

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the June 2005 question paper

0530 SPANISH (FOREIGN LANGUAGE)

0530/04

Paper 4 (Continuous Writing), maximum mark 50

These mark schemes are published as an aid to teachers and students, to indicate the requirements of the examination. They show the basis on which Examiners were initially instructed to award marks. They do not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the *Report on the Examination*.

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

CIE is publishing the mark schemes for the June 2005 question papers for most IGCSE and GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses

Grade thresholds for Syllabus 0530 (Spanish (Foreign Language)) in the June 2005 exam

	maximum mark available	minimum mark required for grade:			
		A	C	E	F
Component 4	50	35	19	11	7

The threshold (minimum mark) for D is set halfway between those for Grades C and E.

The threshold (minimum mark) for G is set as many marks below the F threshold as the E threshold is above it.

Grade A* does not exist at the level of an individual component.

Page 3	Mark Scheme	Syllabus	er
	IGCSE - JUNE 2005	0530	

Total marks for paper: 50

25 marks per question. Each question is marked over a maximum of 140 words.

1 Communication: 5 marks

Put a stroke in the left hand margin for each of the 5 relevant points.
Record 0 for a failure to score a point.

2 Language: 15 marks

Examiners are required to award ticks beside each Marking Unit which is substantially correct. Errors are not to be indicated. The total number of ticks should be recorded at the foot of the page and converted to a mark out of 15 using the Conversion table at the end of the mark scheme.

3 General Impression: 5 marks

The pro rata mark based on the Language mark should serve as the first guide. This mark should be adjusted up or down by one mark where this is justified by positive or negative qualities of the candidate's work.

- 0-1** Does not rise above the requirements for the Directed Writing Task in Paper 2.
- 2** Fairly good use of idiom, vocabulary, structures and appropriate tenses.
- 3** Good use of the above.
- 4** Very good use of the above.
- 5** Excellent use of the above.

Recording of marks

Marks should be recorded at the end of the answer as follows:

Communication	+	Language	+	General Impression	=	Total
Eg 4/5		+ 10/15		+ 3/5		= 17/25

Enter each of the two marks on the front of the Script and record the total out of 50.

Please ensure that these marks are checked carefully, especially the conversion of ticks to marks for Language.

Page 4	Mark Scheme	Syllabus	Number
	IGCSE - JUNE 2005	0530	

Counting words

- (a) In letters ignore any address or date. Ignore also any title which the candidate has invented. No marks may be gained for the above.
- (b) Count up to exactly 140 words. Award no more marks thereafter, either for Communication or Language. But see note (e).
- (c) Our definition of a word is a group of letters surrounded by a space:
el Señor = two words
- (d) All numbers count as one word each whether written as figures or as words.
32 = one word
treinta y dos = one word
- (e) When the 140th word splits a Marking Unit, award a mark for the unit if correct in spite of (b).
...con || mi amigo. Record a tick for *con*.
- (f) Indicate the 140th word by ||.

Repetition of material printed in the rubric

Such sections of the rubric which might score no marks for language are discussed at the Examiners' Coordination Meeting.

Irrelevant material

In the case of a deliberately evasive answer which consists almost entirely of irrelevant material exploited in defiance of the rubric, a score of 0/25 is given. These are rare in IGCSE. 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 Accuracy and Impression. Examiners in doubt should contact the Principal Examiner during the marking period. When part of an answer is clearly irrelevant, include such material in the word count, but bracket it and award no Accuracy marks.

Page 5	Mark Scheme	Syllabus	Number
	IGCSE - JUNE 2005	0530	

MARKS FOR RELEVANT COMMUNICATION

General principles

- (a) Do not award Communication marks when the required elements are expressed in inappropriate tenses:
- eg *El año pasado viajo en España* = 0 for Communication. *Yo viajo* does not receive a tick for Language. (The other elements are marked in the usual way.)
- However reward a Present where a Future context is apparent:
- eg *El año que viene viajo en España* = 1 for Communication. *Yo viajo* receives a tick for Language.
- (b) Disallow for Communication the use of the Infinitive or the Past Participle when a finite verb is required
- eg *Yo comprado manzanas* = 0 for Communication and Language
Yo comprar manzanas = 0 similarly
- (c) Tolerate and allow for Communication (but not Language) the use of the Perfect when the Imperfect is required and vice versa. Also tolerate and allow the use of the Future when a Conditional is required.
- (d) Bracket and exclude from the word count any letter etiquette in Question 2 when a letter is not asked for.

QUESTION 1

- (a) Up to 5 marks in all as follows:

- | | |
|---------------------------------------------------------------------------------------------------------------------|-------|
| (a) dónde y cuándo estabas de vacaciones | 1 |
| (b) 3 problemas que tuviste y cómo reaccionaste (for the full 3 marks only one of the problems requires a reaction) | 1+1+1 |
| (c) lo que esperas de la agencia de viajes. | 1 |

- (b) Up to 5 marks in all as follows:

- | | |
|--------------------------------------------------------------|-----|
| (a) lo que hiciste al dejar el colegio (¿estudiar? ¿viajar?) | 1 |
| (b) dónde vives y tu opinión sobre el lugar | 1+1 |
| (c) tu trabajo | 1 |
| (d) tu familia (¿estás casado/a?). | 1 |

QUESTION 2

- Up to 5 marks in all as follows:

- | | |
|-----------------------------------------------------------------|---|
| (a) opinión sobre las facilidades deportivas | 1 |
| (b) opinión sobre los profesores | 1 |
| (c) opinión sobre la ropa que llevan los estudiantes al colegio | 1 |
| (d) opinión sobre la idea de continuar estudiando | 1 |
| (e) opinión sobre lo que te gustaría cambiar | 1 |

Page 6	Mark Scheme	Syllabus	er
	IGCSE - JUNE 2005	0530	

MARKS FOR LANGUAGE

GENERAL COMMENTS

The positive marking scheme is intended to reward both accuracy and ambition. No marks are deducted for errors.

MARKING UNITS

A tick is awarded for a correct Marking Unit of which each element is correct.

A Marking Unit may consist of the correct use of any of the following items:

- A noun or pronoun + verb.
- A verb used as an infinitive, with or without a preposition.
- A noun or pronoun + adjective or adjectival phrase or partitive.
- A noun or pronoun + preposition or prepositional phrase.
- All pronouns except subject and reflexive
- All adverbs (except *muy*)
- All conjunctions (except *y* (unless changed correctly to *e* where this is necessary) and *pero*)

See below for details.

Each unit (as mentioned above) scores one tick which should be placed above the verb or the preposition. The spelling and possible accent of verbs must be absolutely correct in order to score a mark. Otherwise, inaccuracies in the use of accents are tolerated except where they are used to distinguish between two words of different meaning or function.

Eg *aun/aún, solo/sólo* and interrogatives which must be accented *¿Cuándo? ¿Dónde?*

Eg *Estuve alli* = 2 ticks
Tambien fue = 2 ticks
Es fantastico = 2 ticks

Misspelling of proper nouns in the case of a person's name or a town, place or country should be tolerated

Eg *...con Guillermo* = 1
...desde Inglaterra = 1

Allow the use of *tú* or *usted* in informal letters. In the case of inconsistencies reward the most frequently used. Disallow the use of *tu, tus* etc in formal letters. Also disallow glaringly inappropriate register.

Eg Formal letters: disallow such as *¡Hola! Saludos*
 Informal letters: disallow such as *Acuso recibo de su carta...*

Disallow the inappropriate use of the perfect tense.

Do not reward 'letter etiquette' for Language IN QUESTION 2 when a letter is not required.

Page 7	Mark Scheme	Syllabus
	IGCSE - JUNE 2005	0530

LETTER ETIQUETTE

Start of the letter

Reward with a tick for Language the correct use of a suitable opening, ie, the use of *Estimado señor, Estimada señora, Muy señor mío* or *Muy señora mía* in a formal letter. Greetings such as *¡Hola!* or *Querido Juan/Querida María* gain a tick if used correctly in informal letters.

Award ticks for Language up to a maximum of 5 only, for prelearnt preamble such as:

Siento mucho haber tardado tanto en escribirte (maximum 5)

Thereafter ignore everything not related to the task set.

NB These 'politesses' may occur at the end of the letter. If they do, reward to a maximum of 5.

Letter ending

Allow a maximum of 3 ticks for all formal and informal 'politesses'.

Eg *Esperando su respuesta le queda muy agradecido; Escríbeme pronto; Un abrazo fuerte* etc. Mark for language in the normal way up to a maximum of 3 ticks.

TOLERANCES

When a verb is governed by multiple subjects tolerate if either is correct.

Eg El mujer y su esposo (1) salieron (1)

When an adjective or a preposition is dependent on two or more nouns tolerate if one is correct.

Eg Los playas eran (1) grandes (1)
...con (1) el mujer y el hombre

No credit is usually given to the occasional correctly spelt item in a sequence which makes no sense in Spanish. However recognisable discreet items such as *mi casa* may be rewarded in such a context.

When the gender of the writer is variable, tick only the most frequent.

Always accept the declared gender of the writer when marking agreements and ignore the name on the front of the script and at the end of the letter.

Page 8	Mark Scheme	Syllabus
	IGCSE - JUNE 2005	0530

(A) VERBS**1 Subject (noun or pronoun) + any finite verb = 1 (if all elements are correct)**

tengo un amigo = 1 *compré un disco* = 1
Juan llamo = 0 *el mujer salió* = 0
volvió a casa = 2 *volvió a casa* = 1
comí paella = 1 *esta* = 0

2 Imperative = 1

ven = 1 *oiga* = 1

3 Participle (past or present) = 1

el hombre sentado = 1 *terminado el programa* = 1
terminada la programa = 0 *terminado la programa* = 0
siendo estudiante = 1

4 Verb + infinitive = 1 + 1

quiero (1) salir (1)
quiro (0) salir (1)

Verbs that require a preposition (*a, de, en, por* or *con*) or the word *que* before another verb = 2

empecé a gritar (3) *insistió en salir (3)*
empecé gritar (2) *optó por luchar (3)*
trato de bajar (3) *tenía que correr (3)*

5 Preposition + verb = 1 + 1

sin (1) esperar (1)
antes de (1) llegar (1)
después de (1) comer (1)

NB *Al + infinitive = 1 + 1*
Al terminar, salió (3)
Al llegar, llamó (3)

6 Impersonal verbs (such as *gustar, quedar, faltar* etc)

Me gusta (2) leer (1) = 3
Le gustan (2) las fiestas = 2
Me quedaban (2) diez pesetas = 2

7 Passive and participle with *estar*

Reward by usual rules.

La puerta estaba (1) abierta (1)
El pueblo fue (1) destruido (1)

Page 9	Mark Scheme	Syllabus	er
	IGCSE - JUNE 2005	0530	

8 Negatives

No comen (1)

No podía (1)

But

Nadie vino (2)

Nunca vino (2)

Reward a double negative with a further tick

No había nada (2)

No había visitado nunca Granada (2)

No tenía ningún libro (2)

A negative may be rewarded when it stands alone.

Nadie (1); *Nunca* (1); *Jamás* (1)

9 Compound tenses (perfect, pluperfect, past anterior, future perfect, conditional perfect, perfect subjunctive, pluperfect subjunctive) are awarded 1 tick.

He hecho = 1 tick

Habría llegado = 1 tick

Hubiera vuelto = 1 tick

Ha volvido = 0

10 Continuous forms of the verb *estar* and gerund are awarded 1 tick.

estoy escribiendo = 1 tick

estaba estudiando = 1 tick

estarán comiendo = 1 tick

11 Periphrastic verb forms are awarded 1 tick.

ir + a + infinitive = 1 tick

voy a ir = 1 tick

van a estar = 1 tick

12 Use of gerund (other than in 10*), award 2 ticks

* ie use of gerund other than in continuous form of verb

llevar + gerund = 1+1 ticks

llevo (1) (dos años) estudiando (1) el español = 2 ticks

ir + gerund = 1+1 ticks

voy (1) mejorando (1) = 2 ticks

sigo (1) estudiando (1) ticks

Page 10	Mark Scheme	Syllabus
	IGCSE - JUNE 2005	0530

(B) NOUNS

A noun with a definite or indefinite article does not score. No credit is given to a noun with a number.

el novio = 0

diez flores = 0

A noun may be part of a Marking Unit as illustrated below.

1 Subject + verb = 1

See above in (A) *el joven comió* = 1

2 Preposition (+ article) + noun = 1

a Madrid = 1

en la cocina = 1

con Pablo = 1

al cine = 1

al lado de (1) mi amigo (2) = 2

para ese hombre = 2

por avión = 1

desde Roma = 1

café con leche = 1

entre amigos = 1

sin gas = 1

en avión = 1

el programa del radio = 0

el/la habitación de los niños/del chico/de la señora/de Pablo = 1 each (despite faulty gender of *habitación*)

3 Noun/pronoun + adjective = 1

el niño guapo = 1

es interesante = 2

la niña guapo = 0

This includes possessive, interrogative (see (A) 9), demonstrative and indefinite adjectives.

mi casa está cerca = 3

tenía algún dinero = 2

mis padres (1) no están (1) = 2

otro día = 1

este libro = 1

todo el pueblo = 1

aquellos chicos = 1

cada vez = 1

4 Expressions of quantity + noun = 1

Both elements must be correct.

un kilo de tomates = 1

un paquete de galletas = 1

mucho dinero = 1

una kilo de manzanas = 0

Quantities with prepositions, adjectives and verbs:

con muchos niños pequeños = 3 *con muchos niños* = 2

Page 11	Mark Scheme	Syllabus	er
	IGCSE - JUNE 2005	0530	

(C) ADJECTIVES**1 Noun/pronoun + adjective = 1**

Each element must be correct for the unit to gain a tick. The adjective must be in the correct form and position. See above in (B).

la casa blanca = 1 *la casa es bonita* = 2 *es bonita* = 2

2 Noun + adjectival phrase = 1 sometimes

la sala de estar = 0 (this is one dictionary/vocabulary item)
el anillo de oro = 1

3 Faulty adjectives do not invalidate other units

nuestro (1) *primera día* = 1
nuestro (1) *primer día* (1) = 2

4 Adjectives used as nouns = 0

los ricos = 0 *los españoles* = 0

5 Comparatives and superlatives

más... que = 1 *menos... que* = 1

es (1) *más alto* (1) *que* (1) *papa* = 3
es (1) *tan alto* (1) *como* (1) *papa* = 3
los más ricos (1) *del mundo* (1) = 2
los peores (1) *del mundo* (1) = 2

mejor = 1 *peor* = 1
mayor = 1 *menor* = 1
el mejor = 1

Page 12	Mark Scheme	Syllabus
	IGCSE - JUNE 2005	0530

(D) PRONOUNS

All pronouns other than subject pronouns and reflexives are ticked when used correctly.

1 Object pronouns = 1

Juan lo vio = 2 *Yo voy a verles* = 4
El me lo dio = 3 *El te ha visto* = 2
Yo te lo doy = 3 *Yo lo te doy* = 2

2 Disjunctive or Emphatic pronouns

mí, ti, él, ella = 1 tick

conmigo, contigo etc = 2 ticks

3 Demonstrative pronouns, adjectives = 1

este, ese, aquel etc = 1

éste, ése, aquél etc = 1

4 Possessive pronouns/adjectives = 1

mi/mis, tu/tus, su/sus etc = 1

el mío, el tuyo etc = 1

5 Relative pronouns

que, quien, quienes, el/la que, el/la cual, cuyo, lo que, lo cual etc = 1

la niña que (1) *canta* (1)

la casa en que (1) *vivo* (1)

lo + adjective = 1 + 1

lo bueno (2) *fue* (1)... = 3

lo más importante es = 4

6 Interrogative pronouns = 1

¿Cómo?

¿Para qué?

¿Adónde?

¿Cuándo?

¿De quién?

¿De dónde?

¿Dónde?

¿Cuál?

¿Qué?

¿Por qué?

¿Cuáles?

¿Cuánto/a/os/as?

¿Para quién?

¿Con qué?

¿Quién sabe? = 2

¿A (1) *quién* (1) *escribe* (1) *María?* = 3

¿Habló español? (1)

¿Se marcharon? (1)

¿Verdad? (1)

The accent must be included on a question word if the question is indirect.

Eg *Preguntó* (1) *quién* (1) *iba* (1) *a casa* (1)

7 Indefinite pronouns

algo, alguien, alguno, nada, nadie, todo, ciertos, muchos = 1

Page 13	Mark Scheme	Syllabus
	IGCSE - JUNE 2005	0530

(E) PREPOSITIONS**1 With verbs**

sin (1) *esperar* (1)
antes de (1) *comenzar* (1)

2 With nouns

durante el viaje = 1
según Juan = 1

3 With pronouns

con él = 2
para mí = 2
a él (2) *le* (1) *gustó* (1)

4 In a phrase

enfrente de la catedral = 1
alrededor de la mesa = 1

5 Personal a

a (1) *él* (1) *le* (1) *gustó* (1) = 4
él gustó = 0
él le (1) *gustó* (1) = 2

(F) ADVERBS

All adverbs and adverbial phrases used correctly gain one tick except *muy*

habló de prisa = 2
aquí/allí/ahí = 1
por desgracia = 1

voy a menudo = 2
de repente = 1

Treat 'set' adverbial phrases such as the following as single units:

a toda velocidad = 1

Treat Comparatives and Superlatives of adverbs in the same way as adjectives. See (C).

(G) CONJUNCTIONS

All Conjunctions used correctly receive a tick except *y* and *pero*

mientras = 1
sé que = 2

porque = 1
dice que = 2

Page 14	Mark Scheme	Syllabus
	IGCSE - JUNE 2005	0530

(H) EXPRESSIONS**1 Time**

el domingo = 1
por la mañana/tarde/noche = 1
a/en la mañana/tarde/noche (Lat. Am.) = 1
tarde = 1
el domingo que viene/próximo/pasado = 1
el domingo/los domingos por la mañana = 1
más tarde = 1
(hasta) luego = 1
(hasta) pronto = 1
ayer/anteayer = 1
mañana/mañana por la mañana = 1
al día siguiente = 1
a las diez = 1
son las diez = 1
después de/antes de = 1
sobre las dos y media = 1
a las diez menos cuarto = 1
el 7 de junio = 1

2 Weather

Treat expressions with *hacer* by the usual rules as follows:

hace calor/frío = 1
hace sol/viento = 1
hace buen/mal tiempo = 2
llueve = 1
está lloviendo = 1

3 Tener and dar expressions

tengo 20 años = 1 *tengo hambre/frío* = 1
me di cuenta = 1 *dio un paseo* = 1

4 Miscellaneous

hay = 1 *¿verdad?* = 1
por favor = 1 *quizás* = 1

5 Greetings and expletives

buenos días/hola/adiós/un abrazo/un abrazo y un beso/hasta la vista/un abrazo fuerte/un abrazo de su amiga... = 1

¡Dios mío!/¡Ay! = 1

Treat valedictions as language (maximum 3).

Page 15	Mark Scheme	Syllabus
	IGCSE - JUNE 2005	0530

Conversion Table for 0530/4

Number of ticks Maximum 60	Mark out of 15	Pro rata (General Impression) Maximum 5
60+	15	5
55-59	14	5
51-54	13	4
48-50	12	4
45-47	11	4
42-44	10	3
38-41	9	3
34-37	8	3
30-33	7	2
26-29	6	2
22-25	5	2
19-21	4	1
15-18	3	1
11-14	2	0
7-10	1	0
0-6	0	0

* General Impression

The pro rata mark based on the Language Mark should serve as the first guide. This mark should be adjusted up or down by one mark where this is justified by positive or negative qualities of the candidate's work.

- 0-1** Does not rise above the requirements for the Directed Writing Task in Paper 2.
- 2** Fairly good use of idiom, vocabulary, structures and appropriate tenses.
- 3** Good use of the above.
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