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

This document consists of **12** printed pages.

SECTION 1

Question 1

Candidates are required to list 8 items in Spanish. Read all the items the candidate has listed and award marks as follows:

- **Select the most correct items up to a maximum of 5**
- **Award 1 mark for each correct item up to a maximum of 5**

NB the pictures provided on the question paper are only suggestions. Accept any place the candidate could go to in a town.

Generic mark scheme for Question 1

- Answers 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) Ignore any article.

Session-specific instructions for Question 1: lugares en el centro de la ciudad

- The following are examples. Accept any place the candidate could go to in a town.

ACCEPT	
ayuntamiento	hotel
banco	iglesia
biblioteca	jardín
castillo	mercado
catedral	museo
centro comercial	oficina de turismo
cine	piscina
comisaría	plaza
correos	polideportivo
escuela	puente
estación (de trenes/de autobuses)	restaurante
estadio	teatro
garaje	tienda
hospital	zoo

Total for Question 1: 5 marks

Question 2

Candidates are required to answer the question. Read the whole answer and award marks as follows:

- **Communication:** award a mark out of 10, according to the instructions in 2.1
- **Language:** award a mark out of 5, according to the instructions in 2.2.

2.1: award a mark out of 10 for Communication

Generic mark scheme for Communication (Question 2)

- (i) Place the appropriate 'numbered' tick as close as possible to each relevant communication point.
- (ii) Award ticks flexibly across the tasks for each piece of relevant information conveyed, up to a maximum of 10. HOWEVER, each of the 4 tasks must be covered to get the 10 communication marks:
- If 1 of the tasks is missing, the maximum communication mark is 9.
 - If 2 of the tasks are missing, the maximum communication mark is 8 (and so on).
- (iii) Add up the ticks to give a mark out of 10 for Communication.
- (iv) For COMMUNICATION, be tolerant of verbs/tenses/spelling (for spelling, use 'rules' in Question 1: look alike, sound alike, etc).
- (v) 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.
- (vi) Only reward each piece of information once.
- (vii) Do not penalise factual errors.

Total marks for Communication: 10

Session-specific instructions for Communication marks (Question 2): hoy no tienes que ir al colegio

Tick	Accept
1	las actividades que vas a hacer hoy REWARD: any activities: e.g. hobbies, chores, homework, sports, visits, inactivity etc
2	lo que hay para los jóvenes en tu pueblo/ciudad REWARD: any activity / place / reference to there not being much to do
3	con quién prefieres pasar tus días libres, y por qué REWARD: any person or pet or statement that the candidate prefers to spend free time by him/herself REWARD: reason why, even if it is not clear who they want to spend their free time with
4	adónde vas cuando sales por la noche REWARD: any (implied) place / reference to not going out in the evening

2.2: award a mark out of 5 for Language**Generic mark scheme for Language (Question 2):**

- Award a mark out of 5 for Language, according to the Grade descriptors in the table below (see *Note on using mark schemes with Grade descriptors* (last page of mark scheme)):

Grade descriptors for Language (Question 2)

5	Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherently. 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 comprehensible. Very simple sentence structure.
1	Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.
0	One or two disjointed words or short phrases may be recognisable.

Total marks for Language: 5**Total for Question 2: 15 marks**

SECTION 2

Question 3

Candidates answer 1 question from a choice of 3. Read the whole answer and award marks as follows:

- **Communication:** award a mark out of 10, according to the instructions in 3.1
- **Language:** award a mark out of 8 for Verbs, according to the instructions in 3.2
award a mark out of 12 for Other linguistic features, according to the instructions in 3.3.

3.1 – award a mark out of 10 for Communication

Generic mark scheme for Communication (Question 3):

- (i) There are 5 relevant communication points per question, each worth a maximum of 2 marks.
- (ii) For each relevant communication point, use the appropriate numbered tick and place up to 2 of these ticks as close as possible to each relevant communication point.

2 ticks	Message clearly communicated. Minor errors (adjective endings, use of prepositions etc) are tolerated.
1 tick	Communication of some meaning is achieved, but the message may be ambiguous or incomplete.
0 ticks	Nothing of worth communicated.

- (iii) Add up the ticks to give a mark out of 10 for Communication.

Total marks for Communication: 10

Generic guidance on awarding ticks for Communication

Example 1: *Debes dar tu opinión del colegio*

Candidate's response	Ticks for Communication	Reason for mark
<i>Tu opinión del colegio es bien</i>	0	Nothing of worth communicated.
<i>Me gusta el colegio</i>	1	Some meaning conveyed – use of 'gustar' makes message ambiguous.
<i>Me gusta el colegio</i>	2	Message clearly communicated.

Example 2: *Menciona cuándo es el concierto y con quién vas a ir*

Candidate's response	Ticks for Communication	Reason for mark
<i>Es el concierto con quién voy a ir</i>	0	Nothing of worth communicated.
<i>El concierto es el sábado</i>	1	Some meaning is conveyed but the message is incomplete.
<i>El concierto es el sábado y voy con mis amigos</i>	2	Message clearly communicated.

Session-specific instructions for Communication marks (Question 3):

Place up to 2 'numbered' ticks as close as possible to each relevant communication point:

2 ticks	Message clearly communicated. Minor errors (adjective endings, use of prepositions etc) are tolerated.
1 tick	Communication of some meaning is achieved, but the message may be ambiguous or incomplete.
0 ticks	Nothing of worth communicated.

- Question 3(a): letter to a friend about a concert**

Tick	Accept	Mark
1	When the concert is Allow any future time, e.g. date(s), day, time, timescale (e.g. summer holidays)	2
2	Why the candidate has decided to go to the concert Allow any sensible reason The reason can be expressed in a number of tenses	2
3	The type of music the candidate prefers Allow anything sensible Could be type of music, artist, particular piece of music/song, album	2
4	What happened the last time the candidate attended a concert Insist on past tense Allow any detail relating to the last concert they went to, could be a descriptive detail, an incident that happened, a reaction/opinion etc	2
5	Fifth communication mark to be awarded for extra detail on: What happened the last time the candidate attended a concert Insist on past tense Allow any detail relating to the last concert they went to, could be a descriptive detail, an incident that happened, a reaction/opinion etc	2

- Question 3(b): student council**

Tick	Accept	Mark
1	Why the student council is necessary Allow any sensible reason	2
2	The candidate's opinion of the school Allow anything sensible, positive or negative	2
3	Third communication mark to be awarded flexibly for extra detail relating to either of first two bullet points in the question. Allow anything sensible	2
4	Description of recent activities of the student council Insist on past tense Allow anything sensible	2
5	Fifth communication mark to be awarded for extra detail on: Description of recent activities of the student council Insist on past tense Allow anything sensible	2

- **Question 3(c): Saturday night at home**

Tick	Accept	Mark
1	<p>Why the candidate couldn't go out with friends Award communication mark for statement in past tense of why the candidate could not go out with friends Accept: <i>no pude salir con mis amigos porque estoy enfermo etc.</i></p>	2
2	<p>How the candidate felt Expect opinions/emotions Do not insist on past tenses</p>	2
3	<p>Third communication mark to be awarded for extra detail on: How the candidate felt Expect opinions/emotions Do not insist on past tenses</p>	2
4	<p>What the candidate did at home Award communication mark for statement in past tense of what the candidate did at home on Saturday night</p>	2
5	<p>Fifth communication mark to be awarded for extra detail on: What the candidate did at home Award communication mark for statement in past tense of what the candidate did at home on Saturday night</p>	2

3.2 – award a mark out of 8 for Accurate use of verbs

Generic mark scheme for Accurate use of verbs (Question 3):

- (i) Place a tick above the **first** occurrence of each correct verb, up to a maximum of 18 ticks (details of how to award ticks are provided below)
- (ii) Convert the total number of ticks to a mark out of 8 using the Conversion table below

Conversion table for Accurate use of verbs (Question 3)

Number of ticks	Mark
18+	8
16,17	7
14,15	6
12,13	5
10,11	4
8,9	3
6,7	2
4,5	1
0,1,2,3	0

Total marks for Accurate use of verbs: 8

- **How to award ticks for Accurate use of verbs (Question 3):**
 - **both subject and verb must be correct for the verb to score a tick**
 - **verb must be in the appropriate tense to score a tick**
 - **accents on verbs must be correct in order for a tick to be awarded**
 - **do not tick verbs contained in the 'letter etiquette': appropriate beginnings and endings to letters are considered for reward under Other linguistic features.**

(a) Subject (noun or pronoun) + any finite verb

Tick	No tick	Note
Yo soy (✓)		
He hecho (✓)		
Los profesores son (✓) amables	Los profesores son amables (no tick)	incorrect subject means tick cannot be awarded for verb

Use of gerund

Tick	No tick	Note
Estoy escribiendo (✓)		Continuous forms of <i>estar</i> and gerund are awarded 1 tick
Llevo (✓) dos años estudiando (✓)		Use of gerund other than in continuous form of verb using <i>estar</i> = 2 ticks

With direct and indirect object pronouns

Tick	No tick	Note
Juan lo vio (✓)		

Reflexive/passive

Tick	No tick	Note
Él se levanta (✓)	Él levantase (<i>no tick</i>)	
Ella se ha cortado (✓)		
La puerta estaba (✓) abierta		
Yo me lavo (✓) las manos	Yo me lavo (<i>no tick</i>) el coche	<i>lavar</i> should not be used reflexively in this statement

Impersonal verbs such as *gustar, quedar, faltar* etc

Tick	No tick	Note
Me gusta (✓) leer (✓)		
Me gusto (<i>no tick</i>) leer (✓)		
Me quedan (✓) diez euros		

Impersonal se

Tick	No tick	Note
Se puede (✓)		
Se habla español (✓)		

Impersonal

Hay (✓) patatas		
Es (✓) interesante		

With negative

Tick	No tick	Note
No comen (✓)		

Sequence of tenses

Tick	No tick	Note
Fui (✓) al cine y me gustó (✓) la película	Fui (✓) al cine y me gustaría (<i>no tick</i>) la película	If sequence is incorrect, both verbs cannot be rewarded

Single auxiliary with multiple past participles

Tick	No tick	Note
Hemos cantado (✓) y bailado (✓)		Hemos cantado = tick 1; Hemos bailado = tick 2

Correct verb within meaningless statement

Tick	No tick	Note
El camino es (✓) largo	El camino es (<i>no tick</i>) inteligente	Do not reward correct verb in a meaningless statement

(b) Imperative

Tick	No tick	Note
¡Ven! (✓)		
¡Oiga! (✓)		

(c) Interrogative

Tick	No tick	Note
¿Vienes? (✓) / Vienes. (✓)		question mark not required for mark to be awarded
(¿)Vas (✓) a venir(?) (✓)		
(¿)Cómo estás(?) (✓)		

(d) Infinitive

Tick	No tick	Note
Quiero (✓) salir (✓)		
No quiera (<i>no tick</i>) salir (✓)		
Quiero (✓) salire (<i>no tick</i>)		
Voy a (✓) estudiar (✓)		

(e) Participle (past or present)

Tick	No tick	Note
Terminado el programa (✓)		
Siendo estudiante (✓)		

(f) Reward only the first occurrence of a verb, e.g.

- Me gusta (✓) la natación. También me gusta (*no tick*) el tenis
- Me gusta (✓) la natación. No me gusta (*no tick*) el tenis

However,

- Yo prefiero (✓) la natación y mi hermano prefiere (✓) el tenis – 2 different persons of the verb
- Mi hermano prefiere (✓) la natación y mi hermana prefiere (*no tick*) el tenis – both third person usage

3.3 – award a mark out of 12 for Other linguistic features**Generic mark scheme for Other linguistic features (Question 3):**

- (i) Award a mark out of 12 for Other linguistic features, according to the Grade descriptors in the table below (please see *Note on using mark schemes with Grade descriptors* (last page of mark scheme)):

Grade descriptors for Other linguistic features (Question 3)

11–12	<ul style="list-style-type: none"> • Uses a wide range of structures effectively; produces longer, fluent sentences with ease. • Highly accurate at this level, though not necessarily faultless. • Makes effective use of a wide range of vocabulary fully appropriate to the task
9–10	<ul style="list-style-type: none"> • Attempts a range of structures with a good degree of success. • More complex language usually error-free. • Uses a variety of relevant vocabulary at this level.
7–8	<ul style="list-style-type: none"> • In control of simple structures. Varied success with more complex structures. • Accuracy is fairly consistent throughout. Errors may occur when more ambitious language is attempted. • Has sufficient vocabulary to add some interest to the writing.
5–6	<ul style="list-style-type: none"> • Attempts more than basic structures. • On balance the work is more accurate than inaccurate. • Straightforward vocabulary relevant to the task.
3–4	<ul style="list-style-type: none"> • Reliant on basic structures. • Some examples of correct language. Meaning usually conveyed. • Basic vocabulary.
1–2	<ul style="list-style-type: none"> • A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.
0	<ul style="list-style-type: none"> • One or two disjointed words or short phrases may be recognisable.

- (ii) Consider the extent to which the following are used correctly and appropriately when assessing the candidate's control of structures:

- Adjectives, including possessives and demonstratives. Also comparatives and superlatives
- Object pronouns (*me ha dicho*) and 'strong' pronouns
- Negatives
- A variety of prepositions and adverbs
- Expressions of quantity
- Use of *por* and *para*
- Linking words (e.g. *sin embargo*, *por lo tanto*, *por eso*) and conjunctions other than *y*
- Subordinate clauses, including *porque* and *que* (relative pronouns). Indirect or reported speech (*dijo que*, *creo que*). Time clauses with *cuando*, *mientras que* etc and *si* (= if)
- Appropriate use of *politenesses* in the letter.

Total mark for Other linguistic features: 12

Total for Question 3: 30 marks

Note on using mark schemes with Grade descriptors

It is important that you award marks positively. In order to ensure that you reward achievement rather than penalise failure or omissions, you should start at the bottom of the mark scheme and work upwards through the descriptors when awarding marks.

You should adopt a 'best fit' approach. You must select the set of descriptors provided in the mark scheme that most closely describes the quality of the work being marked. As you work upwards through the mark scheme, you will eventually arrive at a set of descriptors that fits the candidate's performance. When you reach this point, you should always then check the descriptors in the band above to confirm whether or not there is just enough evidence to award a mark in the higher band.

For example, when marking Question 3 you may find that a candidate uses a variety of relevant vocabulary but has varied success with more complex structures. In such cases, you will need to award a mark that takes into account both the strengths and weaknesses of the piece of work.

To select the most appropriate mark within each set of descriptors, use the following guidance:

- If most of the descriptors fit the piece (and after you have considered the band above), award the top mark in the band.
- If there is just enough evidence (and you had perhaps been considering the band below), award the lowest mark in the band.

Note on irrelevant material

In the case of a deliberately evasive answer which consists entirely of irrelevant material exploited in defiance of the rubric, a score of 0 is given. These are extremely rare. The genuine attempt to answer the question which fails due to a misunderstanding of the rubric will normally lose Communication marks but will score for Language. You should consult your Team Leader.

When part of an answer is clearly irrelevant, highlight it and do not consider it when deciding on the Language mark. (e.g. Highlight, and do not consider for Language, an introduction to a question consisting of an unwanted self portrait on the lines of *Hola, me llamo X. Tengo 16 años. Vivo en Y* or letter etiquette where a letter is not required.)