CAMBRIDGE International Examinations

Cambridge IGCSE

Grade thresholds – June 2017

Cambridge IGCSE Spanish (Foreign Language) (0530)

Grade thresholds taken for Syllabus 0530 (Spanish (Foreign Language)) in the June 2017 examination.

		minimum raw mark required for grade:						
	maximum raw mark available	A	B	C	D	E	F	G
Component 11	45	31	27	23	18	14	10	6
Component 12	45	29	25	21	17	13	9	5
Component 13	45	29	25	22	17	13	9	5
Component 21	45	31	26	21	18	15	12	9
Component 22	45	29	25	21	17	14	11	8
Component 23	45	30	26	21	18	14	11	8
Component 3	100	80	70	60	50	40	30	20
Component 41	50	38	32	26	21	16	11	6
Component 42	50	38	32	26	21	16	11	6
Component 43	50	38	32	26	21	16	11	6

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

The maximum total mark for this syllabus, after weighting has been applied, is **200**.

The overall thresholds for the different grades were set as follows.

Option	Combination of Components	A*	A	B	C	D	E	F	G
X	03, 11, 21, 41	168	147	126	105	86	68	50	32
Y	03, 12, 22, 42	162	142	122	103	84	66	48	30
Z	03, 13, 23, 43	164	144	124	104	85	66	48	30

Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

SPANISH **0530/11**

Paper 1 Listening **May/June 2017**

MARK SCHEME

Maximum Mark: 45

Published

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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Cambridge is publishing the mark schemes for the May/June 2017 series for most Cambridge IGCSE®, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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

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1 The Standardisation process

2 General Marking Notes

3 General Marking Principles

3.1 It is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided in Section 2. 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 4 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.** Often the general principles will have to be weighed up against each other, e.g. the answer might pass the look-alike test (1.5(b)), but if the candidate has produced an answer that is another word in the target language they will not score (1.6).

3.2 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.

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3.3 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. 2 boxes ticked instead of the 1 box stipulated), and neither has been crossed out/discounted by the candidate, no mark can be awarded.
(c)	Where candidates must tick a number of boxes (e.g. tick the 6 true statements) and tick too many, apply the following rule: deduct the number of 'extra' answers indicated by the candidate from their number of correct answers. The remaining number is the mark awarded, e.g. the candidate is asked to tick 6 statements, but ticks 8. 5 of the ticks are correctly placed, but 2 are 'extras' (8 ticks placed by candidate minus 6 ticks required by rubric = 2 'extras'). Therefore the candidate is awarded a mark of 3.
(d)	Answers in pen do not take precedence over answers in pencil, e.g. if a candidate is asked to tick 1 box and ticks 2, one in pen and the other in pencil, the mark cannot be awarded unless there is explicit indication from the candidate as to which is his/her final answer.

3.4 For questions requiring more than one element for the answer, (i) and (ii), where the answers are interchangeable:

(a)	Both correct answers on line 1 and line 2 blank = 2
(b)	Both correct answers on line 1 and line 2 wrong = 1

(or vice-versa)

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3.5 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 etc, unless Mark Scheme specifies otherwise.
(e)	Accept incorrect tense unless Mark Scheme specifies otherwise.
(f)	Tolerate incorrect auxiliary unless Mark Scheme specifies otherwise.
(g)	Tolerate incorrect use of infinitive unless Mark Scheme specifies otherwise.

3.6 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 1.5 above).

3.7 **Where words are combined or split inappropriately do not award the mark**, e.g. 'supadre' and 'elar ticulo' (inappropriate splitting or combination is an indication that the candidate has not understood).

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3.8 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.

3.9 No response and '0' marks
There is a NR (No Response) option in **RM Assessor**.

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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3.10 Extra material:

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 recorded material. 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. The Detailed Mark Scheme cannot cover all eventualities and where specific instructions are not provided, Examiners must check the transcript to ensure the correct elements which would qualify for the mark are not contradicted or distorted by any extra material. The following, general, rules should be applied:

(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 transcript 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 original transcript:	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 heard and pure guesswork. Therefore where a particular answer is not covered in the Mark Scheme, Examiners should consult their Team Leader

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4 Detailed Mark Scheme

Section 1 Exercise 1

Question	Answer	Marks	Guidance
1	B	**1**	
2	A	**1**	
3	A	**1**	
4	C	**1**	
5	C	**1**	
6	D	**1**	
7	B	**1**	
8	D	**1**	

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Section 1 Exercise 2

Question	Answer	Marks	Guidance
9	A (montaña)	**1**	
10	(dos) (dos de) julio/ jullio	**1**	**Refuse:** juglio
11	Ocho/8	**1**	
12	B (saco de dormir)	**1**	
13	C (ordenador)	**1**	
14	A (natación)	**1**	
15	C (lavar los platos)	**1**	

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Section 2 Exercise 1

Question	Answer	Marks	Guidance
	(a) ✓ **(b)** **(c)** **(d)** ✓ **(e)** ✓ **(f)** **(g)** ✓ **(h)** **(i)** ✓ **(j)** **(k)** **(l)** ✓		
16	Type in the letter for each correct option:	**6**	A mark out of 6 is entered for the whole exercise in the mark input box. USE MARKING TOOL TO TICK '✓' EACH CORRECT ANSWER UNLESS ALL 6 CORRECT If more than 6 boxes are ticked by the candidate, indicate 'working' in 'Comments' box: e.g. 7 boxes ticked of which 6 are correct use formula 6-1 = 5 (where 1 = the number of extra boxes ticked).

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Section 2 Exercise 2: Part 1

Question	Answer	Marks	Guidance
17	compró/compro	**1**	
18	Cara	**1**	**Refuse:** carra
19	garaje/garage/garage (de su casa)	**1**	**Refuse:** garagen/gareja
20	Preocupada/preoccupada/preucupada/preocopada/ preocupaba	**1**	**Refuse:** ocupaba preucopada/preoqupaba/preoquopada
21	Navidad	**1**	

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Section 2 Exercise 2: Part 2

Question	Answer	Marks	Guidance
22	(hablan) (de) la/una vida moderna vivir moderno/a	**1**	**Refuse:** (de) moderna (tc) hablan vida de moderna/ la vida de moderna canciones modernas
23	artistas famosos/artistos famosos/famousos (sería mi/su sueño) **Plural required: article/noun/adjective**	**1**	**Refuse:** aristas/artistes/artists famosos artistas fomosos Personas famosas
24	optimista/ optemista/obtimista/optimisto	**1**	**Refuse:** porque su hermano se va a ir el año que viene
25	(en la (parte)) derecha	**1**	**Refuse:** en la parte hecha/de lecha/ direcha/dericha

Note: For questions with 2 interchangeable answers: 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)

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Section 3 Exercise 1

Question	Answer	Marks	Guidance
26	D	**1**	
27	A	**1**	
28	B	**1**	
29	B	**1**	
30	C	**1**	
31	D	**1**	

Section 3 Exercise 2

Question	Answer	Marks	Guidance
32	(el) medio ambiente/medioambiente	**1**	**Refuse:** Medio embiente/mediobiente
33	(experiencia/expiriencia) fenomenal (cuando vi/vio el mar) (experiencia) fenominal	**1**	**Refuse:** Una experienca/experencia/experancea fenomenal (cuando vi en mar) Phenomenal/phenominal Expiriencia fenominal
34	estudió/estudié/estudiar los animales (de la zona/sona)	**1**	
35	la oscurida(d)/obscuridad/oscuridat/ los días con poca luz / (hay) poca luz/no (hay) mucha luz/(hay) menos luz	**1**	**Refuse:** prefiere/prefiero los días con mucha luz Escuridad/oscuritad
36	en (la) cantina (con todos los miembros del equipo/juntos)(para charlar) desayunan en (la) cantina juntos	**1**	**Refuse:** Cantina (juntos) comer en la cantiena/cantena

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Question	Answer	Marks	Guidance
37	tenis de mesa	**1**	**Refuse:** tenis ***tc*** pimpón/ping-pong/tenis de meza
38	(es esencial porque) salvará el/la planeta/salvara el planeta (es esencial para/por) salvar el/la planeta (any tense)	**1**	**Refuse:** es esencial ***tc*** Es esencial cambiar/salvarar el planeta Es esential para salvar el planeta
39	una flor (especial)	**1**	**Refuse:** muchas flores (especiales) una flore/flora (especial)
40	las dificultades de ser científico/científica/sientífico las dificultades de (los) científicos	**1**	**Refuse:** Un libro sobre experiencia de viaje Las dificultades científicas/de la ciencia Las dificultades/difficutades/dificuldades/dificutas de ser científico

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Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

SPANISH **0530/12**

Paper 1 Listening **May/June 2017**

MARK SCHEME

Maximum Mark: 45

Published

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2 Detailed Mark Scheme

Section 1 Exercise 1

Question	Answer	Marks	Guidance
1	D	**1**	
2	A	**1**	
3	A	**1**	
4	A	**1**	
5	C	**1**	
6	B	**1**	
7	C	**1**	
8	B	**1**	

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Section 1 Exercise 2

Question	Answer	Marks	Guidance
9	lunes lunez (a) (las) ocho (de la tarde) 8	**1**	**Reject:** llunes lunes a las ocho lunes de las nueve a las ocho
10	A (cómico)	**1**	
11	C (tienda de recuerdos)	**1**	
12	B (tomar el sol)	**1**	
13	C (limonada)	**1**	
14	C (fuente)	**1**	
15	B (bañador)	**1**	

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Section 2 Exercise 1

Question	Answer	Marks	Guidance
	(a) ✓ (b) (c)		
	(d) ✓ (e) (f) ✓		
	(g) (h) ✓ (i) ✓		
	(j) (k) ✓ (l)		

Question	Answer	Marks	Guidance
16	Type in the letter for each correct option:	**6**	A mark out of 6 is entered for the whole exercise in the mark input box. USE MARKING TOOL TO TICK '✓' EACH CORRECT ANSWER UNLESS ALL 6 CORRECT If more than 6 boxes are ticked by the candidate, indicate 'working' in 'Comments' box: e.g. 7 boxes ticked of which 6 are correct use formula 6-1 = 5 (where 1 = the number of extra boxes ticked).

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Section 2 Exercise 2: Part 1

Question	Answer	Marks	Guidance
17	primo	1	**Reject:** prim**ó** (means something else)
18	tranquila tranqila tranquilo	1	**Reject:** tranquilla (means something else) tran**k**ila
19	nerviosa/o nervosa/o	1	**Reject:** nerv**e**oso/a Reject other adjectives (preocupada, etc.)
20	poco	1	**Reject:** p**ou**co
21	lentamente lentemente, lentomente	1	**Reject:** **ll**entamente, l**i**entamente, l**i**ntamente lentam**i**ente serios

Section 2 Exercise 2: Part 2

Question	Answer	Marks	Guidance
22	(necesitaba) descansar (cada 15/quince/quinze minutos) descansar frecuentemente/frequentemente descansarse tenía descansar qince, quinse	1	**Reject:** descansar (por/para) quince/cinco minutos. Duration INV. descansar cada cinco (or number other than 15) minutos descan**c**ar cince,
23	cinco chicas cinco (otras) niñas cinqo, sinco	1	**Reject:** cinco chic**o**s (reject masculine) juvenil INV cinco chicas chicas t.c.
24	(todas) las mañanas por/a/en la mañana (cuando) hacía/había/es buen/bien tiempo Todas las mañanas cuando hacía buen tiempo Todo las mañanas	1	**Reject:** ma**n**ana, mana**ñ**a, ma**ny**ana (casi) todos los días (cuando) buen tiempo t.c.
25	(muy) orgullosa Spellings with orgull-, orguli-, orgul-, orguy-	1	**Reject:** Orgeosa, orguosa, orgollosa, orgujosa, orgoliosa, orgu**i**oso, orguillosa etc Reject other adjectives.

Note: For questions with 2 interchangeable answers: 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)

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Section 3 Exercise 1

Question	Answer	Marks	Guidance
26	D	**1**	
27	C	**1**	
28	A	**1**	
29	C	**1**	
30	B	**1**	
31	D	**1**	

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Section 3 Exercise 2

Question	Answer	Marks	Guidance
32	(en la/el/una) calle (Note: para ganar dinero = HA, but not gañar)	**1**	**Reject:** (en) internet cal**l**e, ca**y**e, and callé (means something different) en video/teléfono etc INV
33	gritaba de alegría (2 elements required – <u>shout</u> & <u>joy</u>) gritaba con/por alegría gritó….. gritava…. allegría	**1**	**Reject:** gritaba alegría (no prep) gri**d**aba etc gr**e**taba algría
34	no sabían su/mi/el nombre no sabía / saben / sabe …… no conocían…. no sabíen/sabien/saber.…. no savían…. no sabían como se llama porque / por qué no sabían ….	**1**	**Reject:** no **sé** su nombre (ambiguous in this context) no sabré/sabrán …. su n**ob**re
35	(soñaba con) participar en la Copa del Mundo coppa copa mundial, copa de mundo partecipar… soñaba en /de participar…. jugar (en) la copa.... Accept : participó / participaba en ….	**1**	**Reject:** C**u**pa, c**u**po, c**op**o Mund**a** / Mond**o** copa **en** mundo , copadelmundo **ganar** la copa del mundo so**nh**aba….. **sueña** con participar / **quiere** participar - Present tense INV p**at**icipar….
36	(que) (un día) sería famoso seria / sera / será / seré famoso estaré famoso va a ser/estar famoso tu sería(s) famoso / un día eres famoso (accept direct speech answers)	**1**	**Refuse:** (que) un día sería famoso <u>y le/me regaló su piano</u> sería famos**a** Feminine adj INV un día famoso (no verb) un día **sea** / **serrá** famoso

Question	Answer	Marks	Guidance
37	como recuerdo (de la abuela), de recuerdo para recordarse de ella para recordar (a) su abuela (ella / la abuela) le regaló el piano el piano es/era/fue un regalo de su abuela la abuela se lo regaló porque regaló un piano (le) recuerda (a) su abuela porque ella da un piano a Julián por el recuerdo	1	**Reject:** es un regalo y un recuerdo (ambiguous) es/fue un regalo de su abuela (ambiguous – piano or foto?) la abuela se **la** regaló (la = la foto) recuerdo t.c. como re**que**rdo, como recu**ed**o ab**ul**a INV la abuela le **compró** un piano
38	(en sus) ratos libres (en su) tiempo libre / (en sus) tiempos libres	1	**Reject:** en/durante/como su/el pasatiempo …sus/los pasatiempo (but como pasatiempo can be HA) ratos libros
39	(para) compartir/poner/subir/mostrar/ver (vídeos de) su (propia/propria) música los jóvenes comparten su música sus propias/proprias músicas (accept plural) Answer must contain 3 ideas- that they are sharing their own music (that they have made themselves).	1	**Reject:** comp**at**ir jóvenes músicos comparten videos
40	músicos (muy) conocido(s) conosidos musicos conocidos	1	**Reject:** músicos famosos. músic**as** conocidos/as músic**o** conocido(s) (músicos must be plural) festival de música, artistas conocidos con**e**cidos, con**i**cidos

Note: For questions with 2 interchangeable answers: 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)

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Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

SPANISH **0530/13**

Paper 1 Listening **May/June 2017**

MARK SCHEME

Maximum Mark: 45

Published

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 2017 series for most Cambridge IGCSE®, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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1 General Marking Principles

1.1 It is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided in Section 2. 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 4 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.** Often the general principles will have to be weighed up against each other, e.g. the answer might pass the look-alike test (1.5(b)), but if the candidate has produced an answer that is another word in the target language they will not score (1.6).

1.2 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.

1.3 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. 2 boxes ticked instead of the 1 box stipulated), and neither has been crossed out/discounted by the candidate, no mark can be awarded.
(c)	Where candidates must tick a number of boxes (e.g. tick the 6 true statements) and tick too many, apply the following rule: deduct the number of 'extra' answers indicated by the candidate from their number of correct answers. The remaining number is the mark awarded, e.g. the candidate is asked to tick 6 statements, but ticks 8. 5 of the ticks are correctly placed, but 2 are 'extras' (8 ticks placed by candidate minus 6 ticks required by rubric = 2 'extras'). Therefore the candidate is awarded a mark of 3.
(d)	Answers in pen do not take precedence over answers in pencil, e.g. if a candidate is asked to tick 1 box and ticks 2, one in pen and the other in pencil, the mark cannot be awarded unless there is explicit indication from the candidate as to which is his/her final answer.

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1.4 For questions requiring more than one element for the answer, (i) and (ii), where the answers are interchangeable:

(a)	Both correct answers on line 1 and line 2 blank = 2
(b)	Both correct answers on line 1 and line 2 wrong = 1

(or vice-versa)

1.5 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 etc, unless Mark Scheme specifies otherwise.
(e)	Accept incorrect tense unless Mark Scheme specifies otherwise.
(f)	Tolerate incorrect auxiliary unless Mark Scheme specifies otherwise.
(g	Tolerate incorrect use of infinitive unless Mark Scheme specifies otherwise.

1.6 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 1.5 above).

1.7 Where words are combined or split inappropriately do not award the mark, e.g. 'supadre' and 'elar ticulo' (inappropriate splitting or combination is an indication that the candidate has not understood).

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1.8 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.

1.9 No response and '0' marks
There is a NR (No Response) option in **RM Assessor**.

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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1.10 Extra material:

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 recorded material. 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. The Detailed Mark Scheme cannot cover all eventualities and where specific instructions are not provided, Examiners must check the transcript to ensure the correct elements which would qualify for the mark are not contradicted or distorted by any extra material. The following, general, rules should be applied:

(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 transcript 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 original transcript:	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 heard and pure guesswork. Therefore where a particular answer is not covered in the Mark Scheme, Examiners should consult their Team Leader

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2 Detailed Mark Scheme

Section 1 Exercise 1

Question	Answer	Marks	Guidance
1	A	**1**	
2	B	**1**	
3	C	**1**	
4	A	**1**	
5	C	**1**	
6	D	**1**	
7	B	**1**	
8	D	**1**	

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Section 1 Exercise 2

Question	Answer	Marks	Guidance
9	40 / cuarenta/ quarenta	**1**	Refuse: Carenta/cuaranta
10	B (sacar fotos)	**1**	
11	A (conciertos)	**1**	
12	A (ventanas)	**1**	
13	C (plaza)	**1**	
14	Azul/ azúl	**1**	Refuse: azur
15	B (postales y recuerdos)	**1**	

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Section 2 Exercise 1

Question	Answer	Marks	Guidance
	(a) (b) ✓ (c) ✓ (d) (e) ✓ (f) (g) ✓ (h) (i) (j) (k) ✓ (l) ✓		

Question	Answer	Marks	Guidance
16	Type in the letter for each correct option:	**6**	A mark out of 6 is entered for the whole exercise in the mark input box. USE MARKING TOOL TO TICK '✓' EACH CORRECT ANSWER UNLESS ALL 6 CORRECT If more than 6 boxes are ticked by the candidate, indicate 'working' in 'Comments' box: e.g. 7 boxes ticked of which 6 are correct use formula 6-1 = 5 (where 1 = the number of extra boxes ticked).

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Section 2 Exercise 2: Part 1

Question	Answer	Marks	Guidance
17	Zoológico/ zológico/ sológico/ zoolójico	**1**	Refuse: solottico/ solojico/ solohico/ cologico/zoo lógico
18	Turista/ tourista	**1**	
19	yoga	**1**	
20	Tradicionales/ traditionales/ tradizionales	**1**	Refuse: tradicionajes
21	segundo	**1**	Refuse: secundo/ cegundo/ sugundo

Section 2 Exercise 2: Part 2

Question	Answer	Marks	Guidance
22	comida (para compartir)/ comida por la compartir/ comida de compartir	**1**	Refuse: comida para compactir/ comida parar compartir/ comida compatir/
23	(los) niños disfrutaron (mucho)/ disfrutar/ difrutar/ porque los niños disfruta	**1**	Refuse: Gustar/ encantar/ defrutar/ desfrutar /disfutar/ disfuta/ dis frutaron/
24	Orgulloso estar orgulloso sintió orgulloso	**1**	Refuse: orgilloso/ orvojoso/ orvolloso/ orvuioso/ orveyoso
25	(con varios) conciertos (por la noche)/ barios conciertos/ consiertos/ conciertos para la noche	**1**	Refuse: Barros/ barrios/ tiene un concierto por la noche/ los conciertos son bien y mejor/ concietos/ ir a un concierto por la noche/ conciertos en el barrio/ concerto por la noche

Note: For questions with 2 interchangeable answers: 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)

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Section 3 Exercise 1

Question	Answer	Marks	Guidance
26	D	1	
27	B	1	
28	A	1	
29	A	1	
30	C	1	
31	C	1	

Section 3 Exercise 2

Question	Answer	Marks	Guidance
32	(mejora(r) la) salud/ para estar mejor la salud/ mejor a la salud/ mejor para la salud/ para la salud/ mejor la salud/ mejorar para salud/ mejora la salu	1	Refuse: mejor de la salud/ mejor salude/ mejorer a lasalud/ pesca mejor salu/ para salud mejor
33	Aburrida/ aburrido	1	Refuse: aburida/ abburida
34	(una) lata/ latta	1	
35	(terminaba con un) catarro	1	
36	el estrés (de la vida moderna)/stress/estress	1	
37	(hubo una) inundación/ la inundación y lluvia/ (inundación required)	1	Refuse: lluvia/ por la lluvia/ enondation
38	el ruido del agua/ ruido de agua/ ruido del agua/ le encanta ruido de agua/ el ruido de el agua/ el agua	1	Refuse: rudio del agua/ esperar los peces escuchar el ruido el agua/

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Question	Answer	Marks	Guidance
39	(ser capaz de) ser feliz (cuando está) solo (verb required)/ ser capaz y feliz cuando estar solo/ tiene que ser feliz está solo/ ser capaz de estar solo/ disfrutar al máximo cuando está solo	1	Refuse: ser feliz/ estar solo/ feliz cuando esta solo/ ser feliz cuando está pescando/ feliz para estar solo/ feliz cuando estas/ ser feliz que estar solo/ disfrutar al máximo feliz y cuando está solo
40	(allí hay tanto) silencio/ es silencio/ prefiere el silencio/ está silencio/ (hay) tantos silencio/ es más silencio/ porque muy silencio/ porque es silencio y le encanta	1	Refuse: por muy silencio

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Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

SPANISH **0530/21**

Paper 2 Reading **May/June 2017**

MARK SCHEME

Maximum Mark: 45

Published

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1 General Marking Principles

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2 Detailed Mark Scheme

Section 1 Exercise 1

Question	Answer	Marks	Guidance
1	C	**1**	
2	A	**1**	
3	A	**1**	
4	B	**1**	
5	D	**1**	

Section 1 Exercise 2

Question	Answer	Marks	Guidance
6	B	**1**	
7	D	**1**	
8	F	**1**	
9	C	**1**	
10	A	**1**	

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Section 1 Exercise 3

Question	Answer	Marks	Guidance
11	A	**1**	
12	B	**1**	
13	A	**1**	
14	B	**1**	
15	C	**1**	

Section 2 Exercise 1

Question	Answer	Marks	Guidance
16	comprar	**1**	
17	tradicionales	**1**	
18	formal	**1**	
19	e-mail	**1**	
20	inmediatamente	**1**	

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Section 2 Exercise 2

- **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) unless the Mark Scheme specifies otherwise.
- **Accept lifting unless it is specifically refused in the Mark Scheme.**
- READ SECTION 1: GENERAL MARKING PRINCIPLES.
- Accept *mi, mis, tu, tus, su, sus,* etc.

ACCEPT: <u>wrong genders throughout</u>

Question	Answer	Marks	Guidance
21	(un proyecto) medioambiental	**1**	
22	(al / el) alcalde / (con) el alcalde	**1**	**Refuse** estoy pensando…ya que…
23	(por el calor que está haciendo) la basura huele fatal	**1**	**Refuse** en este momento… **Refuse** No hay suficientes basureros
24	hace tres meses (que no lo limpian) tres meses atrás tres meses pasados en tres meses tres meses antes	**1**	**Refuse** de hecho,… **Refuse** tres meses **tc**
25	(los padres) no pueden llevar (a) (sus) niños (a jugar)	**1**	
26	(la mayoría) no funcionan (así que es muy peligroso cruzar la calle)	**1**	**Refuse** es muy peligroso…

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Question	Answer	Marks	Guidance
27	(está / estoy) (muy) triste (porque todo el mundo piensa que el pueblo está fatal)	1	**Refuse** todo el mundo…etc. **Refuse** por eso estoy muy triste
28	no sirve (de nada)	1	**Refuse** El ayuntamiento no sirve de nada
29	optimista	1	**Refuse** …y me / le desea mucha suerte
30	no puede / puedo / puedes prestar atención (en clase)	1	

Note: For questions with 2 interchangeable answers: 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)

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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. This Detailed Mark Scheme provides specific guidance but in cases not covered, see General Marking Principles, Section 1.10.

In this section, take into account the whole of the candidate's answer. We are still applying the sound-alike rule.

READ SECTION 1: GENERAL MARKING PRINCIPLES

FOR ANSWERS NOT COVERED BY MARK SCHEME, ANNOTATION TOOL MAY BE USED, e.g. INV or BOD

REFUSE DIRECT SPEECH HOWEVER IT IS PRESENTED.

Section 3 Exercise 1

1 Mark available per question for True or False + 1 Mark available for correction of each False statement.

First award marks for the True / False element and then award marks for the justification of the False statements.

True / False element: all 5 statements appear on screen. Enter mark as appropriate for correct identification of each statement as True or False.

- **If neither True nor False is 'ticked' for a question, enter N/R (no response)**.
- **If both True and False are 'ticked' (and there is no clarification of candidate's 'final' answer), enter 0.**

Justification for false statements: only the 3 False statements appear on screen.

- **If the candidate correctly identified the statement as False, mark the justification and enter the mark**
- **If True is 'ticked',** award N/R (or 0 if justification is provided)
- **If True and False are both 'ticked' (and there is no clarification of candidate's 'final' answer),** award 0 (ignore any justification)
- **If neither True nor False is 'ticked'**, mark justification and enter mark (no mark awarded for True/False element)

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Question	Answer	Marks	Guidance
	TRUE / **FALSE** ☐ / ☑ ☑ / ☐ ☐ / ☑ ☐ / ☑ ☑ / ☐		
31	FALSO	**1**	See grid above for marking True / False element
32	VERDADERO	**1**	See grid above for marking True / False element
33	FALSO	**1**	See grid above for marking True / False element
34	FALSO	**1**	See grid above for marking True / False element
35	VERDADERO	**1**	See grid above for marking True / False element

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JUSTIFICATION

ACCEPT: wrong genders throughout

IN EACH CASE, CHECK FALSO IS TICKED

Question	Answer	Marks	Guidance
31	lleva 35 años viajando (sin parar) ha viajado (por / durante) 35 años	1	**REFUSE MERE ADDITION OF NEGATIVE** **Refuse** a los 16 años decidió cambiar… **Refuse** a los 16 años… sin parar
33	Únicamente / solo / solamente países asiáticos	1	**REFUSE MERE ADDITION OF NEGATIVE**
34	comió / come (un plato hecho con) insectos	1	**REFUSE MERE ADDITION OF NEGATIVE** **Refuse** comió ***tc*** **Refuse** se perdió en la selva **Refuse** nos / le ofrecieron un plato…

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Section 3 Exercise 2

ACCEPT: wrong genders throughout

Question	Answer	Marks	Guidance
36	(el precio … tanto …) (nunca conseguía) pagar todos los gastos	**1**	
37	(de) perder sus árboles (y casi no dormía)	**1**	**Refuse** perder mis árboles
38	como (a) un niño	**1**	
39	(mucha / la) gente quiere hacer mermelada quieren hacer mermelada	**1**	**Refuse** hacer mermelada ***tc*** **Refuse** porque quiere…
40	(se) (recoge) una vez que esté lista	**1**	**Refuse** recoger… **Refuse** debe recoger…
41	jamás han visto el campo	**1**	**Refuse** porque son de la ciudad **Refuse** Ya que… **Refuse** Piensan que la fruta sale de las cajas…
42	(tanto los….) satisfechos (+ reason)	**1**	**Refuse** saben que están ayudando

Note: For questions with 2 interchangeable answers: 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)

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Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

SPANISH **0530/22**

Paper 2 Reading **May/June 2017**

MARK SCHEME

Maximum Mark: 45

Published

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 Principles

1.1 It is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided in Section 2. 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 4 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.** Often the general principles will have to be weighed up against each other, e.g. the answer might pass the look-alike test (1.5(b)), but if the candidate has produced an answer that is another word in the target language they will not score (1.6).

1.2 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.

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1.3 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)	Where candidates must tick a number of boxes (e.g. tick the 6 true statements) and tick too many, apply the following rule: deduct the number of 'extra' answers indicated by the candidate from their number of correct answers. The remaining number is the mark awarded, e.g. the candidate is asked to tick 6 statements, but ticks 8. 5 of the ticks are correctly placed, but 2 are 'extras' (8 ticks placed by candidate minus 6 ticks required by rubric = 2 'extras'). Therefore the candidate is awarded a mark of 3.
(d)	Answers in pen do not take precedence 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 explicit indication from the candidate as to which is his/her final answer.

1.4 For questions requiring more than one element for the answer, (i) and (ii), where the answers are interchangeable:

(a)	Both correct answers on line 1 and line 2 blank = 2
(b)	Both correct answers on line 1 and line 2 wrong = 1

(or vice-versa)

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1.5 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, etc., unless Mark Scheme specifies otherwise.
(e)	Accept incorrect tense unless Mark Scheme specifies otherwise.
(f)	Tolerate incorrect auxiliary unless Mark Scheme specifies otherwise.
(g)	Tolerate incorrect use of infinitive unless Mark Scheme specifies otherwise.

1.6 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 1.5 above).

1.7 **Where words are combined or split inappropriately do not award the mark**, e.g. 'supadre' and 'elar ticulo' (inappropriate splitting or combination is an indication that the candidate has not understood).

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1.8 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 that the Examiner has considered the answer/that part of the answer and judged it to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded

1.9 No response and '0' marks

There is a NR (No Response) option in **RM Assessor**.

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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1.10 Extra material:

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 reading text. 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. The Detailed Mark Scheme cannot cover all eventualities and where specific instructions are not provided, Examiners must check the reading text to ensure the correct elements which would qualify for the mark are not contradicted or distorted by any extra material. The following, general, rules should be applied:

(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 transcript/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 original 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 a particular answer is not covered in the Mark Scheme, Examiners should consult their Team Leader

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2 Detailed Mark Scheme

Section 1 Exercise 1

Question	Answer	Marks	Guidance
1	B	**1**	
2	D	**1**	
3	D	**1**	
4	C	**1**	
5	A	**1**	

Section 1 Exercise 2

Question	Answer	Marks	Guidance
6	C	**1**	
7	B	**1**	
8	D	**1**	
9	F	**1**	
10	A	**1**	

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Section 1 Exercise 3

Question	Answer	Marks	Guidance
11	C	**1**	
12	C	**1**	
13	B	**1**	
14	A	**1**	
15	B	**1**	

Section 2 Exercise 1

Question	Answer	Marks	Guidance
16	empieza	**1**	
17	competir	**1**	
18	camping	**1**	
19	moto	**1**	
20	lluvia	**1**	

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Section 2 Exercise 2

- **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) unless the Mark Scheme specifies otherwise.
- **Accept lifting unless it is specifically refused in the Mark Scheme.**
- READ SECTION 1: GENERAL MARKING PRINCIPLES.
- Accept *mi, mis, tu, tus, su, sus,* etc.

ACCEPT: <u>wrong genders throughout</u>

Question	Answer	Marks	Guidance
21	los 50 años de la boda (de los abuelos)	**1**	**Refuse** 50 años ***t.c.***
22	(toda) la/su familia (excepto los abuelos) Manuela y su familia	**1**	**Refuse** como sabes… **Refuse** toda la familia…<u>claro</u>
23	(al) restaurante (como hacen todos los domingos)	**1**	**Refuse** (los abuelos) llegaron al restaurante
24	no sabían qué decir	**1**	
25	(no pararon de) bailar (en toda la tarde) bailaron/bailan (y escucharon la música)	**1**	**Refuse** empezó la música y los abuelos… **Refuse** recibieron un regalo
26	(viaje) en barco (por el Caribe) viaje al/por el Caribe barco por el Caribe	**1**	**Refuse** barco ***t.c.*** **Refuse** Caribe ***t.c.***
27	no dice mucho (es) (bastante) callado	**1**	**Refuse** (normalmente) no dijo mucho **Refuse** (muy) emocionado **Refuse** sabes que … **Refuse** es callado y no dijo mucho

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Question	Answer	Marks	Guidance
28	(se) cancelaron (los) trenes (y por eso no pudo/pude ir) no hay trenes	**1**	**Refuse** se sintió/me sentí fatal por no…etc. **Refuse** pero se cancelaron…
29	(mándale/mándase) fotos (de la fiesta)	**1**	**Refuse** mándame…etc. **Refuse** fotos…más detalles
30	Esta/en la/por la noche (intentará/intentaré llamar a los abuelos) después del trabajo	**1**	**Refuse** ahora estoy…abuelos **Refuse** pero …

Note: For questions with 2 interchangeable answers: 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)

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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. This Detailed Mark Scheme provides specific guidance but in cases not covered, see General Marking Principles, Section 1.10.

In this section, take into account the whole of the candidate's answer. We are still applying the sound-alike rule.

READ SECTION 1: GENERAL MARKING PRINCIPLES

FOR ANSWERS NOT COVERED BY MARK SCHEME, ANNOTATION TOOL MAY BE USED, e.g. INV or BOD

REFUSE DIRECT SPEECH HOWEVER IT IS PRESENTED.

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Section 3 Exercise 1

1 Mark available per question for True or False + 1 Mark available for correction of each False statement.

First award marks for the True/False element and then award marks for the justification of the False statements.

True/False element: all 5 statements appear on screen. Enter mark as appropriate for correct identification of each statement as True or False.

- **If neither True nor False is 'ticked' for a question, enter N/R (no response)**.
- **If both True and False are 'ticked' (and there is no clarification of candidate's 'final' answer), enter 0.**

Justification for false statements: only the 3 False statements appear on screen.

- **If the candidate correctly identified the statement as False, mark the justification and enter the mark**
- **If True is 'ticked',** award N/R (or 0 if justification is provided)
- **If True and False are both 'ticked' (and there is no clarification of candidate's 'final' answer),** award 0 (ignore any justification)
- **If neither True nor False is 'ticked'**, mark justification and enter mark (no mark awarded for True/False element)

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Question	Answer	Marks	Guidance
	TRUE / **FALSE** ☐ / ✓ ☐ / ✓ ✓ / ☐ ✓ / ☐ ☐ / ✓		
31	FALSO	**1**	See grid above for marking True/False element
32	FALSO	**1**	See grid above for marking True/False element
33	VERDADERO	**1**	See grid above for marking True/False element
34	VERDADERO	**1**	See grid above for marking True/False element
35	FALSO	**1**	See grid above for marking True/False element

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JUSTIFICATION
ACCEPT: <u>wrong genders throughout</u>

IN EACH CASE, CHECK FALSO IS TICKED

Question	Answer	Marks	Guidance
31	(son) (bastante) graciosos (como ella)	**1**	**REFUSE MERE ADDITION OF NEGATIVE** **Refuse** son…yo **Refuse** los míos… **Refuse** en cambio...
32	(hasta ahora) su decisión siempre **ha** sido aparecer (ella) <u>sola</u> aparece (ella) sola Alejandra aparecer (ella) sola solo se ve a Alejandra	**1**	**REFUSE MERE ADDITION OF NEGATIVE** **Refuse** aparecer (ella) sola **Refuse** pero … **Refuse** siempre ha/he sido aparecer yo/ella sola **Refuse** ahora …
35	(su libro favorito/preferido) <u>tiene</u> (más de) seis siglos	**1**	**REFUSE MERE ADDITION OF NEGATIVE** **Refuse** es muy antigua/vieja **Refuse** es (sobre) ciencia ficción **Refuse** es (más de) seis siglos

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Section 3 Exercise 2

ACCEPT: <u>wrong genders throughout</u>

Question	Answer	Marks	Guidance
36	((estaba) empleada como) <u>dependienta/e</u> (en una tienda de ropa)	**1**	**Refuse** <u>que</u> estaba empleada…
37	<u>se puso</u> enferma (hace dos años) <u>estaba/era</u> enferma (hace dos años)	**1**	**Refuse** present tense
38	(compró) un terreno	**1**	**Refuse** una casita con/y un terreno **Refuse** ambas cosas **Refuse** compro …
39	<u>prefería/quería/</u> descansar <u>le/la/se/su/ella/Sara</u> gustaba descansar descansaba relajar(se)	**1**	**Refuse** descansar ***tc*** **Refuse** no le gustaba (hacer) senderismo **Refuse** me/te/sus **Refuse** …gustaba descansar, **aunque** …
40	<u>eran/son</u> los mejores (tomates) (que había probado) los suyos eran los mejores… <u>porque</u> dijo/dice que …	**1**	**Refuse** los <u>míos</u> eran los… **Refuse** los mejores ***t.c.*** **Refuse** (un vecino) dijo/dice que …
41	los lujos <u>de la ciudad</u> (sus amigos) estaban … ciudad	**1**	**Refuse** viviendo… **Refuse** sin… **Refuse** no aguantaría… **Refuse** la ciudad
42	(un) <u>coche</u> (y gasolina) (tener) un coche (es esencial/necesario) aunque gaste mucho en gasolina	**1**	**Refuse** Un coche y gaste mucho en gasolina **Refuse** gasolina

Note: For questions with 2 interchangeable answers: 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)

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(c)	HA = harmless additional material which in conjunction with the correct answer does not prevent the candidate from scoring the mark.
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1.9 No response and '0' marks

There is a NR (No Response) option in **RM Assessor**.

Award NR (No Response):

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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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1.10 Extra material:

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 reading text. 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. The Detailed Mark Scheme cannot cover all eventualities and where specific instructions are not provided, Examiners must check the reading text to ensure the correct elements which would qualify for the mark are not contradicted or distorted by any extra material. The following, general, rules should be applied:

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(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
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2 Detailed Mark Scheme

Section 1 Exercise 1

Question	Answer	Marks	Guidance
1	A	**1**	
2	B	**1**	
3	C	**1**	
4	D	**1**	
5	B	**1**	

Section 1 Exercise 2

Question	Answer	Marks	Guidance
6	D	**1**	
7	F	**1**	
8	A	**1**	
9	E	**1**	
10	C	**1**	

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Section 1 Exercise 3

Question	Answer	Marks	Guidance
11	B	**1**	
12	A	**1**	
13	C	**1**	
14	A	**1**	
15	C	**1**	

Section 2 Exercise 1

Question	Answer	Marks	Guidance
16	lloviendo	**1**	
17	deportiva	**1**	
18	después	**1**	
19	ganar	**1**	
20	sed	**1**	

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Section 2 Exercise 2

- **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) unless the Mark Scheme specifies otherwise.
- **Accept lifting unless it is specifically refused in the Mark Scheme.**
- READ SECTION 1: GENERAL MARKING PRINCIPLES.
- Accept *mi, mis, tu, tus, su, sus,* etc.

ACCEPT: <u>wrong genders throughout</u>

Question	Answer	Marks	Guidance
21	(es) calvo no tiene pelo	**1**	**Refuse** es alto y calvo
22	(en su / mi opinión) no está de moda	**1**	**Refuse** (es) de color azul **Refuse** por ejemplo… **Refuse** el nuevo uniforme es de color…moda
23	corbata (porque es muy incómoda)	**1**	
24	(a las) ocho menos cuarto 7:45	**1**	**Refuse** más temprano **Refuse** (a las) ocho y media **Refuse** 8:45 **Refuse** 8:30
25	levantarse temprano es (muy) difícil	**1**	**Refuse** vosotros… **Refuse** levantarse temprano es (muy) difícil, <u>¿verdad?</u>

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Question	Answer	Marks	Guidance
26	(era / la encontraban) (muy) antipática que todos los alumnos la encontraban / encontrábamos (muy) antipática		**Refuse** no se llevaba bien… **Refuse** que todos los…antipática
27	(la antigua) directora (la) Señora Robles	**1**	**Refuse** director
28	se portaban mal los alumnos…mañana	**1**	**Refuse** los alumnos que se portaban mal ***tc*** **Refuse** los alumnos…ocurrió **Refuse** **porque no hacían los deberes**
29	(tienen que guardarse en la) mochila	**1**	**Refuse** pero tienen que… **Refuse** tienen que…recreo
30	(durante / en el) recreo	**1**	**Refuse** estar apagados…recreo **Refuse** excepto durante el recreo

Note: For questions with 2 interchangeable answers: 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)

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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. This Detailed Mark Scheme provides specific guidance but in cases not covered, see General Marking Principles, Section 1.10.

In this section, take into account the whole of the candidate's answer. We are still applying the sound-alike rule.

READ SECTION 1: GENERAL MARKING PRINCIPLES

FOR ANSWERS NOT COVERED BY MARK SCHEME, ANNOTATION TOOL MAY BE USED, e.g. INV or BOD

REFUSE DIRECT SPEECH HOWEVER IT IS PRESENTED.

Section 3 Exercise 1

1 Mark available per question for True or False + 1 Mark available for correction of each False statement.

First award marks for the True / False element and then award marks for the justification of the False statements.

True/False element: all 5 statements appear on screen. Enter mark as appropriate for correct identification of each statement as True or False.

- **If neither True nor False is 'ticked' for a question, enter N/R (no response)**.
- **If both True and False are 'ticked' (and there is no clarification of candidate's 'final' answer), enter 0.**

Justification for false statements: only the 3 False statements appear on screen.

- **If the candidate correctly identified the statement as False, mark the justification and enter the mark**
- **If True is 'ticked',** award N/R (or 0 if justification is provided)
- **If True and False are both 'ticked' (and there is no clarification of candidate's 'final' answer),** award 0 (ignore any justification)
- **If neither True nor False is 'ticked'**, mark justification and enter mark (no mark awarded for True / False element)

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Question	Answer	Marks	Guidance
	TRUE / **FALSE** ✓ / / ✓ / ✓ ✓ / / ✓		
31	VERDADERO	**1**	See grid above for marking True / False element
32	FALSO	**1**	See grid above for marking True / False element
33	FALSO	**1**	See grid above for marking True / False element
34	VERDADERO	**1**	See grid above for marking True / False element
35	FALSO	**1**	See grid above for marking True / False element

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JUSTIFICATION

ACCEPT: <u>wrong genders throughout</u>

IN EACH CASE, CHECK FALSO IS TICKED

Question	Answer	Marks	Guidance
32	puede servir como un nuevo modelo (para futuras compañías de turismo (en Nicaragua)) es un nuevo modelo	**1**	**REFUSE MERE ADDITION OF NEGATIVE**
33	continúan con su trabajo agrícola (tradicional)	**1**	**REFUSE MERE ADDITION OF NEGATIVE** **Refuse** <u>además</u> de continuar…tradicional
35	no hay animales peligrosos (en el bosque) (en el bosque) no hay animales peligrosos	**1**	**REFUSE MERE ADDITION OF NEGATIVE**

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Section 3 Exercise 2

ACCEPT: wrong genders throughout

Question	Answer	Marks	Guidance
36	cuando caía la tarde por / en la tarde al caer la tarde	**1**	**Refuse** caer la tarde ***tc*** **Refuse** después de la tarde **Refuse** la tarde **Refuse** (por) la noche **Refuse** caía la tarde
37	los (perfumes) del día anterior	**1**	**Refuse** comprobando …
38	tiene que / para estar bien organizada	**1**	**Refuse** tengo que estar bien organizada **Refuse** estar bien organizada
39	(a veces) (son) difíciles de conseguir	**1**	**Refuse** (los ingredientes) que a veces…etc.
40	invitando a un amigo a cenar	**1**	**Refuse** descansar …
41	(los) aceites (de perfumería)	**1**	**Refuse** su abuelo le dio un artículo de una revista sobre ese tema
42	nunca usa perfume	**1**	**Refuse** (hay una cosa muy graciosa y) es que nunca usa perfume

Note For questions with 2 interchangeable answers: 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)

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Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

SPANISH **0530/41**

Paper 4 Writing **May/June 2017**

MARK SCHEME

Maximum Mark: 50

Published

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 Principles

1.1 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.

1.2 For Questions 2 and 3, if the candidate has written an answer in the space provided for that purpose, you should ignore anything written anywhere else, unless:

(a)	there is an indication from the candidate that other material should be considered.
(b)	the candidate has continued their answer outside the space provided.
(c)	there is no answer in the space provided.

1.3 Annotation used in the Mark Scheme:

(a)	tc = 'tout court' and means that on its own the material is not sufficient to score the mark.
(b)	BOD = benefit of the doubt and is used to indicate that the Examiner has considered the answer/that part of the answer and judged it to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.

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1.4 No response and '0' marks

There is a NR (No Response) option in **RM Assessor**.

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.

1.5 **Optional questions**: You must mark all questions attempted by the candidate. Where a question has not been attempted then NR must be entered. (For Question 3 only, after marking the question(s) the candidate has answered, NR is populated automatically when you click on 'Complete'.) Where the candidate attempts more than one of the alternatives in Question 3, RM Assessor will automatically only aggregate the candidate's best result.

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Question	Answer	Marks

Question 1

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

(i) Select the most correct items up to a maximum of 5. Award 1 mark for each correct item up to a maximum of 5. Stop ticking once 5 items have been rewarded.

(ii) On Question 1, award marks for items wherever the candidate has written them.

(iii) **If the candidate offers more than one word per line, award a mark for each acceptable item** (e.g. where a candidate has linked two words as in *cepillo de dentífrica* = 1 tick; however *cepillo y dentífrica* (candidate intends this as two items) = 2 ticks).

(iv) The pictures provided on the question paper are only suggestions.

(v) Mark for communication. Tolerate inaccuracies, provided the message is clear. Ignore any definite / indefinite article, possessive adjective, etc. Ignore any verbs.

(vi) If spelling is questionable, start by referring to the detailed mark scheme. Refer to the bullet points below if no decision on the spelling you have encountered is recorded there.
- 'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer?
- Look-alike test: does what the candidate has written look like the correct answer, e.g. one letter missing but no other word created.
- If the first part of the word is correct, small errors in what comes next are less likely to impede communication (unless they suggest another meaning).
- Where letters are transposed, the word is likely to communicate (unless another word has been created).

(vii) Once marking proper starts, if there are five clearly acceptable items, award marks wherever these are in the list. This approach may allow questionable versions to be ignored.

(viii) Refuse all nouns which are repeated and which do not have a separate meaning:
- *pantalones, pantalones cortos*: award one mark to each item
- *pantalones pequeños, pantalones azules*: award one mark for the first *pantalones*

(ix) Reject misspelt words which suggest a word with a quite different meaning. Where nouns are usually plural, accept the singular and vice versa.

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>1</td><td>Estás en un parque de atracciones. Haz una lista de 8 cosas que puedes ver.
<table>
<tr><th>Accept</th><th></th><th>Reject</th><th></th></tr>
<tr><td>amigos</td><td></td><td>mapa</td><td></td></tr>
<tr><td>árbol</td><td></td><td></td><td></td></tr>
<tr><td>billete</td><td>bilete</td><td></td><td></td></tr>
<tr><td>cafetería</td><td>café (BoD for candidates on food)</td><td></td><td></td></tr>
<tr><td>castillo</td><td></td><td></td><td></td></tr>
<tr><td>taquilla</td><td></td><td></td><td></td></tr>
<tr><td>dinero</td><td>plata</td><td></td><td></td></tr>
<tr><td>entrada</td><td></td><td></td><td></td></tr>
<tr><td>helado
(1 item of food OR drink only in addition to helado)</td><td>elado</td><td></td><td></td></tr>
<tr><td>jóvenes</td><td></td><td>hóvenes</td><td></td></tr>
<tr><td>mochila</td><td></td><td></td><td></td></tr>
<tr><td>niños</td><td></td><td></td><td></td></tr>
<tr><td>restaurante</td><td>restarante/resturante/ restorante</td><td>ristorante</td><td></td></tr>
<tr><td>salida</td><td></td><td></td><td></td></tr>
<tr><td>grupos</td><td></td><td></td><td></td></tr>
<tr><td>servicios/baños</td><td></td><td>banho</td><td></td></tr>
<tr><td>tienda (de recuerdos)</td><td></td><td></td><td></td></tr>
</table>
Total for Question 1: 5 marks</td><td>5</td></tr>
</table>

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Question	Answer	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	***Las vacaciones*** **2.1: Award a mark out of 10 for Communication** (i) Place the appropriate 'numbered' tick as close as possible to each relevant communication point in the body of the answer. (ii) Award ticks flexibly across the tasks for each piece of relevant information conveyed, up to a maximum of 10. HOWEVER, each of the 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 • **Look for a verb (finite or infinitive) before awarding a mark.** Lists without a verb will not score. • **See Appendix II for rules on how to decide whether a verb is accurate enough** to convey meaning. • **For language other than verbs, use 'rules' in Question 1**: look alike, sound alike, etc. • **Misplaced adjectives, negatives and adverbs will not usually compromise communication.** (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 • *Ella es alta y delgada y grande y nerviosa.* (*1 verb, therefore treat as list of 4 items: place one tick over 'grande' (third item in list) and another tick over 'nerviosa' (fourth item in list)*) • *Ella es alta. Es delgada. Tiene el pelo moreno.* (*3 verbs therefore each piece of information can score a separate communication mark*)	**15**

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td></td><td>
(vi) Only reward each piece of information once, e.g. es fantástica cannot score both as description and reason for liking; es fantástica y sus clases son fantásticas can both be rewarded as fantástica(s) describes different nouns; ella me ayuda a hacer mis deberes and me ayuda todos los días can both be rewarded as they each contain a different extra detail (a hacer mis deberes and todos los días).

(vii) Do not penalise factual errors.

(viii) What the candidate writes may not follow the order of the tasks on the question paper – this is fine.

<table>
<tr><th>Tick</th><th>Accept</th></tr>
<tr><td>✓1</td><td>¿Adónde vas de vacaciones normalmente?
REWARD: any statement relating to where the candidate usually goes on holiday</td></tr>
<tr><td>✓2</td><td>Describe el lugar donde pasas las vacaciones.
REWARD: any detail describing the place where the candidate spends his/her holidays</td></tr>
<tr><td>✓3</td><td>Explica por qué te gusta pasar las vacaciones allí.
REWARD: any reason why the candidate likes to spend his/her holidays there</td></tr>
<tr><td>✓4</td><td>¿Con quién te gustaría ir de vacaciones el año próximo? ¿Por qué?
Task 1: REWARD: any statement relating to the person with whom the candidate would like to go on holiday next year. Must indicate future context.

Task 2: REWARD: any reason why, even if it is not clear with whom the candidate would like to go on holiday next year. Must indicate future context.</td></tr>
</table>
</td><td></td></tr>
</table>

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td></td><td>

2.2: Award a mark out of 5 for Language

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)

<table>
<tr><td>5</td><td>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.</td></tr>
<tr><td>4</td><td>Basic vocabulary and structure.
Some awareness of verb usage, but inconsistent.
The writing is sufficiently accurate for meaning to be conveyed.</td></tr>
<tr><td>3</td><td>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.</td></tr>
<tr><td>2</td><td>A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td></tr>
<tr><td>1</td><td>Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</td></tr>
<tr><td>0</td><td>One or two disjointed words or short phrases may be recognisable.</td></tr>
</table>

*Consider the whole answer when awarding mark for language

Total for Communication: 10 marks
Total for Language: 5 marks
Total for Question 2: 15 marks

</td><td></td></tr>
</table>

Question	Answer	Marks

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 10 for Verbs, according to the instructions in 3.2.**
  award a mark out of 10 for Other linguistic features, according to the instructions in 3.3.

For question-specific guidance, see later in this mark scheme.

3.1: Award a mark out of 10 for Communication

(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 (in the body of the answer).

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) **Look for a verb (finite or infinitive) before awarding a mark for communication.** See Appendix II for rules on how to decide whether a verb is accurate enough to convey meaning.

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

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Question	Answer	Marks

3.2: Award a mark out of 8 for accurate use of Verbs

When awarding ticks for Verbs, please refer back to the question in order to establish which tense is appropriate for the response. **For question-specific guidance, see later in this mark scheme.**

(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) Place the tick so that it does not obscure the accent/tilde.
(iii) 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

How to award ticks for accurate use of Verbs (Question 3):

(a) Subject (noun or pronoun) + any finite verb
- **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.**

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Question	Answer	Marks

Tick	No tick	Note
Yo soy (✓)		
He hecho (✓)		
Los profesores son (✓) amables	Los professores 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 *estar* and gerund are awarded 1 tick
Llevo (✓) dos años estudiando (✓)		Use of gerund other than in continuous form of verb using *estar* = 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 (*no tick*)	
Ella se ha cortado (✓)		
La puerta estaba (✓) abierta		
Yo me lavo (✓) las manos	Yo me lavo (*no tick*) el coche	*lavar* should not be used reflexively in this statement

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Question	Answer	Marks

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

Tick	No tick	Note
Me gusta (✓) leer (✓)		
Me gusto *(no tick)* 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 *(no tick)* la película	If sequence is incorrect, **both** verbs cannot be rewarded

Single auxiliary with multiple past participles

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

Question	Answer	Marks

Verb which requires preposition

Tick	No tick	Note
Ayudo (✓) a lavar (✓) el coche		
Ayudo (✓) lavar el coche		preposition is required for *lavar* to be awarded a tick
Ayudo (✓) con lavar el coche		incorrect use of *con* means that *lavar* cannot receive a tick

Verb which requires personal *a*

Tick	No tick	Note
Veo (✓) a mi amigo	Veo *(no tick)* mi amigo	personal *a* is required for *veo* to be awarded a tick

Correct verb within meaningless statement

Tick	No tick	Note
El camino es (✓) largo	El camino es (*no tick*) 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(?) (✓)		

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Question	Answer	Marks

(d) Infinitive

Tick	No tick	Note
Quiero (✓) salir (✓)		
No quiera (*no tick*) salir (✓)		
Quiero (✓) salire (*no tick*)		
Voy a (✓) estudiar (✓)		
Empecé a (✓) llorar (✓)		
Empecé *(no tick)* llorar (✓)		

(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
- Esta tarde mi amigo puede (✓) jugar (✓) al fútbol. En mi ciudad se puede *(no tick)* nadar (✓) – puede is in the third person singular in both sentences, so scores the first time but not the second time

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Question	Answer	Marks
	3.3: Award a mark out of 12 for Other linguistic features (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 (Appendix I)). (ii) Use the highlighter marking tool to highlight the first new use of any correct usage. Use the highlighter marking tool to underline a creditable attempt at a structure. This annotation is intended to help you arrive at an appropriate mark. Therefore, the kinds of things you highlight / underline will vary according to the quality of work, e.g. for a mark of 7 / 8 to be awarded the assumption is that 'spelling of common words, genders, adjectival agreements and basic prepositions are almost always correct' so annotation will focus on the degree of success with more complex language. (iii) Consider the extent to which the following are used correctly and appropriately when assessing the candidate's control of structures: • 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) • Object pronouns (me ha dicho; me lo dio) and 'strong' pronouns • Conjunctions other than *y* and linking words (e.g. sin embargo, por lo tanto, por eso) • Prepositions – Time, Place etc. • Negatives • Adverbs • Use of por and para • Adjectives, including possessives and demonstratives. Also comparatives and superlatives • Expressions of quantity • Appropriate use of *politesses* in the letter.	

Question	Answer	Marks

Grade descriptors for Other linguistic features (Question 3)

11–12	• 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	• 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	• 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	• Attempts more than basic structures. • On balance, the work is more accurate than inaccurate. • Straightforward vocabulary relevant to the task.
3–4	• Reliant on basic structures. • Some examples of correct language. Meaning usually conveyed. • Basic vocabulary.
1–2	• A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.
0	• One or two disjointed words or short phrases may be recognisable.

^^subordinate clauses, linking words, object pronouns, comparative adjectives/adverbs, strong negatives usually error free.
*spelling of common words, genders, adjectival agreements and basic prepositions are almost always correct.

Total for Communication: 10 marks
Total for Verbs: 8 marks
Total for Other linguistic features: 12 marks
Total for Question 3: 30 marks

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3(a)</td><td>

Email to a friend about a concert of your favourite group / singer

3.1: Award a mark out of 10 for Communication – see generic guidance above

<table>
<tr><th>Tick</th><th>Accept</th><th>Mark</th></tr>
<tr><td>✓1</td><td>Invita a tu amigo / amiga al concierto.

For 2 communication marks allow anything sensible in an appropriate tense
Expect a question but allow a statement e.g. quiero invitarte a un concierto</td><td>2</td></tr>
<tr><td>✓2</td><td>¿Qué ropa vas a llevar al concierto?

For 2 communication marks allow anything sensible in an appropriate tense</td><td>2</td></tr>
<tr><td>✓3</td><td>Explica por qué te gusta ese grupo / cantante.

For 2 communication marks allow anything sensible in an appropriate tense
Expect opinions / emotions / explanations</td><td>2</td></tr>
<tr><td>✓4</td><td>Describe la última vez que fuiste a un concierto. (¿dónde? ¿cuándo? ¿con quién?)

Insist on past tense for 2 communication marks
Allow any detail relating to the concert, e.g. el concierto tuvo lugar en enero</td><td>2</td></tr>
<tr><td>✓5</td><td>¿Cómo fue ese concierto?

Insist on past tense for 2 communication marks
Expect opinions / emotions / explanations. 1 communication mark if detail is added without additional verb to BP4 e.g. fui a un concierto extraordinario con mis amigos</td><td>2</td></tr>
</table>

</td><td>30</td></tr>
</table>

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td></td><td>
<u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u>
<table>
<tr><th>Communication point</th><th>For Verbs, accept:</th></tr>
<tr><td>1</td><td>Present / Conditional / Future</td></tr>
<tr><td>2</td><td>Present / Conditional / Future</td></tr>
<tr><td>3</td><td>Present / Preterite (if used correctly in context)</td></tr>
<tr><td>4</td><td>Preterite / Imperfect / Perfect (if used correctly in context)</td></tr>
<tr><td>5</td><td>Preterite / Imperfect / Perfect (if used correctly in context)</td></tr>
</table>
<u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</u>
</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3(b)</td><td>

Article about the Internet
3.1: Award a mark out of 10 for Communication – see generic guidance above

<table>
<tr><th>Tick</th><th>Accept</th><th>Mark</th></tr>
<tr><td>✓1</td><td>En el colegio, ¿en qué asignaturas usas Internet normalmente?

For 2 communication marks allow anything sensible in an appropriate tense</td><td>2</td></tr>
<tr><td>✓2</td><td>¿Para qué utilizaste Internet ayer <u>en clase</u>?

Insist on past tense for 2 communication marks</td><td>2</td></tr>
<tr><td>✓3</td><td>En tu opinión, ¿cuáles son las ventajas de utilizar Internet en clase?

For 2 communication marks allow anything sensible in an appropriate tense
Expect opinions/emotions/explanations. Insist on an advantage. Must relate to academic use.</td><td>2</td></tr>
<tr><td>✓4</td><td>Cuando haces los deberes, ¿prefieres buscar información en los libros o en Internet? ¿Por qué?

For 2 communication marks allow anything sensible in an appropriate tense
Award the marks for the explanation rather than for the selection of libros or Internet
Expect opinions/emotions/explanations</td><td>2</td></tr>
<tr><td>✓5</td><td>La semana pasada, en tu tiempo libre, ¿cuántas horas pasaste navegando por Internet?

Insist on past tense for 2 communication marks
Insist on indication of time spent</td><td>2</td></tr>
</table>

</td><td>30</td></tr>
</table>

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td></td><td>
<u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u>
<table>
<tr><th>Communication point</th><th>For Verbs, accept:</th></tr>
<tr><td>1</td><td>Present</td></tr>
<tr><td>2</td><td>Preterite</td></tr>
<tr><td>3</td><td>Present / Conditional (if used correctly in context)</td></tr>
<tr><td>4</td><td>Present</td></tr>
<tr><td>5</td><td>Preterite</td></tr>
</table>
<u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</u>
</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3(c)</td><td>

"Estaba tomando un refresco con unos amigos cuando vi un robo…"

3.1: Award a mark out of 10 for Communication – see generic guidance above

<table>
<tr><th>Tick</th><th>Accept</th><th>Mark</th></tr>
<tr><td>✓1</td><td>¿Cómo ocurrió el robo? (¿dónde? ¿quién? ¿cuándo?)

Insist on past tense for 2 communication marks</td><td>2</td></tr>
<tr><td>✓2</td><td>Describe cómo era el ladrón.

Insist on past tense for 2 communication marks</td><td>2</td></tr>
<tr><td>✓3</td><td>Third communication mark to be awarded flexibly for extra detail, given in a statement / clause containing a finite verb, relating to either of the first two bullet points in the question.

(Apply the 'rules' for the appropriate task when awarding marks for task 3)</td><td>2</td></tr>
<tr><td>✓4</td><td>¿Cómo te sentiste en ese momento?

For 2 communication marks allow anything sensible in an appropriate tense
Expect opinions / emotions / explanations</td><td>2</td></tr>
<tr><td>✓5</td><td>Al ver el robo, ¿qué hicisteis tú y tus amigos para ayudar?

For 2 communication marks allow anything sensible in an appropriate tense
Expect reactions to the event
Allow any statement relating to what the candidate and his / her friends did as a result. Award 1 mark if only the candidate's actions are mentioned or only the friends' actions are mentioned.</td><td>2</td></tr>
</table>

</td><td>30</td></tr>
</table>

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td></td><td>
<u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u>
<table>
<tr><th>Communication point</th><th>For Verbs, accept:</th></tr>
<tr><td>1</td><td>Preterite / Imperfect / Perfect (if used correctly in context)</td></tr>
<tr><td>2</td><td>Preterite / Imperfect / Perfect (if used correctly in context)</td></tr>
<tr><td>3</td><td>Preterite / Imperfect / Perfect (if used correctly in context)</td></tr>
<tr><td>4</td><td>Preterite / Imperfect / Perfect / Present (if used correctly in context)</td></tr>
<tr><td>5</td><td>Preterite / Imperfect / Perfect (if used correctly in context)</td></tr>
</table>
<u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</u>
</td><td></td></tr>
</table>

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Question	Answer	Marks

Appendix I

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. This is extremely rare.

A 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.

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Question	Answer	Marks
Appendix II: Communication – Rules on how to decide whether a verb is accurate enough to convey meaning **Communication** • an attempt at a verb is required for any communication mark to be awarded • for QUESTION 2, candidates score 1 or 0 marks for each piece of relevant information they communicate. For a sentence / phrase to be considered for the award of a mark for communication, the verb must meet or go beyond the criteria outlined in B • for QUESTION 3, candidates score 2, 1 or 0 marks for communicating each task. For the criteria the verb must fulfil in order for a sentence / phrase to be considered for the award of 2 marks for communication, see A below. For the criteria the verb must fulfil for a sentence / phrase to be considered for the award of 1 mark for communication, see B below. • where a verb fits the criteria for C, the mark for communication is 0 • although some allowances are made for faulty verbs when awarding COMMUNICATION marks (see below); in order for a verb to score a LANGUAGE tick, it must be correct • 'ticks' for communication are to be placed just above the end of the qualifying sentence / phrase.		

Question	Answer	Marks

A **<u>QUESTION 3 ONLY</u>: Where <u>THE VERB IS APPROPRIATE IN THE MEANING IT CONVEYS AND THE TIME FRAME IS APPROPRIATE</u>, 2 communication marks are awarded in the following cases.**

(i)	**For 2 communication marks: accept a Present where a Future context is apparent**	
	El año que viene voy a España = 2 for communication (but see also B (i) for further information)	(*voy* receives a tick for verb)
(ii)	**For 2 communication marks: accept the use of a Future when a Conditional would be correct and vice versa**	
(iii)	**For 2 communication marks: accept a 'phonetic version' of the correct time frame**	
	He passado las vacaciones = 2 for communication *E pasado las vacaciones* = 2 for communication *Mi madre necessita mi ayuda* = 2 for communication *Nececito ir a la tienda* = 2 for communication *He apprendido mucho* = 2 for communication *Mi tía tienne un club* = 2 for communication *He organisado una fiesta* = 2 for communication *Boy a ir al centro* = 2 for communication *Empezé a correr = 2 for communciation* Sugiero que vallas = 2 for communication	(*Empezó a juego* = 1 for communication – *juego* is not phonetic) *Yo quierro jugar al fútbol* = 0 for communication (doublé 'r' is not a phonetic rendering of single 'r') *Yo prefiero llavar los platos* = 0 for communication (double 'll' is not a phonetic rendering of single 'l') The ll – y can be inverted e.g. me yamo Juan
(iv)	**For 2 communication marks: accept the use of any past tense when a past is required, even when a different past tense would be grammatically correct or appropriate**	
	Allow Perfect, Imperfect, Pluperfect or Preterite. Ignore inconsistency in the use of the Imperfect and Preterite if it occurs.	

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Question	Answer		Marks
(v)	**Errors of accent: award 2 communication marks (eg *estuve alli* = 2, *tambien fue* = 2, *es fantastico* = 2), except in the following cases**		
	For 2 communication marks, **insist** on the accent on verbs which require it	*Yo comi* = 1 for communication (as an attempted preterite tense) *Esperabamos* = 1 for communication (as an attempted imperfect tense)	
	For 2 communication marks, tolerate a grave accent for an acute accent	*Yo comì* = 2 for communication	
(vi)	**In complex sentences, reward communication based on the verb in the subordinate clause and reward according to the normal rules (it is the information in the subordinate clause which fulfils the task)**		
	Mi amigo dijo que tenía dolor de cabeza = 2 for communication (in addition both verbs can receive a tick) *Mi amigo dice* (wrong tense) *que tenía dolor de cabeza* = 2 for communication (in addition second verb can receive a tick)	However, *Mi amigo dijo que tiene dolor de cabeza* = 1 for communication (see B (vii)) (in addition first verb can receive a tick) *Mi amigo dijo que él dolor de cabeza* = 0 for communication (no verb in subordinate clause) (first verb can receive a tick)	
	Creía que estaba enfermo = 2 for communicataion (in addition both verbs receive a tick)	However: *Creía que llueve* = 1 for communication (see B (vii)) *Creía que tenía enfermo* = 0 for communication (see B (vii)) (In addition, in both cases, first verb can receive a tick)	
(vii)	**Use of a verb in the indicative where a subjunctive would be expected: award 2 communication marks**		
	No creo que haya muchas personas allí = 2 for communication (plus both verbs receive a tick) *No creo que hay muchas personas allí* = 2 for communication (plus first verb receives a tick)		

Question	Answer	Marks

B **QUESTIONS 2 AND 3: Where THE VERB IS APPROPRIATE IN THE MEANING IT CONVEYS but is flawed in the following ways, the message is partially conveyed, and 1 communication mark will be awarded.**

(i)	**The candidate has produced a correct spelling of an inappropriate form/part/tense of an appropriate verb: award 1 communication mark**	
	He vender el libro = 1 for communication *La gente están contenta* = 1 for communication *Yo trabaje durante las vacaciones* = 1 for communication *Yo voy pasaré* = 1 for communication	No ticks are scored for these verbs
	Task: what do you want to eat for lunch? **Candidate writes:** *Quiero comeré la fruta* = 1 for communication	*Quiero* = tick for verb
	Task: what will you do next year? **Candidate writes:** *El año pasado voy a España* = 1 for communication *El año pasado voy a viajar en España* = 1 for communication *El año que viene yo iba a España* = 1 for communication *El año que viene me gusto jugar al tenis* = 1 for communication	…*voy a*… verb is not rewarded as there is no future context (e.g. *El año que viene*…) and there is discordance / confusion between the verb and the time indicator that the candidate has used …*voy a viajar*… scores 2 ticks for verbs (*voy a*, *viajar*) as the task requires a future and, despite the use of *pasado*, there is no doubt about the tense of the verb and the tense of the verb agrees with the tense that is required …*iba*… verb does not receive a tick …*me gusto*… verb does not receive a tick
	El año que viene yo vaya al centro = 1 for communication (*ir* is an appropriate verb, *vaya* is a form of the verb *ir* (subjunctive))	*El año que viene yo vaye al centro* = 0 for communication (*vaye* is not any part of the verb *ir*)

Question	Answer		Marks
(ii)	**The candidate has produced a <u>phonetic</u> spelling of an <u>inappropriate</u> form / part / tense of an <u>appropriate</u> verb: award 1 communication mark**		
	Task: what did you enjoy doing on holiday? **Candidate writes:** *Me gustta el tenis* = 1 for communication (phonetic version of the incorrect tense (*me gusta*) of an appropriate verb)	*Me gutsa (el tenis) (gutsa* is not any form / part / tense (nor a phonetic version thereof) of the verb *gustar)*	
	Task: what happened at school today? **Candidate writes:** *Apprendo mucho* = 1 for communication (phonetic version of an incorrect part / tense (*aprendo*) of an appropriate verb)	*Apriendo mucho* = 0 for communication (*apriendo* is not any form / part / tense (nor a phonetic version thereof) of the verb *aprender*)	
(iii)	**Use of *ser* when *estar* would be correct and vice versa: award 1 communication mark**		
	Soy en acuerdo con el proyecto = 1 *Soy esperando tu carta* = 1 *Era con su hijo* = 1 *Mis hermanas son en la casa* = 1 *Estaba una experiencia maravillosa* = 1 *Estoy un buen estudiante* = 1 *Tu carta está interesante* = 1 *Estará una buena idea* = 1		

Question	Answer	Marks

(iv)	**Mis-use of *haber, hacer*, *tener* and *ser / estar* in idiomatic phrases / simple descriptions: award 1 communication mark**	
	Era / Estaba miedo = 1 *Era / Estaba sed* = 1 *Era / Estaba hambre* = 1 *Era / Estaba cinco años* = 1 *Estaba muy frío en mi casa* = 1 *¿Está playas cerca de tu ciudad?* = 1	(no tick for verb) (no tick for verb) (no tick for verb) (no tick for verb) (no tick for verb) (no tick for verb) **However:** *Ella es el pelo negro* = 0 *Tenía cansado* = 0 *Tenía enfermo* = 0

(v)	**The following commonly seen inappropriate usages: award 1 communication mark**	
	Accept for 1 mark *Miré un accidente* for *Vi un accidente* *Yo gusta la música* for *Me gusta la música* *Escuché un ruido* for *Oí un ruido* *En Madrid hay calor* for *En Madrid hace calor*	**Refuse** *Tenía un tiempo muy bueno* for *Lo pasé bien* *He mirado para mi chaqueta* for *He buscado mi chaqueta*
(vi)	**The following commonly seen mis-usages: award 1 communication mark**	
	Me gusto mi casa *Me prefiero los gatos* *Me vivo en el centro* *Me llamo es (Ana)*	*Me llama es (Ana)* = 0 as nothing of worth is communicated *Me llama (Ana)* when the candidate is trying to give his / her own name = 0
(vii)	**In complex sentences, consider the verb in the subordinate clause when awarding the mark for communication and reward according to the normal rules** (see also A (vi))	
	Mi amigo dijo que tiene dolor de cabeza = 1 for communication	The subordinate clause, *tiene dolor de cabeza,* contains an appropriate verb in the wrong time frame which is awarded 1 communication mark (in addition, first verb receives a tick)
	Creía que llueve = 1 for communication	The subordinate clause, *que llueve,* contains an appropriate verb in the wrong time frame which is awarded 1 communication mark according to the usual rules) (in addition, first verb receives a tick)

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Question	Answer	Marks

(viii)	**Errors of accent on verbs: award one communication mark** (see also A (v))	
	Yo comi patatas = 1 for communication (an attempted preterite tense) *Íre a Francia* = 1 for communication (an attempted future tense) *Estába en España* = 1 for communication (an attempted imperfect tense)	

C **<u>QUESTIONS 2 AND 3</u>: Award 0 communication marks in the following cases.**

(i)	**No attempt at a (real) verb = 0 for communication**	
	yo pie al instituto = 0 for communication *yo caminata mi perro* = 0 for communication *llove* = 0 for communication *yo prefier ir al colegio* = 0 for communication	
(ii)	**The verb attempted delivers a message different from the desired one = 0 for communication**	
	mi padre tiene profesor for *mi padre es profesor* = 0 for communication *llora* for *llueve* = 0 for communication	
(iii)	**The attempt at the verb is not a part / form of an appropriate verb or a phonetic rendition thereof = 0 for communication**	
	El año que viene yo viajer en el centro = 0 for communication (*viajer* is not any part of the verb *viajar*) *Yo buscé mis gafas* = 0 for communication (*buscé* is not any part of the verb *buscar*) *Me gutsa (el tenis)* = 0 for communication (*gutsa* is not any part of the verb *gustar*)	

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Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

SPANISH **0530/42**

Paper 4 Writing **May/June 2017**

MARK SCHEME

Maximum Mark: 50

Published

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.

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1. General Marking Principles

1.1 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.

1.2 For Questions 2 and 3, if the candidate has written an answer in the space provided for that purpose, you should ignore anything written anywhere else, unless:

(a)	there is an indication from the candidate that other material should be considered.
(b)	the candidate has continued their answer outside the space provided.
(c)	there is no answer in the space provided.

1.3 Annotation used in the Mark Scheme:

(a)	tc = 'tout court' and means that on its own the material is not sufficient to score the mark.
(b)	BOD = benefit of the doubt and is used to indicate that the Examiner has considered the answer/that part of the answer and judged it to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.

1.4 No response and '0' marks
There is a NR (No Response) option in **RM Assessor**.
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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1.5 **Optional questions**: You must mark all questions attempted by the candidate. Where a question has not been attempted then NR must be entered. (For Question 3 only, after marking the question(s) the candidate has answered, NR is populated automatically when you click on 'Complete'.) Where the candidate attempts more than one of the alternatives in Question 3, RM Assessor will automatically only aggregate the candidate's best result.

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Question	Answer	Marks

Question 1

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

(i) Select the most correct items up to a maximum of 5. Award 1 mark for each correct item up to a maximum of 5. Stop ticking once 5 items have been rewarded.

(ii) On Question 1, award marks for items wherever the candidate has written them.

(iii) **If the candidate offers more than one word per line, award a mark for each acceptable item** (e.g. where a candidate has linked two words as in *cepillo de dentífrica* = 1 tick; however *cepillo y dentífrica* (candidate intends this as two items) = 2 ticks).

(iv) The pictures provided on the question paper are only suggestions.

(v) Mark for communication. Tolerate inaccuracies, provided the message is clear. Ignore any definite / indefinite article, possessive adjective, etc. Ignore any verbs.

(vi) If spelling is questionable, start by referring to the detailed mark scheme. Refer to the bullet points below if no decision on the spelling you have encountered is recorded there.

- 'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer?
- Look-alike test: does what the candidate has written look like the correct answer, e.g. one letter missing but no other word created.
- If the first part of the word is correct, small errors in what comes next are less likely to impede communication (unless they suggest another meaning).
- Where letters are transposed, the word is likely to communicate (unless another word has been created).

(vii) Once marking proper starts, if there are five clearly acceptable items, award marks wherever these are in the list. This approach may allow questionable versions to be ignored.

(viii) Refuse all nouns which are repeated and which do not have a separate meaning:

- *pantalones, pantalones cortos*: award one mark to each item
- *pantalones pequeños, pantalones azules*: award one mark for the first *pantalones*

(ix) Reject misspelt words which suggest a word with a quite different meaning. Where nouns are usually plural, accept the singular and vice versa.

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Question	Answer	Marks
1	**Estás en el aeropuerto. Haz una lista de 8 cosas que puedes ver.**	**5**

		REJECT	
ascensor elevador		elevator	
avión		TAXI	
bolsa		aeropuerto	
cafetería			
maleta			
pasaporte passaporte paseporte	(vowel needed in the middle)	passport pasporte/passporte pasapuerto	
piloto		pilot pilota	
reloj		tiempo hora (a) las diez etc.	
tienda	mercado supermercado		
saca saco			
restaurante	resturante	restaurant ristorante	
maleta	malleta		
mochila	mochilla		
bilete	billete		
vuelo			

Question	Answer	Marks
	conductor | | | seguridad | | | soldado | | | **Total for Question 1: 5 marks**	

Question	Answer	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	***Los deberes/La tarea*** **2.1: Award a mark out of 10 for Communication** (i) Place the appropriate 'numbered' tick as close as possible to each relevant communication point in the body of the answer. (ii) Award ticks flexibly across the tasks for each piece of relevant information conveyed, up to a maximum of 10. HOWEVER, each of the 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 • **Look for a verb (finite or infinitive) before awarding a mark.** Lists without a verb will not score. • **See Appendix II for rules on how to decide whether a verb is accurate enough** to convey meaning. • **For language other than verbs, use 'rules' in Question 1**: look alike, sound alike, etc. • **Misplaced adjectives, negatives and adverbs will not usually compromise communication.**	**15**

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td></td><td>
(v) <u>LISTS</u> = 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
• Ella es alta y delgada y grande y nerviosa. (1 verb, therefore treat as list of 4 items: place one tick over ‘grande’ (third item in list) and another tick over ‘nerviosa’ (fourth item in list))
• Ella es alta. Es delgada. Tiene el pelo moreno. (3 verbs therefore each piece of information can score a separate communication mark)

(vi) Only reward each piece of information once, e.g. es fantástica cannot score both as description and reason for liking; es fantástica y sus clases son fantásticas can both be rewarded as fantástica(s) describes different nouns; ella me ayuda a hacer mis deberes and me ayuda todos los días can both be rewarded as they each contain a different extra detail (a hacer mis deberes and todos los días).

(vii) Do not penalise factual errors.

(viii) What the candidate writes may not follow the order of the tasks on the question paper – this is fine.
<table>
<tr><th>Tick</th><th>Accept</th></tr>
<tr><td>✓1</td><td>¿Cuál es tu asignatura favorita? ¿Por qué?
Task 1 : REWARD: any statement relating to which subject the candidate likes best
Task 2 : REWARD: any reason why, even if it is not clear what the candidate’s favourite subject is</td></tr>
<tr><td>✓2</td><td>¿Cuándo y dónde haces los deberes?
Task 1 : REWARD: any statement relating to when the candidate does his/her homework
Task 2 : REWARD: any statement relating to where the candidate does his/her homework</td></tr>
<tr><td>✓3</td><td>¿Cuántas horas de deberes te gustaría tener al día?
REWARD: any statement relating to how many hours of homework the candidate would like per day</td></tr>
<tr><td>✓4</td><td>En tu opinión, ¿qué es lo malo de los deberes?
REWARD: any statement relating to the downsides of homework. Insist on a downside.</td></tr>
</table>
</td><td></td></tr>
</table>

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td></td><td>

2.2: Award a mark out of 5 for Language

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)

<table>
<tr><td>5</td><td>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.</td></tr>
<tr><td>4</td><td>Basic vocabulary and structure.
Some awareness of verb usage, but inconsistent.
The writing is sufficiently accurate for meaning to be conveyed.</td></tr>
<tr><td>3</td><td>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.</td></tr>
<tr><td>2</td><td>A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td></tr>
<tr><td>1</td><td>Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</td></tr>
<tr><td>0</td><td>One or two disjointed words or short phrases may be recognisable.</td></tr>
</table>

*Consider the whole answer when awarding mark for language

Total for Communication: 10 marks
Total for Language: 5 marks
Total for Question 2: 15 marks

</td><td></td></tr>
</table>

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Question	Answer	Marks

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 10 for Verbs, according to the instructions in 3.2.**
  award a mark out of 10 for Other linguistic features, according to the instructions in 3.3.

For question-specific guidance, see later in this mark scheme.

3.1: Award a mark out of 10 for Communication

(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 (in the body of the answer).

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) **Look for a verb (finite or infinitive) before awarding a mark for communication.** See Appendix II for rules on how to decide whether a verb is accurate enough to convey meaning.

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

3.2: Award a mark out of 8 for accurate use of Verbs

When awarding ticks for Verbs, please refer back to the question in order to establish which tense is appropriate for the response. **For question-specific guidance, see later in this mark scheme.**

(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) Place the tick so that it does not obscure the accent/tilde.
(iii) Convert the total number of ticks to a mark out of 8 using the Conversion table below.

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Question	Answer	Marks

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

How to award ticks for accurate use of Verbs (Question 3):

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

- **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.**

Tick	No tick	Note
Yo soy (✓)		
He hecho (✓)		
Los profesores son (✓) amables	Los professores 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 *estar* and gerund are awarded 1 tick

Question	Answer	Marks

Llevo (✓) dos años estudiando (✓)		Use of gerund other than in continuous form of verb using *estar* = 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 (*no tick*)	
Ella se ha cortado (✓)		
La puerta estaba (✓) abierta		
Yo me lavo (✓) las manos	Yo me lavo (*no tick*) el coche	*lavar* 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 *(no tick)* leer (✓)		
Me quedan (✓) diez euros		

Impersonal *se*

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

Question	Answer	Marks

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 *(no tick)* la película	If sequence is incorrect, **both** verbs cannot be rewarded

Single auxiliary with multiple past participles

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

Verb which requires preposition

Tick	No tick	Note
Ayudo (✓) a lavar (✓) el coche		
Ayudo (✓) lavar el coche		preposition is required for *lavar* to be awarded a tick
Ayudo (✓) con lavar el coche		incorrect use of *con* means that *lavar* cannot receive a tick

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Question	Answer	Marks

Verb which requires personal *a*

Tick	No tick	Note
Veo (✓) a mi amigo	Veo *(no tick)* mi amigo	personal *a* is required for *veo* to be awarded a tick

Correct verb within meaningless statement

Tick	No tick	Note
El camino es (✓) largo	El camino es (*no tick*) 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 (*no tick*) salir (✓)		
Quiero (✓) salire (*no tick*)		
Voy a (✓) estudiar (✓)		

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Question	Answer	Marks

Empecé a (✓) llorar (✓)		
Empecé *(no tick)* llorar (✓)		

(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
- Esta tarde mi amigo puede (✓) jugar (✓) al fútbol. En mi ciudad se puede *(no tick)* nadar (✓) – puede is in the third person singular in both sentences, so scores the first time but not the second time

3.3: Award a mark out of 12 for Other linguistic features

(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 (Appendix I)).

(ii) Use the highlighter marking tool to highlight the first new use of any correct usage. Use the highlighter marking tool to underline a creditable attempt at a structure. This annotation is intended to help you arrive at an appropriate mark. Therefore, the kinds of things you highlight/underline will vary according to the quality of work, e.g. for a mark of 7/8 to be awarded the assumption is that 'spelling of common words, genders, adjectival agreements and basic prepositions are almost always correct' so annotation will focus on the degree of success with more complex language.

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Question	Answer	Marks
(iii)	Consider the extent to which the following are used correctly and appropriately when assessing the candidate's control of structures: • 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) • Object pronouns (me ha dicho; me lo dio) and 'strong' pronouns • Conjunctions other than *y* and linking words (e.g. sin embargo, por lo tanto, por eso) • Prepositions – Time, Place etc. • Negatives • Adverbs • Use of por and para • Adjectives, including possessives and demonstratives. Also comparatives and superlatives • Expressions of quantity • Appropriate use of *politesses* in the letter.	

Question	Answer	Marks

Grade descriptors for Other linguistic features (Question 3)

11–12	• 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	• 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	• 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	• Attempts more than basic structures. • On balance, the work is more accurate than inaccurate. • Straightforward vocabulary relevant to the task.
3–4	• Reliant on basic structures. • Some examples of correct language. Meaning usually conveyed. • Basic vocabulary.
1–2	• A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.
0	• One or two disjointed words or short phrases may be recognisable.

^^subordinate clauses, linking words, object pronouns, comparative adjectives/adverbs, strong negatives usually error free.
*spelling of common words, genders, adjectival agreements and basic prepositions are almost always correct.

Total for Communication: 10 marks
Total for Verbs: 8 marks
Total for Other linguistic features: 12 marks
Total for Question 3: 30 marks

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3(a)</td><td>

Email to a friend about a day at the shopping centre

3.1: Award a mark out of 10 for Communication – see generic guidance above

<table>
<tr><th>Tick</th><th>Accept</th><th>Mark</th></tr>
<tr><td>✓1</td><td>¿Cuándo y con quién fuiste de compras la última vez?

Insist on past tense for 2 communication marks</td><td>2</td></tr>
<tr><td>✓2</td><td>¿Qué compraste?

Insist on past tense for 2 communication marks</td><td>2</td></tr>
<tr><td>✓3</td><td>Explica lo que menos te gusta de los centros comerciales.

For 2 communication marks allow anything sensible in an appropriate tense
Expect opinions/emotions/explanations</td><td>2</td></tr>
<tr><td>✓4</td><td>¿Cuáles son las ventajas o las desventajas de comprar por Internet?

For 2 communication marks allow anything sensible in an appropriate tense
Expect opinions/emotions/explanations</td><td>2</td></tr>
<tr><td>✓5</td><td>Si tuvieras mucho dinero, ¿en qué ciudad te gustaría pasar un día de compras?

For 2 communication marks allow anything sensible in an appropriate tense</td><td>2</td></tr>
</table>

</td><td>30</td></tr>
</table>

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td></td><td>

3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above

<table>
<tr><th>Communication point</th><th>For Verbs, accept:</th></tr>
<tr><td>1</td><td>Preterite / Imperfect / Perfect (if used correctly in context)</td></tr>
<tr><td>2</td><td>Preterite / Imperfect / Perfect (if used correctly in context)</td></tr>
<tr><td>3</td><td>Present</td></tr>
<tr><td>4</td><td>Present</td></tr>
<tr><td>5</td><td>Conditional / Future (if used correctly in context)</td></tr>
</table>

3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above

</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3(b)</td><td>

Article about my town/district
3.1: Award a mark out of 10 for Communication – see generic guidance above

<table>
<tr><th>Tick</th><th>Accept</th><th>Mark</th></tr>
<tr><td>✓1</td><td>Describe el barrio/pueblo donde vives.

For 2 communication marks allow anything sensible in an appropriate tense</td><td>2</td></tr>
<tr><td>✓2</td><td>¿Qué piensas de los medios de transporte en tu barrio/pueblo?

For 2 communication marks allow any sensible opinion an appropriate tense
Expect opinions/emotions/explanations</td><td>2</td></tr>
<tr><td>✓3</td><td>La semana pasada, ¿qué hiciste para divertirte en tu barrio/pueblo?

Insist on past tense for 2 communication marks</td><td>2</td></tr>
<tr><td>✓4</td><td>Hace 50 años, ¿cómo era tu barrio/pueblo?

Insist on past tense for 2 communication marks</td><td>2</td></tr>
<tr><td>✓5</td><td>¿Qué cosas te gustaría cambiar en tu barrio/pueblo? ¿Por qué?

Insist on future/conditional/present (expressing a future wish) tense for 2 communication marks
Expect opinions/emotions/explanations</td><td>2</td></tr>
</table>

</td><td>30</td></tr>
</table>

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td></td><td>

3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above

<table>
<tr><th>Communication point</th><th>For Verbs, accept:</th></tr>
<tr><td>1</td><td>Present</td></tr>
<tr><td>2</td><td>Present</td></tr>
<tr><td>3</td><td>Preterite / Imperfect</td></tr>
<tr><td>4</td><td>Imperfect / Preterite (if used correctly in context)</td></tr>
<tr><td>5</td><td>Conditional / Future (if used correctly in context)</td></tr>
</table>

3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above

</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3(c)</td><td>

“Hice un viaje con mi colegio. El último día muchos de mis amigos y yo estuvimos enfermos…”
3.1: Award a mark out of 10 for Communication – see generic guidance above

<table>
<tr><th>Tick</th><th>Accept</th><th>Mark</th></tr>
<tr><td>✓1</td><td>¿Adónde fuiste de viaje?

Insist on past tense for 2 communication marks</td><td>2</td></tr>
<tr><td>✓2</td><td>Explica por qué.

For 2 communication marks allow anything sensible in an appropriate tense
Expect opinions/emotions/explanations</td><td>2</td></tr>
<tr><td>✓3</td><td>¿Cuál fue la causa de la enfermedad?

Insist on past tense for 2 communication marks</td><td>2</td></tr>
<tr><td>✓4</td><td>¿Cómo fue el viaje de regreso?

Insist on past tense for 2 communication marks</td><td>2</td></tr>
<tr><td>✓5</td><td>¿Qué emociones sentiste al llegar a casa?

For 2 communication marks allow anything sensible in an appropriate tense
Expect opinions/emotions/explanations</td><td>2</td></tr>
</table>

</td><td>30</td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td></td><td>
<u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u>
<table>
<tr><th>Communication point</th><th>For Verbs, accept:</th></tr>
<tr><td>1</td><td>Preterite / Imperfect / Perfect (if used correctly in context)</td></tr>
<tr><td>2</td><td>Preterite / Imperfect / Perfect / Present (if used correctly in context)</td></tr>
<tr><td>3</td><td>Preterite / Imperfect / Perfect (if used correctly in context)</td></tr>
<tr><td>4</td><td>Preterite / Imperfect / Perfect / Present (if used correctly in context)</td></tr>
<tr><td>5</td><td>Preterite / Imperfect / Perfect / Present (if used correctly in context)</td></tr>
</table>
<u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</u>
</td><td></td></tr>
</table>

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Appendix I

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. This is extremely rare.

A 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.

See separate document for more detailed guidance on irrelevant material.

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Appendix II: Communication – Rules on how to decide whether a verb is accurate enough to convey meaning

Communication

- an attempt at a verb is required for any communication mark to be awarded
- for QUESTION 2, candidates score 1 or 0 marks for each piece of relevant information they communicate. For a sentence/phrase to be considered for the award of a mark for communication, the verb must meet or go beyond the criteria outlined in B
- for QUESTION 3, candidates score 2, 1 or 0 marks for communicating each task. For the criteria the verb must fulfil in order for a sentence/phrase to be considered for the award of 2 marks for communication, see A below. For the criteria the verb must fulfil for a sentence/phrase to be considered for the award of 1 mark for communication, see B below.
- where a verb fits the criteria for C, the mark for communication is 0
- although some allowances are made for faulty verbs when awarding COMMUNICATION marks (see below); in order for a verb to score a LANGUAGE tick, it must be correct
- 'ticks' for communication are to be placed just above the end of the qualifying sentence/phrase

A <u>QUESTION 3 ONLY</u>: Where <u>THE VERB IS APPROPRIATE IN THE MEANING IT CONVEYS AND THE TIME FRAME IS APPROPRIATE</u>, 2 communication marks are awarded in the following cases.

(i)	**For 2 communication marks: accept a Present where a Future context is apparent**	
	El año que viene voy a España = 2 for communication (but see also B (i) for further information)	(*voy* receives a tick for verb)
(ii)	**For 2 communication marks: accept the use of a Future when a Conditional would be correct and vice versa**	
(iii)	**For 2 communication marks: accept a 'phonetic version' of the correct time frame**	
	He passado las vacaciones = 2 for communication *E pasado las vacaciones* = 2 for communication *Mi madre necessita mi ayuda* = 2 for communication *Nececito ir a la tienda* = 2 for communication *He apprendido mucho* = 2 for communication *Mi tía tienne un club* = 2 for communication	(*Empezó a juego* = 1 for communication – *juego* is not phonetic) *Yo quierro jugar al fútbol* = 0 for communication (doublé 'r' is not a phonetic rendering of single 'r') *Yo prefiero llavar los platos* = 0 for communication (double 'll' is not a phonetic rendering of single 'l')

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	He organisado una fiesta = 2 for communication *Boy a ir al centro* = 2 for communication	
(iv)	**For 2 communication marks: accept the use of any past tense when a past is required, even when a different past tense would be grammatically correct or appropriate**	
	Allow Perfect, Imperfect, Pluperfect or Preterite. Ignore inconsistency in the use of the Imperfect and Preterite if it occurs.	
(v)	**Errors of accent: award 2 communication marks (eg *estuve alli* = 2, *tambien fue* = 2, *es fantastico* = 2), <u>except</u> in the following cases**	
	For 2 communication marks, **insist** on the accent on verbs which require it	*Yo comi* = 1 for communication (as an attempted preterite tense) *Esperabamos* = 1 for communication (as an attempted imperfect tense)
	For 2 communication marks, tolerate a grave accent for an acute accent	*Yo comì* = 2 for communication
(vi)	**In complex sentences, reward communication based on the verb in the subordinate clause and reward according to the normal rules (it is the information in the subordinate clause which fulfils the task)**	
	Mi amigo dijo que tenía dolor de cabeza = 2 for communication (in addition both verbs can receive a tick) *Mi amigo dice* (wrong tense) *que tenía dolor de cabeza* = 2 for communication (in addition second verb can receive a tick)	However, *Mi amigo dijo que tiene dolor de cabeza* = 1 for communication (see B (vii)) (in addition first verb can receive a tick) *Mi amigo dijo que él dolor de cabeza* = 0 for communication (no verb in subordinate clause) (first verb can receive a tick)
	Creía que estaba enfermo = 2 for communicataion (in addition both verbs receive a tick)	However: *Creía que llueve* = 1 for communication (see B (vii)) *Creía que tenía enfermo* = 0 for communication (see B (vii)) (In addition, in both cases, first verb can receive a tick)

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(vii)	**Use of a verb in the indicative where a subjunctive would be expected: award 2 communication marks**	
	No creo que haya muchas personas allí = 2 for communication (plus both verbs receive a tick) *No creo que hay muchas personas allí* = 2 for communication (plus first verb receives a tick)	

B **<u>QUESTIONS 2 AND 3</u>: Where <u>THE VERB IS APPROPRIATE IN THE MEANING IT CONVEYS</u> but is flawed in the following ways, the message is partially conveyed, and 1 communication mark will be awarded.**

(i)	**The candidate has produced a correct spelling of an <u>inappropriate</u> form/part/tense of an <u>appropriate</u> verb: award 1 communication mark**	
	He vender el libro = 1 for communication *La gente están contenta* = 1 for communication *Yo trabaje durante las vacaciones* = 1 for communication *Yo voy pasaré* = 1 for communication	No ticks are scored for these verbs
	Task: what do you want to eat for lunch? **Candidate writes:** *Quiero comeré la fruta* = 1 for communication	*Quiero* = tick for verb
	Task: what will you do next year? **Candidate writes:** *El año <u>pasado</u> voy a España* = 1 for communication *El año <u>pasado</u> voy a viajar en España* = 1 for communication *El año <u>que viene</u> yo iba a España* = 1 for communication *El año que viene me gusto jugar al tenis* = 1 for communication	*voy a…* verb is not rewarded as there is no future context (eg *El año que viene*…) <u>and</u> there is discordance/confusion between the verb and the time indicator that the candidate has used *voy a viajar…* scores 2 ticks for verbs (*voy a*, *viajar*) as the task requires a future and, despite the use of *pasado*, there is no doubt about the tense of the verb and the tense of the verb agrees with the tense that is required *iba…* verb does not receive a tick *me gusto…* verb does not receive a tick

	El año que viene yo vaya al centro = 1 for communication (*ir* is an appropriate verb, *vaya* is a form of the verb *ir* (subjunctive))	*El año que viene yo vaye al centro* = 0 for communication (*vaye* is not any part of the verb *ir*)
(ii)	**The candidate has produced a <u>phonetic</u> spelling of an <u>inappropriate</u> form/part/tense of an <u>appropriate</u> verb: award 1 communication mark**	
	Task: what did you enjoy doing on holiday? **Candidate writes:** *Me gustta el tenis* = 1 for communication (phonetic version of the incorrect tense (*me gusta*) of an appropriate verb)	*Me gutsa (el tenis) (gutsa* is not any form/part/tense (nor a phonetic version thereof) of the verb *gustar)*
	Task: what happened at school today? **Candidate writes:** *Apprendo mucho* = 1 for communication (phonetic version of an incorrect part/tense (*aprendo*) of an appropriate verb)	*Apriendo mucho* = 0 for communication (*apriendo* is not any form/part/tense (nor a phonetic version thereof) of the verb *aprender*)
(iii)	**Use of *ser* when *estar* would be correct and vice versa: award 1 communication mark**	
	Soy en acuerdo con el proyecto = 1 *Soy esperando tu carta* = 1 *Era con su hijo* = 1 *Mis hermanas son en la casa* = 1 *Estaba una experiencia maravillosa* = 1 *Estoy un buen estudiante* = 1 *Tu carta está interesante* = 1 *Estará una buena idea* = 1	

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(iv)	**Mis-use of *haber, hacer*, *tener* and *ser/estar* in idiomatic phrases/simple descriptions: award 1 communication mark**	
	Era/Estaba miedo = 1 *Era/Estaba sed* = 1 *Era/Estaba hambre* = 1 *Era/Estaba cinco años* = 1 *Estaba muy frío en mi casa* = 1 *¿Está playas cerca de tu ciudad?* = 1	(no tick for verb) (no tick for verb) (no tick for verb) (no tick for verb) (no tick for verb) (no tick for verb) **However:** *Ella es el pelo negro* = 0 *Tenía cansado* = 0 *Tenía enfermo* = 0
(v)	**The following commonly seen inappropriate usages: award 1 communication mark**	
	Accept for 1 mark *Miré un accidente* for *Vi un accidente* *Yo gusta la música* for *Me gusta la música* *Escuché un ruido* for *Oí un ruido* *En Madrid hay calor* for *En Madrid hace calor*	**Refuse** *Tenía un tiempo muy bueno* for *Lo pasé bien* *He mirado para mi chaqueta* for *He buscado mi chaqueta*
(vi)	**The following commonly seen mis-usages: award 1 communication mark**	
	Me gusto mi casa *Me prefiero los gatos* *Me vivo en el centro* *Me llamo es (Ana)*	*Me llama es (Ana)* = 0 as nothing of worth is communicated *Me llama (Ana)* when the candidate is trying to give his/her own name = 0
(vii)	**In complex sentences, consider the verb in the subordinate clause when awarding the mark for communication and reward according to the normal rules** (see also A (vi))	
	Mi amigo dijo que tiene dolor de cabeza = 1 for communication	The subordinate clause, *tiene dolor de cabeza,* contains an appropriate verb in the wrong time frame which is awarded 1 communication mark (in addition, first verb receives a tick)
	Creía que llueve = 1 for communication	The subordinate clause, *que llueve,* contains an appropriate verb in the wrong time frame which is awarded 1 communication mark according to the usual rules) (in addition, first verb receives a tick)

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(viii)	**Errors of accent on verbs: award one communication mark** (see also A (v))	
	Yo comi patatas = 1 for communication (an attempted preterite tense) *Íre a Francia* = 1 for communication (an attempted future tense) *Estába en España* = 1 for communication (an attempted imperfect tense)	

C <u>QUESTIONS 2 AND 3</u>: Award 0 communication marks in the following cases.

(i)	**No attempt at a (real) verb = 0 for communication**	
	yo pie al instituto = 0 for communication *yo caminata mi perro* = 0 for communication *llove* = 0 for communication *yo prefier ir al colegio* = 0 for communication	
(ii)	**The verb attempted delivers a message different from the desired one = 0 for communication**	
	mi padre tiene profesor for *mi padre es profesor* = 0 for communication *llora* for *llueve* = 0 for communication	
(iii)	**The attempt at the verb is not a part/form of an appropriate verb or a phonetic rendition thereof = 0 for communication**	
	El año que viene yo viajer en el centro = 0 for communication (*viajer* is not any part of the verb *viajar*) *Yo buscé mis gafas* = 0 for communication (*buscé* is not any part of the verb *buscar*) *Me gutsa (el tenis)* = 0 for communication (*gutsa* is not any part of the verb *gustar*)	

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Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

SPANISH **0530/43**

Paper 4 Writing **May/June 2017**

MARK SCHEME

Maximum Mark: 50

Published

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 2017 series for most Cambridge IGCSE®, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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1 General Marking Principles

1.1 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.

1.2 For Questions 2 and 3, if the candidate has written an answer in the space provided for that purpose, you should ignore anything written anywhere else, unless:

(a)	there is an indication from the candidate that other material should be considered.
(b)	the candidate has continued their answer outside the space provided.
(c)	there is no answer in the space provided.

1.3 Annotation used in the Mark Scheme:

(a)	tc = ‘tout court’ and means that on its own the material is not sufficient to score the mark.
(b)	BOD = benefit of the doubt and is used to indicate that the Examiner has considered the answer/that part of the answer and judged it to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.

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1.4 No response and '0' marks

There is a NR (No Response) option in **RM Assessor**.

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:

f 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.

1.5 **Optional questions**: You must mark all questions attempted by the candidate. Where a question has not been attempted then NR must be entered. (For Question 3 only, after marking the question(s) the candidate has answered, NR is populated automatically when you click on 'Complete'.) Where the candidate attempts more than one of the alternatives in Question 3, RM Assessor will automatically only aggregate the candidate's best result.

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Question	Answer	Marks

Question 1

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

(i) Select the most correct items up to a maximum of 5. Award 1 mark for each correct item up to a maximum of 5. Stop ticking once 5 items have been rewarded.

(ii) On Question 1, award marks for items wherever the candidate has written them.

(iii) **If the candidate offers more than one word per line, award a mark for each acceptable item** (e.g. where a candidate has linked two words as in *cepillo de dentífrica* = 1 tick; however *cepillo y dentífrica* (candidate intends this as two items) = 2 ticks).

(iv) The pictures provided on the question paper are only suggestions.

(v) Mark for communication. Tolerate inaccuracies, provided the message is clear. Ignore any definite / indefinite article, possessive adjective, etc. Ignore any verbs.

(vi) If spelling is questionable, start by referring to the detailed mark scheme. Refer to the bullet points below if no decision on the spelling you have encountered is recorded there.

- 'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer?
- Look-alike test: does what the candidate has written look like the correct answer, e.g. one letter missing but no other word created.
- If the first part of the word is correct, small errors in what comes next are less likely to impede communication (unless they suggest another meaning).
- Where letters are transposed, the word is likely to communicate (unless another word has been created).

(vii) Once marking proper starts, if there are five clearly acceptable items, award marks wherever these are in the list. This approach may allow questionable versions to be ignored.

(viii) Refuse all nouns which are repeated and which do not have a separate meaning:

- *pantalones, pantalones cortos*: award one mark to each item
- *pantalones pequeños, pantalones azules*: award one mark for the first *pantalones*

(ix) Reject misspelt words which suggest a word with a quite different meaning. Where nouns are usually plural, accept the singular and vice versa.

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Question	Answer	Marks
1	**Una vida sana. Haz una lista en español de 8 cosas para una vida sana.** **Total for Question 1: 5 marks**	**5**

	ACCEPT	REJECT	
agua			
atletismo			
bicicleta			
ensalada	insalada	salada	
fútbol			
gimnasia	gimnasio		
manzana			
pescado	pesca		
raqueta de tenis			
correr		corriendo	
polideportivo			
	tennis		

Question	Answer	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.**		

Question	Answer	Marks
2	***Mi vida diaria*** **2.1: Award a mark out of 10 for Communication** (i) Place the appropriate 'numbered' tick as close as possible to each relevant communication point in the body of the answer. (ii) Award ticks flexibly across the tasks for each piece of relevant information conveyed, up to a maximum of 10. HOWEVER, each of the 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 • **Look for a verb (finite or infinitive) before awarding a mark.** Lists without a verb will not score. • **See Appendix II for rules on how to decide whether a verb is accurate enough** to convey meaning. • **For language other than verbs, use 'rules' in Question 1**: look alike, sound alike, etc. • **Misplaced adjectives, negatives and adverbs will not usually compromise communication.** (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 • *Ella es alta y delgada y grande y nerviosa.* (*1 verb, therefore treat as list of 4 items: place one tick over 'grande' (third item in list) and another tick over 'nerviosa' (fourth item in list)*) • *Ella es alta. Es delgada. Tiene el pelo moreno.* (*3 verbs therefore each piece of information can score a separate communication mark*) (vi) Only reward each piece of information once, e.g. *es fantástica* cannot score both as description and reason for liking; *es fantástica y sus clases son fantásticas* can both be rewarded as *fantástica(s)* describes different nouns; *ella me ayuda a hacer mis deberes* and *me ayuda todos los días* can both be rewarded as they each contain a different extra detail (*a hacer mis deberes* and *todos los días)*. (vii) Do not penalise factual errors. (viii) What the candidate writes may not follow the order of the tasks on the question paper – this is fine.	**15**

Question	Answer	Marks

Tick	Accept
✓1	**¿Qué haces por la mañana antes de ir al colegio?** **REWARD:** any statement relating to what the candidate does **before** going to school
✓2	**¿Qué vas a hacer esta tarde después de volver a casa?** **REWARD:** any statement relating to what the candidate is going to do this afternoon when s/he gets home Note: A future reference must be evident
✓3	**¿Qué día de la semana prefieres? ¿Por qué?** **Task : REWARD:** any statement relating to which day of the week the candidate prefers **Task : REWARD:** any reason why, even if it is not clear which day the candidate prefers
✓4	**¿Cómo pasas los fines de semana?** **REWARD:** any statement relating to how the candidate spends the weekend

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td></td><td>

2.2: Award a mark out of 5 for Language

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)

<table>
<tr><td>5</td><td>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.</td></tr>
<tr><td>4</td><td>Basic vocabulary and structure.
Some awareness of verb usage, but inconsistent.
The writing is sufficiently accurate for meaning to be conveyed.</td></tr>
<tr><td>3</td><td>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.</td></tr>
<tr><td>2</td><td>A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td></tr>
<tr><td>1</td><td>Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</td></tr>
<tr><td>0</td><td>One or two disjointed words or short phrases may be recognisable.</td></tr>
</table>

*Consider the whole answer when awarding mark for language

Total for Communication: 10 marks
Total for Language: 5 marks
Total for Question 2: 15 marks

</td><td></td></tr>
</table>

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Question	Answer	Marks

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 10 for Verbs, according to the instructions in 3.2.**
  award a mark out of 10 for Other linguistic features, according to the instructions in 3.3.

For question-specific guidance, see later in this mark scheme.

3.1: Award a mark out of 10 for Communication

(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 (in the body of the answer).

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) **Look for a verb (finite or infinitive) before awarding a mark for communication.** See Appendix II for rules on how to decide whether a verb is accurate enough to convey meaning.

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

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Question	Answer	Marks

3.2: Award a mark out of 8 for accurate use of Verbs

When awarding ticks for Verbs, please refer back to the question in order to establish which tense is appropriate for the response. **For question-specific guidance, see later in this mark scheme.**

(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) Place the tick so that it does not obscure the accent / tilde.
(iii) 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

How to award ticks for accurate use of Verbs (Question 3):

(a) Subject (noun or pronoun) + any finite verb
- **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.**

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Question	Answer	Marks

Tick	No tick	Note
Yo soy (✓)		
He hecho (✓)		
Los profesores son (✓) amables	Los professores 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 *estar* and gerund are awarded 1 tick
Llevo (✓) dos años estudiando (✓)		Use of gerund other than in continuous form of verb using *estar* = 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 (*no tick*)	
Ella se ha cortado (✓)		
La puerta estaba (✓) abierta		
Yo me lavo (✓) las manos	Yo me lavo (*no tick*) el coche	*lavar* should not be used reflexively in this statement

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Question	Answer	Marks

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

Tick	No tick	Note
Me gusta (✓) leer (✓)		
Me gusto *(no tick)* 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 *(no tick)* la película	If sequence is incorrect, **both** verbs cannot be rewarded

Question	Answer	Marks

Single auxiliary with multiple past participles

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

Verb which requires preposition

Tick	**No tick**	**Note**
Ayudo (✓) a lavar (✓) el coche		
Ayudo (✓) lavar el coche		preposition is required for *lavar* to be awarded a tick
Ayudo (✓) con lavar el coche		incorrect use of *con* means that *lavar* cannot receive a tick

Verb which requires personal *a*

Tick	**No tick**	**Note**
Veo (✓) a mi amigo	Veo *(no tick)* mi amigo	personal *a* is required for *veo* to be awarded a tick

Correct verb within meaningless statement

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

(b) Imperative

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

Question	Answer	Marks

(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 (*no tick*) salir (✓)		
Quiero (✓) salire (*no tick*)		
Voy a (✓) estudiar (✓)		
Empecé a (✓) llorar (✓)		
Empecé *(no tick)* llorar (✓)		

(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
- Esta tarde mi amigo puede (✓) jugar (✓) al fútbol. En mi ciudad se puede *(no tick)* nadar (✓) – puede is in the third person singular in both sentences, so scores the first time but not the second time

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Question	Answer	Marks
	3.3: Award a mark out of 12 for Other linguistic features (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 (Appendix I)). (ii) Use the highlighter marking tool to highlight the first new use of any correct usage. Use the highlighter marking tool to underline a creditable attempt at a structure. This annotation is intended to help you arrive at an appropriate mark. Therefore, the kinds of things you highlight / underline will vary according to the quality of work, e.g. for a mark of 7/8 to be awarded the assumption is that 'spelling of common words, genders, adjectival agreements and basic prepositions are almost always correct' so annotation will focus on the degree of success with more complex language. (iii) Consider the extent to which the following are used correctly and appropriately when assessing the candidate's control of structures: • 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) • Object pronouns (me ha dicho; me lo dio) and 'strong' pronouns • Conjunctions other than *y* and linking words (e.g. sin embargo, por lo tanto, por eso) • Prepositions – Time, Place etc. • Negatives • Adverbs • Use of por and para • Adjectives, including possessives and demonstratives. Also comparatives and superlatives • Expressions of quantity • Appropriate use of *politesses* in the letter.	

Question	Answer	Marks

Grade descriptors for Other linguistic features (Question 3)

11–12	• 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	• 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	• 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	• Attempts more than basic structures. • On balance, the work is more accurate than inaccurate. • Straightforward vocabulary relevant to the task.
3–4	• Reliant on basic structures. • Some examples of correct language. Meaning usually conveyed. • Basic vocabulary.
1–2	• A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.
0	• One or two disjointed words or short phrases may be recognisable.

^^subordinate clauses, linking words, object pronouns, comparative adjectives/adverbs, strong negatives usually error free.
*spelling of common words, genders, adjectival agreements and basic prepositions are almost always correct.

Total for Communication: 10 marks
Total for Verbs: 8 marks
Total for Other linguistic features: 12 marks
Total for Question 3: 30 marks

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3(a)</td><td>

Email to a Chilean friend about the upcoming holidays that s/he will spend with you

3.1: Award a mark out of 10 for Communication – see generic guidance above

<table>
<tr><th>Tick</th><th>Accept</th><th>Mark</th></tr>
<tr><td>✓1</td><td>Explica las ventajas de visitar tu región.

For 2 communication marks allow anything sensible in an appropriate tense
Expect opinions / emotions / explanations. A positive aspect is required.</td><td>2</td></tr>
<tr><td>✓2</td><td>Describe lo que vais a hacer el primer día de vacaciones.

For 2 communication marks allow anything sensible in an appropriate tense
Reference to the friend must be included.</td><td>2</td></tr>
<tr><td>✓3</td><td>¿Qué tiempo hizo el verano pasado en tu región?

Insist on past tense for 2 communication marks</td><td>2</td></tr>
<tr><td>✓4</td><td>Explica qué ropa necesita traer tu amigo / amiga.

For 2 communication marks allow anything sensible in an appropriate tense
Expect advice / opinions / emotions / explanations</td><td>2</td></tr>
<tr><td>✓5</td><td>¿Qué actividades hiciste con tus amigos el verano pasado?

Insist on past tense for 2 communication marks
A time reference or mention of friends must be included.</td><td>2</td></tr>
</table>

</td><td>30</td></tr>
</table>

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td></td><td>
<u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u>
<table>
<tr><th>Communication point</th><th>For Verbs, accept:</th></tr>
<tr><td>1</td><td>Present</td></tr>
<tr><td>2</td><td>Present / Conditional / Future</td></tr>
<tr><td>3</td><td>Preterite / Imperfect</td></tr>
<tr><td>4</td><td>Present / Conditional / Future (if used correctly in context)</td></tr>
<tr><td>5</td><td>Preterite / Imperfect</td></tr>
</table>
<u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</u>
</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3(b)</td><td>

Article about cooking

3.1: Award a mark out of 10 for Communication – see generic guidance above

<table>
<tr><th>Tick</th><th>Accept</th><th>Mark</th></tr>
<tr><td>✓1</td><td>¿Cuándo y con quién aprendiste a cocinar?

Insist on past tense for 2 communication marks</td><td>2</td></tr>
<tr><td>✓2</td><td>¿Qué platos preparaste la semana pasada?

Insist on past tense for 2 communication marks</td><td>2</td></tr>
<tr><td>✓3</td><td>En el futuro, ¿qué comida especial vas a preparar para tu familia?

For 2 communication marks allow anything sensible in an appropriate tense</td><td>2</td></tr>
<tr><td>✓4</td><td>En tu opinión, ¿por qué es útil saber cocinar?

For 2 communication marks allow anything sensible in an appropriate tense
Expect opinions / emotions / explanations</td><td>2</td></tr>
<tr><td>✓5</td><td>¿Qué piensas de la comida típica de tu país?

For 2 communication marks allow anything sensible in an appropriate tense
Expect opinions / emotions / explanations</td><td>2</td></tr>
</table>

</td><td>30</td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td></td><td>
<u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u>
<table>
<tr><th>Communication point</th><th>For Verbs, accept:</th></tr>
<tr><td>1</td><td>Preterite</td></tr>
<tr><td>2</td><td>Preterite</td></tr>
<tr><td>3</td><td>Present / Future / Conditional (if used correctly in context)</td></tr>
<tr><td>4</td><td>Present</td></tr>
<tr><td>5</td><td>Present</td></tr>
</table>
<u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</u>
</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3(c)</td><td>

"Estaba solo / sola en casa. De repente, oí un golpe en la puerta…"

3.1: Award a mark out of 10 for Communication – see generic guidance above

<table>
<tr><th>Tick</th><th>Accept</th><th>Mark</th></tr>
<tr><td>✓1</td><td>Explica por qué estabas solo / sola en casa.

For 2 communication marks allow anything sensible in an appropriate tense
Expect opinions / emotions / explanations</td><td>2</td></tr>
<tr><td>✓2</td><td>¿Qué estabas haciendo cuando oíste el golpe?

Insist on past tense for 2 communication marks</td><td>2</td></tr>
<tr><td>✓3</td><td>¿Cómo te sentiste al oír el golpe?

For 2 communication marks allow anything sensible in an appropriate tense
Expect emotions / explanations</td><td>2</td></tr>
<tr><td>✓4</td><td>Describe <u>todo</u> lo que pasó cuando abriste la puerta.

Insist on past tense for 2 communication marks</td><td>2</td></tr>
<tr><td>✓5</td><td>Describe <u>todo</u> lo que pasó cuando abriste la puerta.

Insist on past tense for 2 communication marks</td><td>2</td></tr>
</table>

</td><td>30</td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td></td><td>
<u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u>
<table>
<tr><th>Communication point</th><th>For Verbs, accept:</th></tr>
<tr><td>1</td><td>Preterite / Imperfect / Perfect / Present (if used correctly in context)</td></tr>
<tr><td>2</td><td>Preterite / Imperfect / Perfect (if used correctly in context)</td></tr>
<tr><td>3</td><td>Preterite / Imperfect / Perfect / Present (if used correctly in context)</td></tr>
<tr><td>4</td><td>Preterite / Imperfect / Perfect / Present (if used correctly in context)</td></tr>
<tr><td>5</td><td>Preterite / Imperfect / Perfect (if used correctly in context)</td></tr>
</table>
<u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</u>
</td><td></td></tr>
</table>

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Question	Answer	Marks

Appendix I

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. This is extremely rare.

A 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.

See separate document for more detailed guidance on irrelevant material.

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Question	Answer	Marks
Appendix II: Communication – Rules on how to decide whether a verb is accurate enough to convey meaning **Communication** • an attempt at a verb is required for any communication mark to be awarded • for QUESTION 2, candidates score 1 or 0 marks for each piece of relevant information they communicate. For a sentence / phrase to be considered for the award of a mark for communication, the verb must meet or go beyond the criteria outlined in B • for QUESTION 3, candidates score 2, 1 or 0 marks for communicating each task. For the criteria the verb must fulfil in order for a sentence / phrase to be considered for the award of 2 marks for communication, see A below. For the criteria the verb must fulfil for a sentence / phrase to be considered for the award of 1 mark for communication, see B below. • where a verb fits the criteria for C, the mark for communication is 0 • although some allowances are made for faulty verbs when awarding COMMUNICATION marks (see below); in order for a verb to score a LANGUAGE tick, it must be correct • 'ticks' for communication are to be placed just above the end of the qualifying sentence / phrase		

Question	Answer	Marks

A **<u>QUESTION 3 ONLY</u>: Where <u>THE VERB IS APPROPRIATE IN THE MEANING IT CONVEYS AND THE TIME FRAME IS APPROPRIATE</u>, 2 communication marks are awarded in the following cases.**

(i)	**For 2 communication marks: accept a Present where a Future context is apparent**	
	El año que viene voy a España = 2 for communication (but see also B (i) for further information)	(*voy* receives a tick for verb)
(ii)	**For 2 communication marks: accept the use of a Future when a Conditional would be correct and vice versa**	
(iii)	**For 2 communication marks: accept a 'phonetic version' of the correct time frame**	
	He passado las vacaciones = 2 for communication *E pasado las vacaciones* = 2 for communication *Mi madre necessita mi ayuda* = 2 for communication *Nececito ir a la tienda* = 2 for communication *He apprendido mucho* = 2 for communication *Mi tía tienne un club* = 2 for communication *He organisado una fiesta* = 2 for communication *Boy a ir al centro* = 2 for communication	(*Empezó a juego* = 1 for communication – *juego* is not phonetic) *Yo quierro jugar al fútbol* = 0 for communication (doublé 'r' is not a phonetic rendering of single 'r') *Yo prefiero llavar los platos* = 0 for communication (double 'll' is not a phonetic rendering of single 'l')
(iv)	**For 2 communication marks: accept the use of any past tense when a past is required, even when a different past tense would be grammatically correct or appropriate**	
	Allow Perfect, Imperfect, Pluperfect or Preterite. Ignore inconsistency in the use of the Imperfect and Preterite if it occurs.	

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Question	Answer		Marks
(v)	**Errors of accent: award 2 communication marks (eg *estuve alli* = 2, *tambien fue* = 2, *es fantastico* = 2), except in the following cases**		
	For 2 communication marks, **insist** on the accent on verbs which require it	*Yo comi* = 1 for communication (as an attempted preterite tense) *Esperabamos* = 1 for communication (as an attempted imperfect tense)	
	For 2 communication marks, tolerate a grave accent for an acute accent	*Yo comì* = 2 for communication	
(vi)	**In complex sentences, reward communication based on the verb in the subordinate clause and reward according to the normal rules (it is the information in the subordinate clause which fulfils the task)**		
	Mi amigo dijo que tenía dolor de cabeza = 2 for communication (in addition both verbs can receive a tick) *Mi amigo dice* (wrong tense) *que tenía dolor de cabeza* = 2 for communication (in addition second verb can receive a tick)	However, *Mi amigo dijo que tiene dolor de cabeza* = 1 for communication (see B (vii)) (in addition first verb can receive a tick) *Mi amigo dijo que él dolor de cabeza* = 0 for communication (no verb in subordinate clause) (first verb can receive a tick)	
	Creía que estaba enfermo = 2 for communicataion (in addition both verbs receive a tick)	However: *Creía que llueve* = 1 for communication (see B (vii)) *Creía que tenía enfermo* = 0 for communication (see B (vii)) (In addition, in both cases, first verb can receive a tick)	
(vii)	**Use of a verb in the indicative where a subjunctive would be expected: award 2 communication marks**		
	No creo que haya muchas personas allí = 2 for communication (plus both verbs receive a tick) *No creo que hay muchas personas allí* = 2 for communication (plus first verb receives a tick)		

Question	Answer	Marks

B **<u>QUESTIONS 2 AND 3</u>: Where <u>THE VERB IS APPROPRIATE IN THE MEANING IT CONVEYS</u> but is flawed in the following ways, the message is partially conveyed, and 1 communication mark will be awarded.**

(i)	**The candidate has produced a correct spelling of an <u>inappropriate</u> form / part / tense of an <u>appropriate</u> verb: award 1 communication mark**	
	He vender el libro = 1 for communication *La gente están contenta* = 1 for communication *Yo trabaje durante las vacaciones* = 1 for communication *Yo voy pasaré* = 1 for communication	No ticks are scored for these verbs
	Task: what do you want to eat for lunch? **Candidate writes:** *Quiero comeré la fruta* = 1 for communication	*Quiero* = tick for verb
	Task: what will you do next year? **Candidate writes:** *El año <u>pasado</u> voy a España* = 1 for communication *El año <u>pasado</u> voy a viajar en España* = 1 for communication *El año <u>que viene</u> yo iba a España* = 1 for communication *El año que viene me gusto jugar al tenis* = 1 for communication	…*voy a*… verb is not rewarded as there is no future context (e.g. *El año que viene*…) <u>and</u> there is discordance / confusion between the verb and the time indicator that the candidate has used …*voy a viajar*… scores 2 ticks for verbs (*voy a*, *viajar*) as the task requires a future and, despite the use of *pasado*, there is no doubt about the tense of the verb and the tense of the verb agrees with the tense that is required …*iba*… verb does not receive a tick …*me gusto*… verb does not receive a tick
	El año que viene yo vaya al centro = 1 for communication (*ir* is an appropriate verb, *vaya* is a form of the verb *ir* (subjunctive))	*El año que viene yo vaye al centro* = 0 for communication (*vaye* is not any part of the verb *ir*)

Question	Answer		Marks
(ii)	**The candidate has produced a <u>phonetic</u> spelling of an <u>inappropriate</u> form / part / tense of an <u>appropriate</u> verb: award 1 communication mark**		
	Task: what did you enjoy doing on holiday? **Candidate writes:** *Me gustta el tenis* = 1 for communication (phonetic version of the incorrect tense (*me gusta*) of an appropriate verb)	*Me gutsa (el tenis) (gutsa* is not any form / part / tense (nor a phonetic version thereof) of the verb *gustar)*	
	Task: what happened at school today? **Candidate writes:** *Apprendo mucho* = 1 for communication (phonetic version of an incorrect part / tense (*aprendo*) of an appropriate verb)	*Apriendo mucho* = 0 for communication (*apriendo* is not any form / part / tense (nor a phonetic version thereof) of the verb *aprender*)	
(iii)	**Use of *ser* when *estar* would be correct and vice versa: award 1 communication mark**		
	Soy en acuerdo con el proyecto = 1 *Soy esperando tu carta* = 1 *Era con su hijo* = 1 *Mis hermanas son en la casa* = 1 *Estaba una experiencia maravillosa* = 1 *Estoy un buen estudiante* = 1 *Tu carta está interesante* = 1 *Estará una buena idea* = 1		

Question	Answer	Marks

(iv)	**Mis-use of *haber, hacer*, *tener* and *ser / estar* in idiomatic phrases / simple descriptions: award 1 communication mark**	
	Era / Estaba miedo = 1 *Era / Estaba sed* = 1 *Era / Estaba hambre* = 1 *Era / Estaba cinco años* = 1 *Estaba muy frío en mi casa* = 1 *¿Está playas cerca de tu ciudad?* = 1	(no tick for verb) (no tick for verb) (no tick for verb) (no tick for verb) (no tick for verb) (no tick for verb) **However:** *Ella es el pelo negro* = 0 *Tenía cansado* = 0 *Tenía enfermo* = 0

(v)	**The following commonly seen inappropriate usages: award 1 communication mark**	
	Accept for 1 mark *Miré un accidente* for *Vi un accidente* *Yo gusta la música* for *Me gusta la música* *Escuché un ruido* for *Oí un ruido* *En Madrid hay calor* for *En Madrid hace calor*	**Refuse** *Tenía un tiempo muy bueno* for *Lo pasé bien* *He mirado para mi chaqueta* for *He buscado mi chaqueta*
(vi)	**The following commonly seen mis-usages: award 1 communication mark**	
	Me gusto mi casa *Me prefiero los gatos* *Me vivo en el centro* *Me llamo es (Ana)*	*Me llama es (Ana)* = 0 as nothing of worth is communicated *Me llama (Ana)* when the candidate is trying to give his/her own name = 0
(vii)	**In complex sentences, consider the verb in the subordinate clause when awarding the mark for communication and reward according to the normal rules** (see also A (vi))	
	Mi amigo dijo que tiene dolor de cabeza = 1 for communication	The subordinate clause, *tiene dolor de cabeza,* contains an appropriate verb in the wrong time frame which is awarded 1 communication mark (in addition, first verb receives a tick)
	Creía que llueve = 1 for communication	The subordinate clause, *que llueve,* contains an appropriate verb in the wrong time frame which is awarded 1 communication mark according to the usual rules) (in addition, first verb receives a tick)

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Question	Answer	Marks
(viii)	**Errors of accent on verbs: award one communication mark** (see also A (v))	
	Yo comi patatas = 1 for communication (an attempted preterite tense) *Íre a Francia* = 1 for communication (an attempted future tense) *Estába en España* = 1 for communication (an attempted imperfect tense)	
C	**<u>QUESTIONS 2 AND 3</u>: Award 0 communication marks in the following cases.**	
(i)	**No attempt at a (real) verb = 0 for communication**	
	yo pie al instituto = 0 for communication *yo caminata mi perro* = 0 for communication *llove* = 0 for communication *yo prefier ir al colegio* = 0 for communication	
(ii)	**The verb attempted delivers a message different from the desired one = 0 for communication**	
	mi padre tiene profesor for *mi padre es profesor* = 0 for communication *llora* for *llueve* = 0 for communication	
(iii)	**The attempt at the verb is not a part / form of an appropriate verb or a phonetic rendition thereof = 0 for communication**	
	El año que viene yo viajer en el centro = 0 for communication (*viajer* is not any part of the verb *viajar*) *Yo buscé mis gafas* = 0 for communication (*buscé* is not any part of the verb *buscar*) *Me gutsa (el tenis)* = 0 for communication (*gutsa* is not any part of the verb *gustar*)	

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Cambridge IGCSE

Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

CANDIDATE NAME									
CENTRE NUMBER						CANDIDATE NUMBER				

8339705076

SPANISH **0530/11**

Paper 1 Listening **May/June 2017**

Approx. 45 minutes

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces at the top of this page.
Write in dark blue or black pen.
Do not use staples, paper clips, glue or correction fluid.
DO **NOT** WRITE IN ANY BARCODES.

Answer **all** questions.

The number of marks is given in brackets [ ] at the end of each question or part question.

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 **11** printed pages and **1** blank page.

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Sección 1

Ejercicio 1 Preguntas 1–8

En esta sección del examen vas a oír una serie de observaciones o diálogos cortos que podrías oír en países donde se habla español.

Para cada pregunta indica tu respuesta escribiendo una X en la casilla correcta.

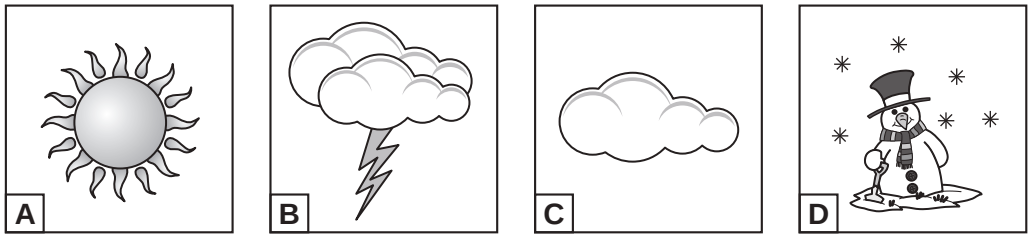
Vas a oír cada observación o diálogo dos veces.

Vas a un centro deportivo con tu amiga.

1 Al salir de casa, tu amiga te dice:

¿Qué tiempo hace?

A	
B	
C	
D	

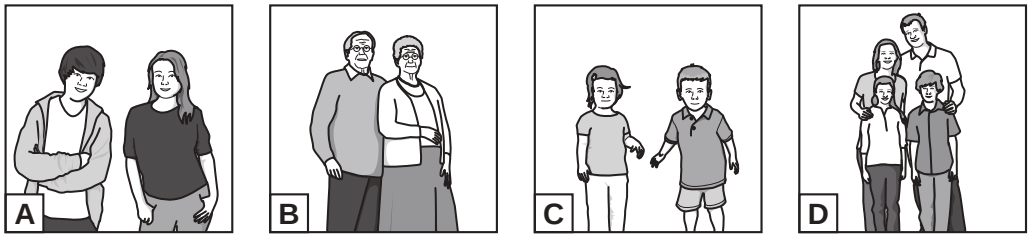


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2 Cuando llegáis al centro deportivo, el recepcionista dice:

¿Para quién hay una oferta?

A	
B	
C	
D	

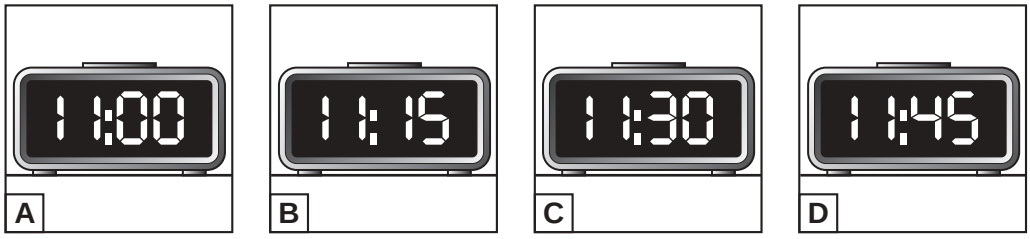


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3 Tu amiga mira el horario y dice:

¿A qué hora cierra el centro deportivo hoy?

A	
B	
C	
D	

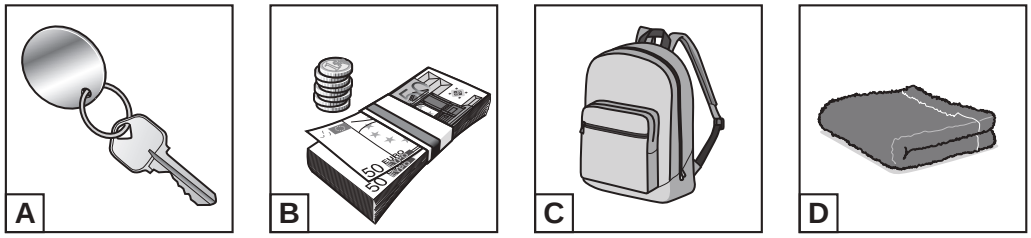


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4 Tu amiga ha olvidado algo. Dice:

¿Qué ha olvidado tu amiga?

A	
B	
C	
D	

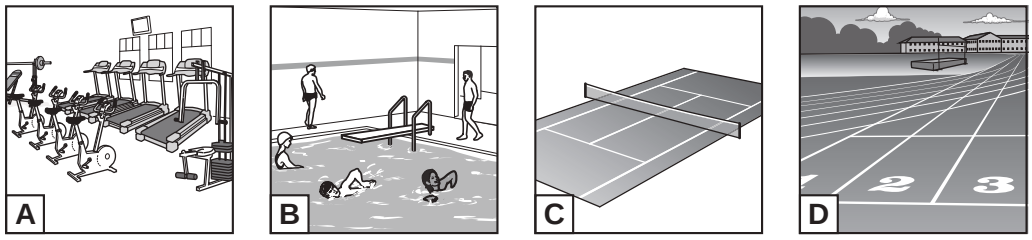


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5 Más tarde, tu amiga pregunta:

¿Adónde quiere ir tu amiga?

A	
B	
C	
D	



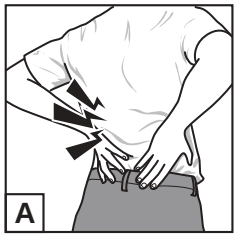
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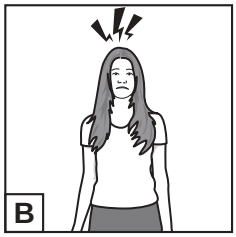
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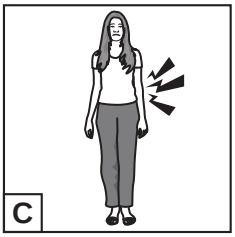
6 Cuando termináis, tu amiga dice:

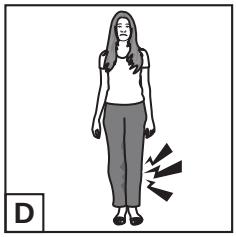
¿Qué le duele a tu amiga?

A	
B	
C	
D	







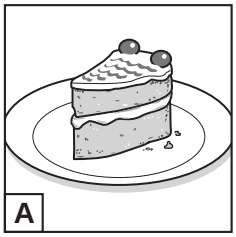


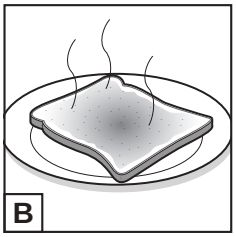
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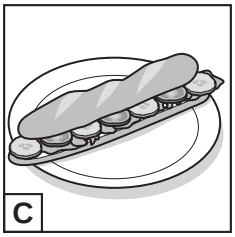
7 En la cafetería, tu amiga dice:

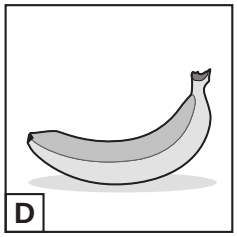
¿Qué quiere comer tu amiga?

A	
B	
C	
D	









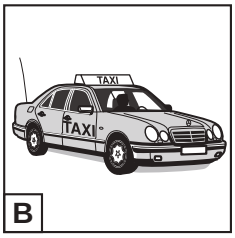
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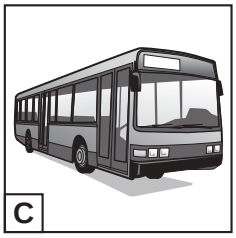
8 Después de comer, tu amiga dice:

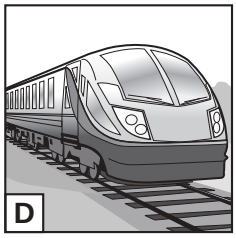
¿Cómo vais a volver?

A	
B	
C	
D	









[1]

[Total: 8]

Ejercicio 2 Preguntas 9–15

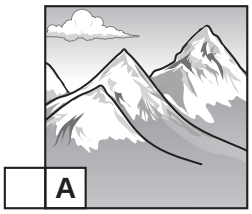
Vas a oír un anuncio sobre unos campamentos de verano.

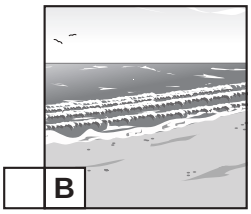
Escúchalo con atención y completa la ficha **en español**. Habrá una pausa durante el anuncio.

Vas a oír el anuncio dos veces, pero antes tienes unos segundos para leer las preguntas.

Campamentos de verano

9 Los campamentos de verano son en: *(indica **1** respuesta)*


A


B

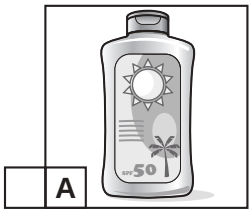

C

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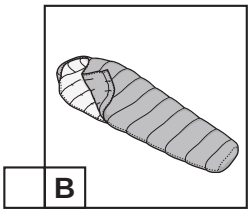
10 Mes en el que empiezan los campamentos: ..... [1]

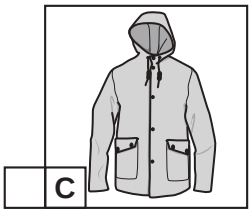
11 Tiempo que dura el campamento: ..... días [1]

12 Los jóvenes necesitan llevar: *(indica **1** respuesta)*



A


B

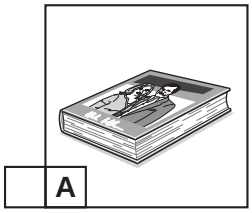

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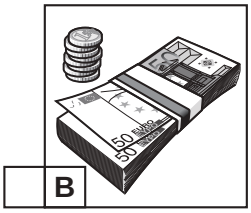
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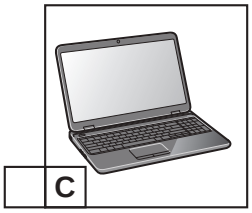
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13 Es mejor dejar en casa: *(indica **1** respuesta)*

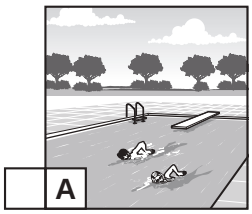


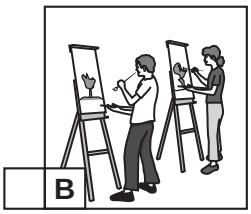


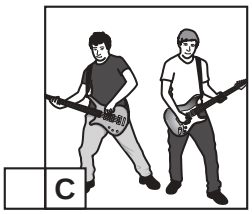


[1]

14 Actividad que se puede hacer este año: *(indica **1** respuesta)*

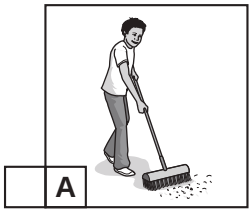


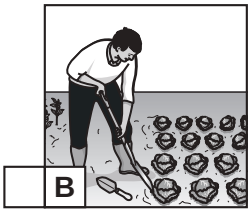


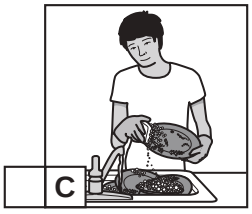


[1]

15 Todos los jóvenes deben: *(indica **1** respuesta)*







[1]

[Total: 7]

Sección 2

Ejercicio 1 Pregunta 16

Vas a oír la opinión de cuatro jóvenes sobre su casa. Escucha lo que dicen con atención y escribe una X en la casilla si la afirmación es **Verdad**.

Hay que marcar **solo 6** casillas (XXXXXX).

Vas a oír lo que dicen dos veces, pero antes tienes unos segundos para leer las afirmaciones.

	VERDAD
Alejandro	
(a) Alejandro puede ver la playa desde su casa.	☐
(b) Alejandro sale con sus amigos frecuentemente.	☐
(c) Los amigos de Alejandro raramente van a su casa.	☐
Rosa	
(d) La casa de Rosa es antigua.	☐
(e) Rosa prefiere la casa de su tía.	☐
(f) La tía de Rosa trabaja como cocinera.	☐
Julián	
(g) Julián tiene más de una casa.	☐
(h) Julián esquía frecuentemente.	☐
(i) El padre de Julián pinta con él.	☐
Carolina	
(j) Carolina y su hermana tienen el mismo dormitorio.	☐
(k) La hermana de Carolina odia ir al lago.	☐
(l) Carolina prefiere pasar tiempo en casa.	☐

[Total: 6]

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Ejercicio 2 Preguntas 17–25

Vas a oír una entrevista con Alberto, un joven cantante en un grupo de música rock. Escúchala con atención y contesta a las preguntas. Habrá una pausa durante la entrevista.

Primera parte: Preguntas 17 a 21. En cada frase hay algo que no corresponde a lo que se dice en la entrevista. Escucha la entrevista y escribe la palabra correcta **en español**.

Vas a oír la primera parte de la entrevista dos veces, pero antes tienes unos segundos para leer las preguntas 17 a 21.

17 El hermano de Alberto ~~**perdió**~~ una guitarra. .....[1]

18 La guitarra era bastante ~~**bonita**~~. .....[1]

19 El grupo de Alberto tocaba en el ~~**jardín**~~. .....[1]

20 La madre de Alberto estaba ~~**aburrida**~~. .....[1]

21 El grupo tocó en una fiesta de ~~**cumpleaños**~~. .....[1]

[PAUSA]

Segunda parte: Preguntas 22 a 25. Vas a oír la segunda parte de la entrevista dos veces. Escúchala y contesta a las preguntas **en español**. Tienes unos segundos para leer las preguntas.

22 ¿De qué tratan las canciones de Alberto?

.....[1]

23 ¿A quién quiere conocer Alberto en el próximo festival?

.....[1]

24 ¿Cómo se siente Alberto cuando piensa en el año que viene?

.....[1]

25 ¿En qué parte de la página web de Alberto está su correo electrónico?

.....[1]

[Total: 9]

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Sección 3

Ejercicio 1 Preguntas 26–31

Vas a oír una entrevista con Carmen, una joven que vive en Irlanda y vende productos españoles por Internet.

Escúchala con atención y contesta a las preguntas escribiendo una X en la casilla correcta.

Habrá una pausa durante la entrevista.

Vas a oír la entrevista dos veces, pero antes tienes unos segundos para leer las preguntas.

26 Carmen tuvo la idea de su negocio…

A		a los 18 años.
B		al llegar a Irlanda.
C		cuando era una niña pequeña.
D		en el cuarto curso de universidad. [1]

27 ¿Por qué el negocio era difícil al principio para Carmen?

A		Necesitaba vender más.
B		Solo podía vender queso.
C		Un cliente le robó dinero.
D		Se llevaba mal con su primo. [1]

28 ¿Cómo reaccionó Carmen al recibir la llamada de teléfono?

A		Empezó a reír.
B		Se quedó callada.
C		Se enfadó.
D		Empezó a llorar. [1]

[PAUSA]

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29 Al principio, los padres de Carmen pensaban que ella…

A		tenía un empleo en la universidad.
B		solo estudiaba.
C		salía demasiado de noche.
D		dormía poco. [1]

30 Según Carmen, ¿qué es lo más importante para tener éxito?

A		organizar bien la empresa
B		gastar mucho en publicidad
C		comprender bien a los clientes
D		tener ayuda de tu familia [1]

31 Carmen piensa que necesita…

A		alquilar una oficina.
B		buscar un nuevo trabajo.
C		tener más tiempo libre.
D		aprender más matemáticas. [1]

[Total: 6]

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Ejercicio 2 Preguntas 32–40



Vas a oír una entrevista con Malena Sánchez, una científica chilena que trabaja en la Antártida.

Escúchala con atención y contesta a las preguntas **en español**.

Habrá dos pausas durante la entrevista.

Vas a oír la entrevista dos veces, pero antes tienes unos segundos para leer las preguntas.

32 ¿Cuál era el tema del proyecto de Malena a los 16 años?

.....[1]

33 ¿Cómo describió Malena su primer viaje en barco?

.....[1]

34 ¿Qué hizo Malena durante su segunda visita a la Antártida?

.....[1]

[PAUSA]

35 Para Malena, ¿qué es lo peor de vivir en la Antártida?

.....[1]

36 ¿Dónde desayunan Malena y sus compañeros normalmente?

.....[1]

37 ¿A qué juega Malena cuando tiene tiempo libre?

.....[1]

[PAUSA]

38 ¿Por qué cree Malena que su trabajo es importante?

.....[1]

39 ¿Qué buscará Malena en la Antártida?

.....[1]

40 ¿Sobre qué quiere escribir Malena?

.....[1]

[Total: 9]

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Cambridge International General Certificate of Secondary Education

CANDIDATE NAME									
CENTRE NUMBER						CANDIDATE NUMBER				

8965651435

SPANISH **0530/12**

Paper 1 Listening **May/June 2017**

Approx. 45 minutes

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces at the top of this page.
Write in dark blue or black pen.
Do not use staples, paper clips, glue or correction fluid.
DO **NOT** WRITE IN ANY BARCODES.

Answer **all** questions.

The number of marks is given in brackets [ ] at the end of each question or part question.

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 **11** printed pages and **1** blank page.

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[Turn over

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Sección 1

Ejercicio 1 Preguntas 1–8

En esta sección del examen vas a oír una serie de observaciones o diálogos cortos que podrías oír en países donde se habla español.

Para cada pregunta indica tu respuesta escribiendo una X en la casilla correcta.

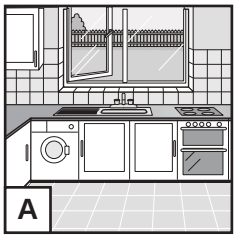
Vas a oír cada observación o diálogo dos veces.

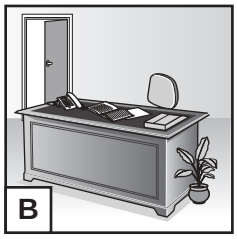
Estás en casa de tu amigo.

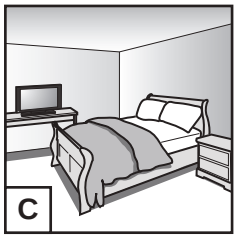
1 En su casa, tu amigo te dice:

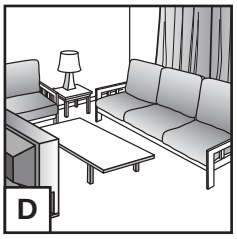
¿Qué habitación prefiere tu amigo?

A	
B	
C	
D	







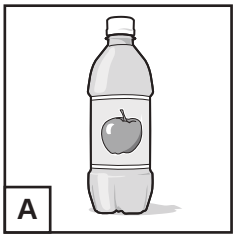


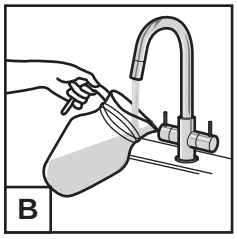
[1]

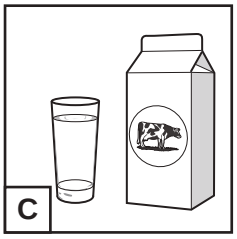
2 Tu amigo te ofrece algo:

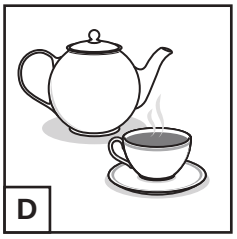
¿Qué te ofrece tu amigo?

A	
B	
C	
D	







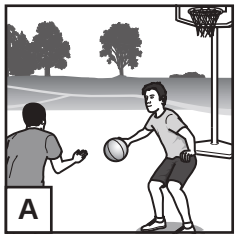


[1]

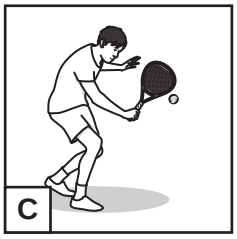
3 Por la tarde, tu amigo te dice:

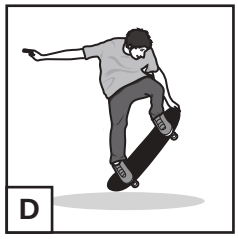
¿Qué quiere hacer tu amigo?

A ☐
B ☐
C ☐
D ☐







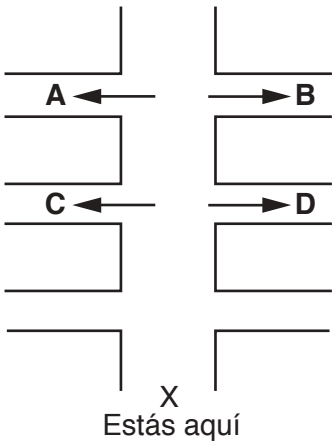


[1]

4 Quieres ir a comer algo. Tu amigo te dice:

¿Dónde está la pastelería?

A ☐
B ☐
C ☐
D ☐

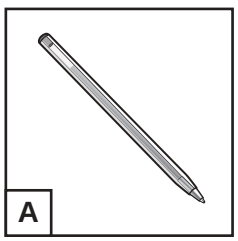


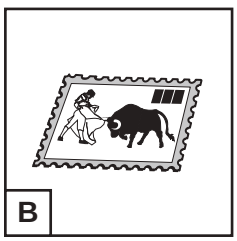
[1]

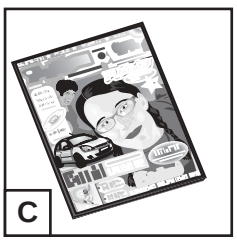
5 Tu amigo necesita comprar algo. Te dice:

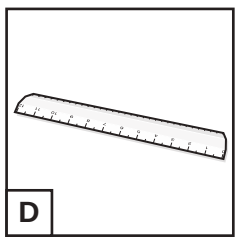
¿Qué tiene que comprar tu amigo?

A ☐
B ☐
C ☐
D ☐









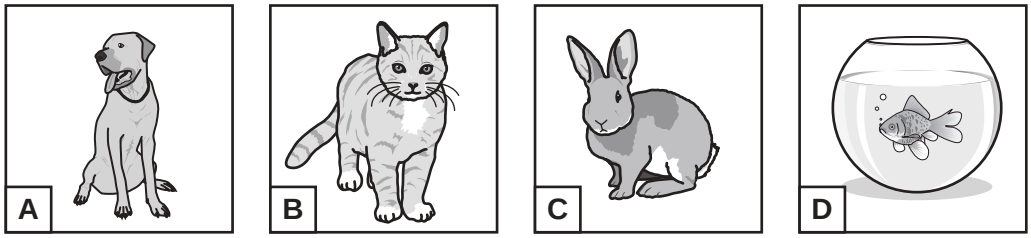
[1]

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6 En casa, tu amigo dice:

¿Qué animal tiene tu amigo?

A	
B	
C	
D	

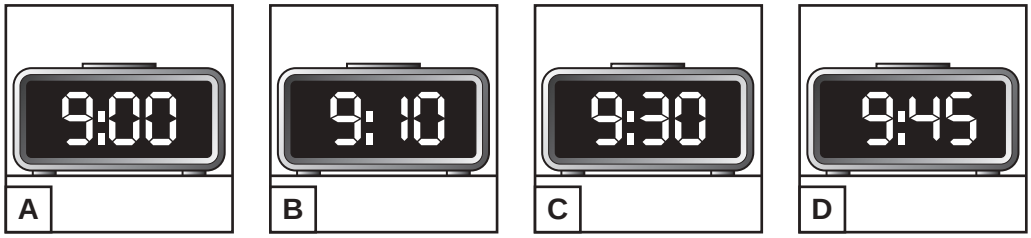


[1]

7 Estáis viendo la televisión. Tu amigo dice:

¿A qué hora empieza la película?

A	
B	
C	
D	

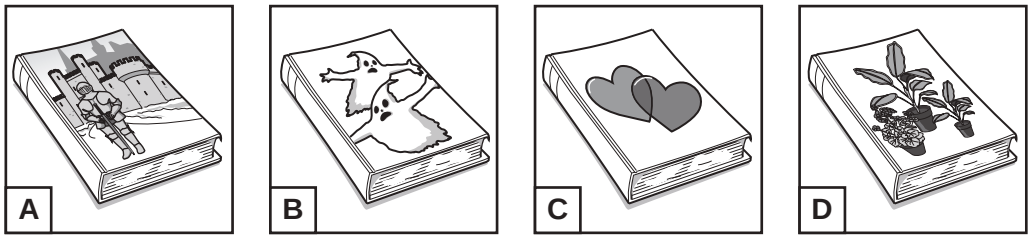


[1]

8 Quieres leer algo. Tu amigo te dice:

¿Qué libro recomienda tu amigo?

A	
B	
C	
D	



[1]

[Total: 8]

Ejercicio 2 Preguntas 9–15

Vas a oír a la guía de un parque acuático.

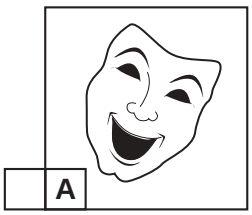
Escúchala con atención y completa la ficha **en español**. Habrá una pausa durante lo que dice la guía.

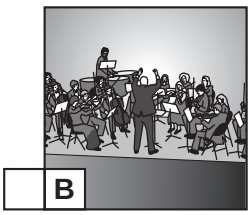
Vas a oír la información dos veces, pero antes tienes unos segundos para leer las preguntas.

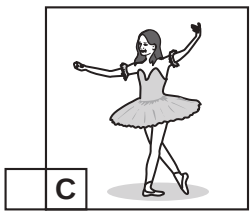
Parque acuático

9 El parque está cerrado los ……..... . [1]

10 Espectáculo que hay hoy: *(indica **1** respuesta)*

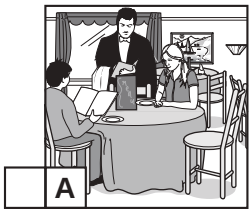

A

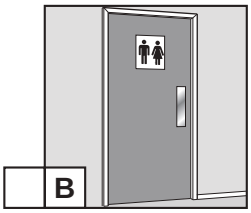

B

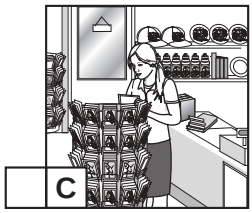

C

[1]

11 La taquilla se encuentra al lado de: *(indica **1** respuesta)*


A


B

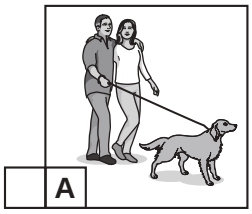

C

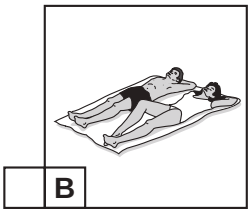
[1]

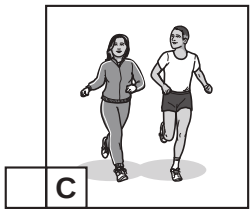
[PAUSA]

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12 Para los padres, hay dos zonas donde pueden: *(indica **1** respuesta)*

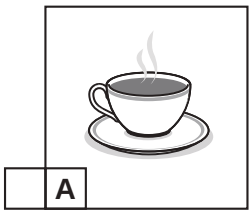

A

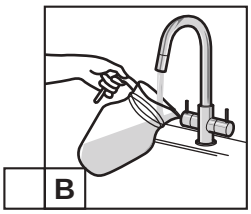

B

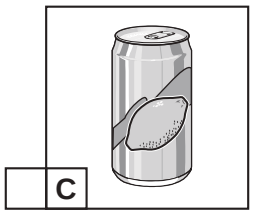

C

[1]

13 En la cafetería, no hay que pagar: *(indica **1** respuesta)*

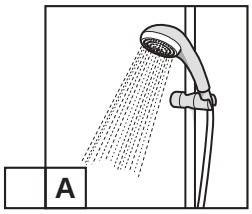

A

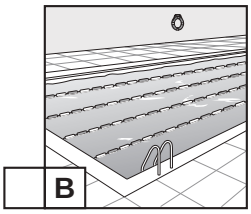

B

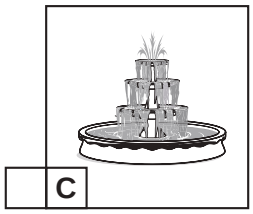

C

[1]

14 Ahora hay un problema con una: *(indica **1** respuesta)*

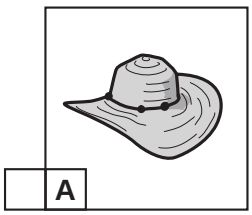

A

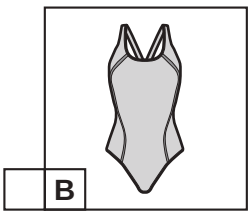

B

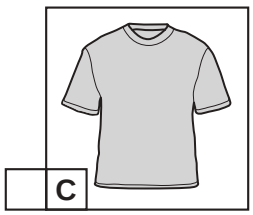

C

[1]

15 Se puede reconocer a los trabajadores por su: *(indica **1** respuesta)*


A


B


C

[1]

[Total: 7]

Sección 2

Ejercicio 1 Pregunta 16

Vas a oír la opinión de cuatro jóvenes sobre trabajar durante las vacaciones. Escucha lo que dicen con atención y escribe una X en la casilla si la afirmación es **Verdad**.

Hay que marcar **solo 6** casillas (XXXXXX).

Vas a oír lo que dicen dos veces, pero antes tienes unos segundos para leer las afirmaciones.

Andrés	**VERDAD**
(a) Andrés trabaja en un negocio de la familia.	☐
(b) Andrés gana poco dinero con su trabajo.	☐
(c) Andrés quiere ahorrar para irse de viaje.	☐
Victoria	
(d) En el pueblo de Victoria, hace buen tiempo todo el año.	☐
(e) Los amigos de Victoria trabajan durante las vacaciones.	☐
(f) Victoria ha trabajado en distintos lugares.	☐
Juan Pablo	
(g) Juan Pablo va a buscar trabajo durante el verano.	☐
(h) A Juan Pablo le encanta la naturaleza.	☐
(i) En este momento, Juan Pablo tiene suficiente dinero.	☐
Sonia	
(j) Sonia trabaja con sus abuelos.	☐
(k) Sonia tuvo una mala experiencia en un trabajo.	☐
(l) Los padres de Sonia quieren que ella trabaje más.	☐

[Total: 6]

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Ejercicio 2 Preguntas 17–25



Vas a oír una entrevista con Marga, que habla sobre la escuela de vela a la que fue en las vacaciones. Escúchala con atención y contesta a las preguntas. Habrá una pausa durante la entrevista.

Primera parte: Preguntas 17 a 21. En cada frase hay algo que no corresponde a lo que se dice en la entrevista. Escucha la entrevista y escribe la palabra correcta **en español**.

Vas a oír la primera parte de la entrevista dos veces, pero antes tienes unos segundos para leer las preguntas 17 a 21.

17 Marga fue a la escuela de vela con un ~~***amigo***~~. .....[1]

18 La playa donde estaba la escuela era muy ~~***larga***~~. .....[1]

19 Al principio, Marga estaba ~~***aburrida***~~. .....[1]

20 Para hacer vela, necesitas poder nadar un ~~***kilómetro***~~. .....[1]

21 Los profesores explicaron ~~***terriblemente***~~ cómo navegar. .....[1]

[PAUSA]

Segunda parte: Preguntas 22 a 25. Vas a oír la segunda parte de la entrevista dos veces. Escúchala y contesta a las preguntas **en español**. Tienes unos segundos para leer las preguntas.

22 Haciendo surf, ¿qué tenía que hacer Marga frecuentemente?

.....[1]

23 ¿Con quién compartía Marga el dormitorio?

.....[1]

24 ¿Cuándo había sesiones de vela normalmente?

.....[1]

25 ¿Cómo se sentía Marga cuando navegó sola por primera vez?

.....[1]

[Total: 9]

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Sección 3

Ejercicio 1 Preguntas 26–31



Vas a oír una entrevista con Alberto Martínez, un bombero voluntario español para la organización internacional *Bomberos Sin Fronteras*.

Escúchala con atención y contesta a las preguntas escribiendo una X en la casilla correcta.

Habrá una pausa durante la entrevista.

Vas a oír la entrevista dos veces, pero antes tienes unos segundos para leer las preguntas.

26 Alberto se hizo bombero voluntario porque…

A		un amigo se lo recomendó.
B		hubo un incendio donde vivía.
C		quería vivir nuevas aventuras.
D		vio un reportaje en la televisión. [1]

27 Para ser parte de *Bomberos Sin Fronteras*, se necesita…

A		saber inglés.
B		tener menos de 40 años.
C		estar en muy buena forma.
D		ser alto. [1]

28 Para Alberto, lo peor de ser bombero voluntario es que…

A		está separado de su familia.
B		ve sufrir a la gente.
C		hay demasiado trabajo.
D		puede ser muy peligroso. [1]

[PAUSA]

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29 ¿Cuándo ayuda Alberto como bombero voluntario?

A		los fines de semana
B		siempre que sea necesario
C		durante sus vacaciones
D		un día a la semana [1]

30 Alberto también apoya a *Bomberos Sin Fronteras*…

A		participando en un programa de radio.
B		hablando en colegios.
C		ocupándose de la página web.
D		enseñando a otros voluntarios. [1]

31 Alberto piensa que en España…

A		los jóvenes causan muchos incendios.
B		se cuidan poco los bosques.
C		los bomberos pierden tiempo en la oficina.
D		hay pocos bomberos voluntarios. [1]

[Total: 6]

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Ejercicio 2 Preguntas 32–40

Vas a oír una entrevista con Julián Díaz, un joven músico.

Escúchala con atención y contesta a las preguntas **en español**.

Habrá dos pausas durante la entrevista.

Vas a oír la entrevista dos veces, pero antes tienes unos segundos para leer las preguntas.

32 ¿Dónde estaba tocando el piano Julián en el vídeo?

.....[1]

33 ¿Cómo reaccionó el amigo de Julián después de leer el artículo?

.....[1]

34 ¿Por qué llamaban a Julián “el joven del piano”?

.....[1]

[PAUSA]

35 ¿Cuál era el sueño de Julián como futbolista?

.....[1]

36 ¿Qué le dijo su abuela a Julián?

.....[1]

37 ¿Por qué puso Julián una foto de la abuela en el piano?

.....[1]

[PAUSA]

38 Según Julián, ¿cuándo tocan música los jóvenes?

.....[1]

39 ¿Para qué sirve la página web de Julián?

.....[1]

40 ¿Con quién va a tocar Julián mañana?

.....[1]

[Total: 9]

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CANDIDATE NAME	
CENTRE NUMBER	
CANDIDATE NUMBER	

7930498722

SPANISH **0530/13**

Paper 1 Listening **May/June 2017**

Approx. 45 minutes

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces at the top of this page.
Write in dark blue or black pen.
Do not use staples, paper clips, glue or correction fluid.
DO **NOT** WRITE IN ANY BARCODES.

Answer **all** questions.

The number of marks is given in brackets [ ] at the end of each question or part question.

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 **11** printed pages and **1** blank page.

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Sección 1

Ejercicio 1 Preguntas 1–8

En esta sección del examen vas a oír una serie de observaciones o diálogos cortos que podrías oír en países donde se habla español.

Para cada pregunta indica tu respuesta escribiendo una X en la casilla correcta.

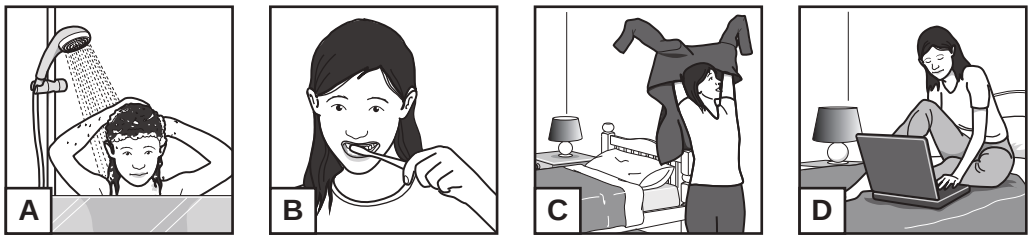
Vas a oír cada observación o diálogo dos veces.

Vas a cenar con la familia de tu amiga española, Carla.

1 La madre de Carla abre la puerta. Dice:

¿Qué está haciendo Carla?

A	
B	
C	
D	

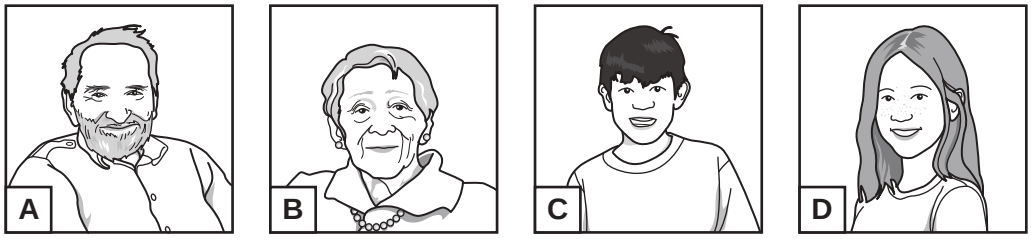


[1]

2 Más tarde, Carla te dice:

¿A quién te presenta Carla?

A	
B	
C	
D	

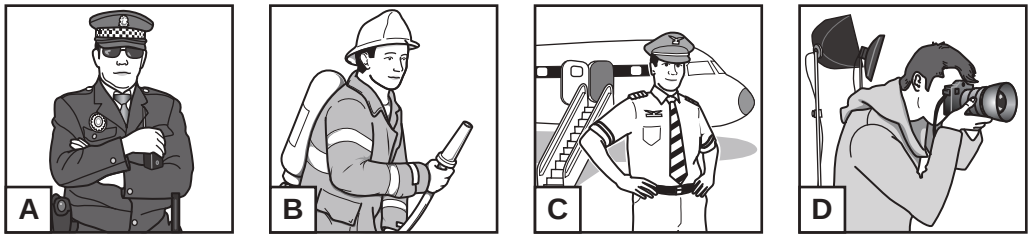


[1]

3 Carla te explica:

¿En qué trabaja el padre de Carla?

A	
B	
C	
D	

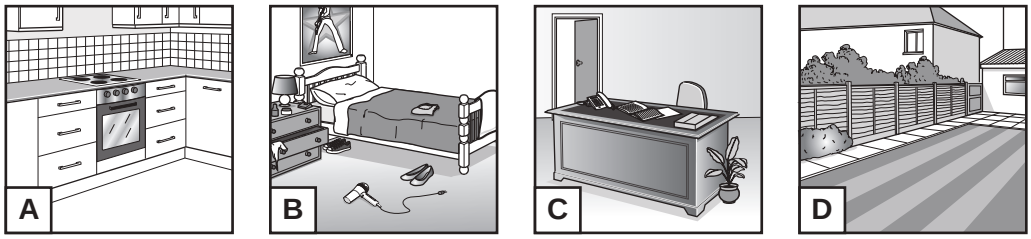


[1]

4 Carla te dice:

¿Dónde está el gato?

A	
B	
C	
D	

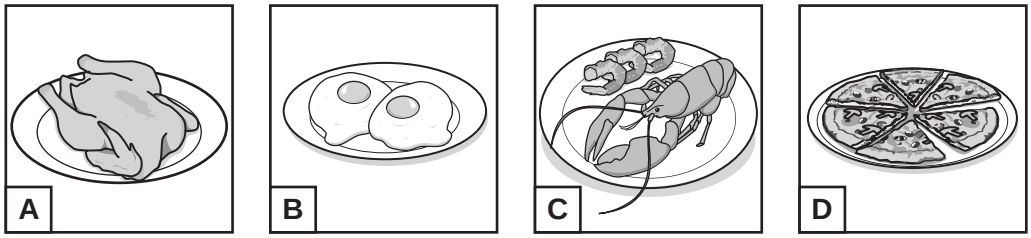


[1]

5 La madre de Carla te dice:

¿Qué vais a comer?

A	
B	
C	
D	

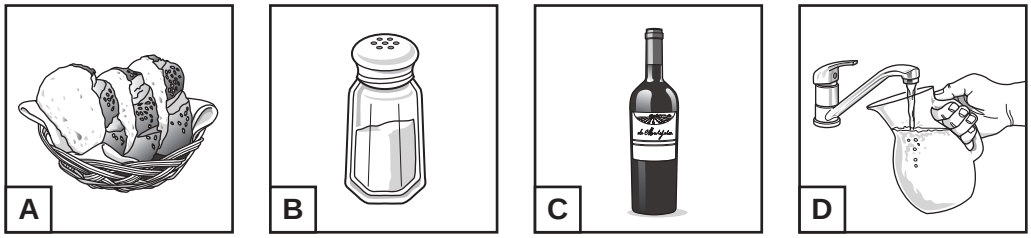


[1]

6 Carla te dice:

¿Qué quiere Carla?

A	
B	
C	
D	

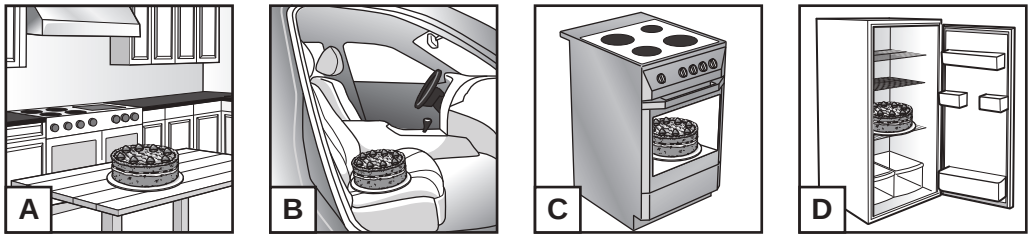


[1]

7 La madre de Carla dice:

¿Dónde dejó la madre de Carla el pastel?

A	
B	
C	
D	

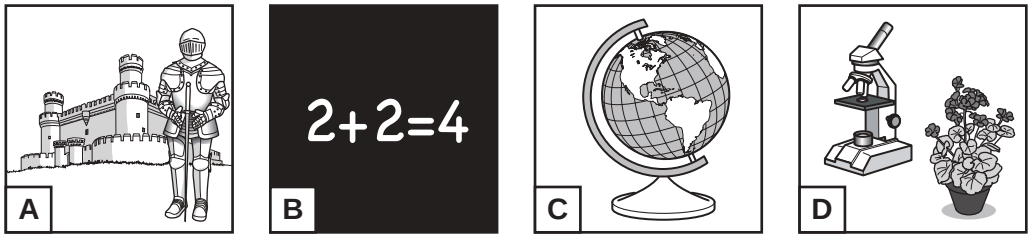


[1]

8 Carla te dice:

¿Qué examen tiene Carla mañana?

A	
B	
C	
D	



[1]

[Total: 8]

Ejercicio 2 Preguntas 9–15

Vas a oír información sobre una visita al ayuntamiento de la ciudad.

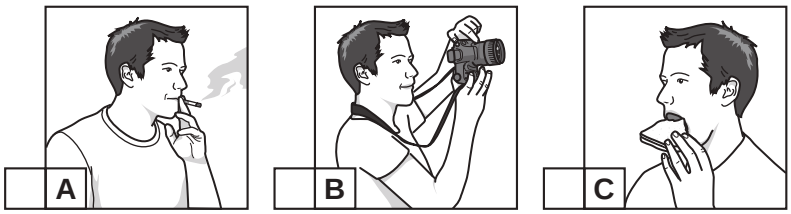
Escúchala con atención y completa la ficha **en español**. Habrá una pausa durante la información.

Vas a oír la información dos veces, pero antes tienes unos segundos para leer las preguntas.

Una visita al ayuntamiento

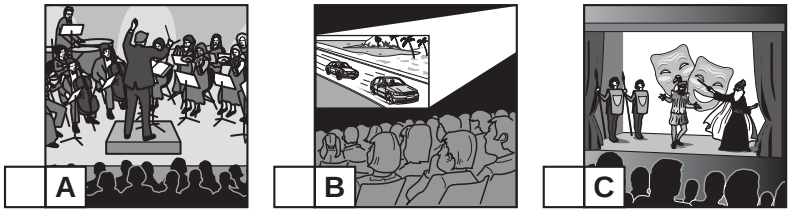
9 Tiempo que dura la visita: ……..…… minutos [1]

10 En el ayuntamiento, está prohibido: *(indica **1** respuesta)*



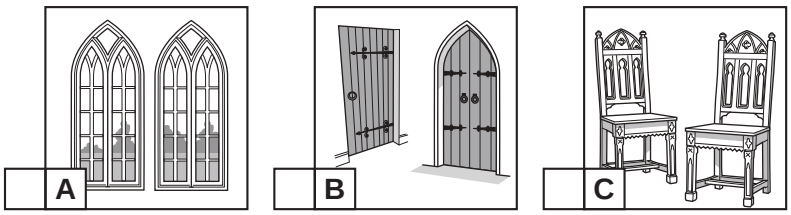
[1]

11 Actividad en la gran sala del ayuntamiento: *(indica **1** respuesta)*



[1]

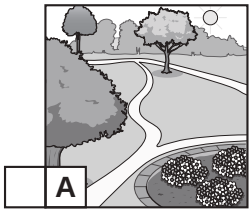
12 En el primer piso se recomienda mirar: *(indica **1** respuesta)*

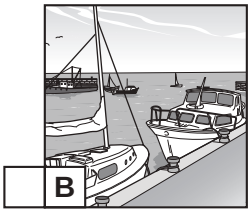


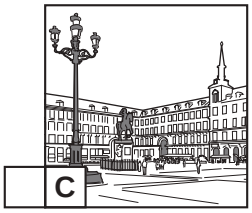
[1]

[PAUSA]

13 Desde la torre se ve: *(indica **1** respuesta)*


A

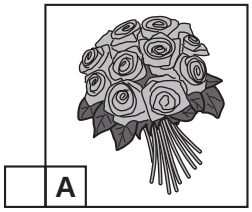

B

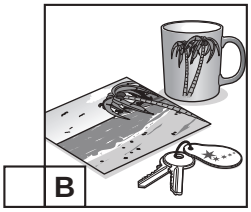

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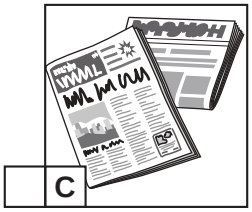
[1]

14 Color de la bandera de la ciudad: ……..... [1]

15 En la tienda se pueden comprar: *(indica **1** respuesta)*


A


B


C

[1]

[Total: 7]

Sección 2

Ejercicio 1 Pregunta 16

Vas a oír la opinión de cuatro jóvenes sobre los profesores en el instituto. Escucha lo que dicen con atención y escribe una X en la casilla si la afirmación es **Verdad**.

Hay que marcar **solo 6** casillas (XXXXXX).

Vas a oír lo que dicen dos veces, pero antes tienes unos segundos para leer las afirmaciones.

Susana	**VERDAD**
(a) Según Susana, todos sus profesores son antipáticos.	☐
(b) El profesor de música es amable.	☐
(c) En la clase de español, a menudo tienen que trabajar sin hablar.	☐
Tomás	
(d) El profesor de historia es nuevo en el instituto.	☐
(e) A Tomás le interesan las clases de historia.	☐
(f) Tomás tiene que hacer muchos deberes de historia.	☐
Juana	
(g) En primaria, las clases de inglés eran divertidas.	☐
(h) En secundaria, Juana ha mejorado mucho su inglés.	☐
(i) A Juana le falta tiempo para hacer los deberes.	☐
Eduardo	
(j) El profesor de matemáticas es perezoso.	☐
(k) Algunos alumnos se portan mal en la clase de matemáticas.	☐
(l) Los padres de Eduardo lo ayudan con las matemáticas en casa.	☐

[Total: 6]

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Ejercicio 2 Preguntas 17–25

Vas a oír una entrevista con Jaime, que ha organizado un "Día de la Familia" en su ciudad. Escúchala con atención y contesta a las preguntas. Habrá una pausa durante la entrevista.

Primera parte: Preguntas 17 a 21. En cada frase hay algo que no corresponde a lo que se dice en la entrevista. Escucha la entrevista y escribe la palabra correcta **en español**.

Vas a oír la primera parte de la entrevista dos veces, pero antes tienes unos segundos para leer las preguntas 17 a 21.

17 Jaime organizó el "Día de la Familia" en el ~~***parque***~~ de su ciudad. .....[1]

18 Jaime tuvo la idea después de hablar con un ~~***amigo***~~. .....[1]

19 Como primera actividad, las familias hicieron ~~***ciclismo***~~ juntas. .....[1]

20 A los niños les gustó mucho participar en los juegos ~~***acuáticos***~~. .....[1]

21 El "Día de la Familia" se celebrará cada ~~***primer***~~ domingo de mayo. .....[1]

[PAUSA]

Segunda parte: Preguntas 22 a 25. Vas a oír la segunda parte de la entrevista dos veces. Escúchala y contesta a las preguntas **en español**. Tienes unos segundos para leer las preguntas.

22 ¿Qué tenían que traer las familias?

.....[1]

23 ¿Por qué a los padres les gustó el "Día de la Familia"?

.....[1]

24 ¿Cómo se sintió Jaime al final del día?

.....[1]

25 ¿Cómo intentará Jaime atraer a más adolescentes el año que viene?

.....[1]

[Total: 9]

Sección 3

Ejercicio 1 Preguntas 26–31

Vas a oír una entrevista con Roberto de Puerto Rico, que a la edad de 28 años, acaba de empezar a estudiar en la universidad.

Escúchala con atención y contesta a las preguntas escribiendo una X en la casilla correcta.

Habrá una pausa durante la entrevista.

Vas a oír la entrevista dos veces, pero antes tienes unos segundos para leer las preguntas.

26 En el instituto, Roberto…

A		se aburría en ciertas asignaturas.
B		estudiaba poco en casa.
C		no escuchaba los consejos de sus profesores.
D		no sacaba buenas notas en los exámenes. [1]

27 La decisión de Roberto de no continuar los estudios en la universidad…

A		les enfadó a sus padres.
B		les daba igual a sus padres.
C		les sorprendió a sus padres.
D		les encantó a sus padres. [1]

28 Cuando iba a volver a la universidad, a Roberto le preocupaba la idea de…

A		estar con gente más joven.
B		perder a sus amigos.
C		tener que leer mucho.
D		dejar un trabajo seguro. [1]

[PAUSA]

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29 Para Roberto, lo mejor del proyecto de la universidad fue…

A		el programa de estudios en línea.
B		la reunión con estudiantes.
C		la información sobre las asignaturas.
D		la oportunidad de hacer preguntas. [1]

30 Según Roberto, los adultos que piensan volver a los estudios…

A		solo lo podrán hacer con una beca.
B		no tendrán tiempo para un empleo.
C		necesitarán organizar bien su tiempo.
D		no estarán entre los mejores de la clase. [1]

31 Roberto quiere que en el futuro…

A		abran más hoteles en Puerto Rico.
B		los jóvenes sean más ambiciosos.
C		vengan más turistas a su país.
D		las universidades ofrezcan cursos más largos. [1]

[Total: 6]

Ejercicio 2 Preguntas 32–40



Vas a oír una entrevista con Pedro, que habla sobre su amor por la pesca.

Escúchala con atención y contesta a las preguntas **en español**.

Habrá dos pausas durante la entrevista.

Vas a oír la entrevista dos veces, pero antes tienes unos segundos para leer las preguntas.

32 Según Pedro, ¿para qué es buena la pesca?

.....[1]

33 ¿Cómo describe Pedro la pesca cuando no se saca ningún pescado?

.....[1]

34 ¿Con qué pescaba Pedro de niño?

.....[1]

[PAUSA]

35 ¿Qué le pasaba a Pedro cuando se mojaba?

.....[1]

36 ¿Qué quiere olvidar Pedro cuando va de pesca a los lagos?

.....[1]

37 ¿Por qué estuvo Pedro en peligro en la isla?

.....[1]

[PAUSA]

38 ¿Qué escucha Pedro cuando está pescando?

.....[1]

39 Según Pedro, ¿qué es esencial para un pescador?

.....[1]

40 ¿Por qué Pedro prefiere pescar en zonas montañosas?

.....[1]

[Total: 9]

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Cambridge IGCSE

Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

CANDIDATE NAME									
CENTRE NUMBER						CANDIDATE NUMBER				

2219580914

SPANISH **0530/21**

Paper 2 Reading **May/June 2017**

1 hour

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces at the top of this page.
Write in dark blue or black pen.
Do not use staples, paper clips, glue or correction fluid.
DO **NOT** WRITE IN ANY BARCODES.

Answer **all** questions.

The number of marks is given in brackets [ ] at the end of each question or part question.

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Sección 1

Ejercicio 1 Preguntas 1–5

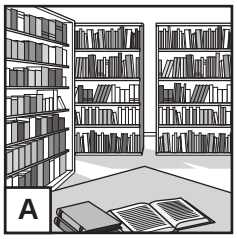
Para cada pregunta indica tu respuesta escribiendo una X en la casilla correcta.

1 Tu amigo te manda un mensaje:

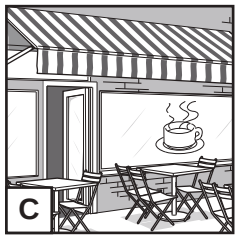
¿Vienes conmigo a la cafetería?

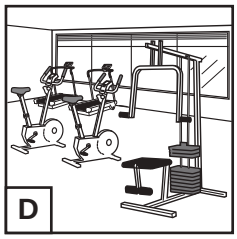
¿Adónde va tu amigo?

A	
B	
C	
D	









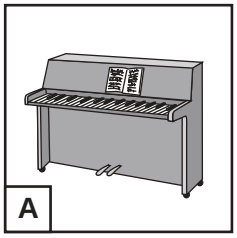
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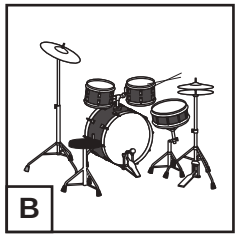
2 Lees en una revista:

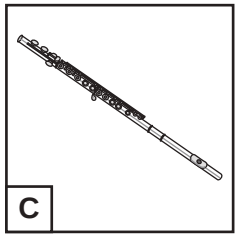
Vendo piano nuevo.

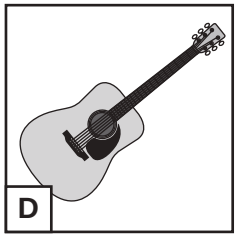
¿Qué instrumento se vende?

A	
B	
C	
D	









[1]

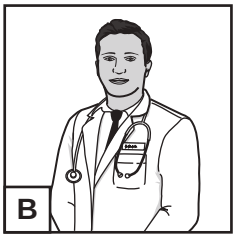
3 Lees este anuncio en el periódico:

Se necesita carnicero.

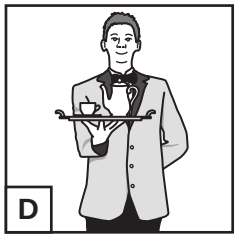
¿Qué trabajo anuncian?

A	
B	
C	
D	









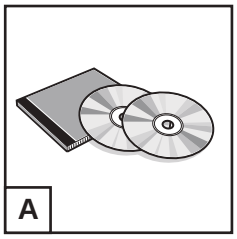
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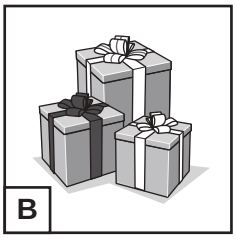
4 Tu amiga te manda un e-mail:

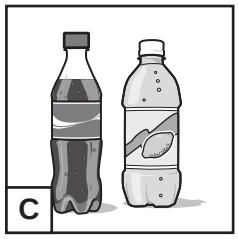
Necesitas llevar regalos a la fiesta.

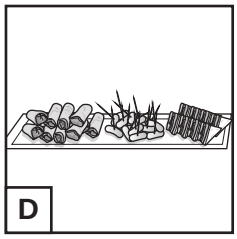
¿Qué necesitas llevar a la fiesta?

A	
B	
C	
D	









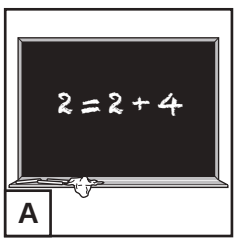
[1]

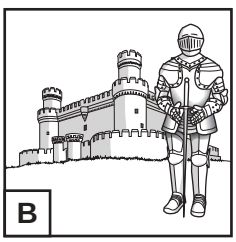
5 En tu horario del instituto ves que tu primera clase es:

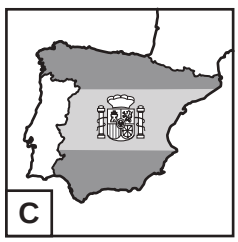
ciencias

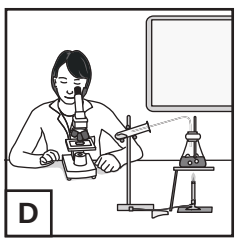
¿Cuál es tu primera clase?

A	
B	
C	
D	









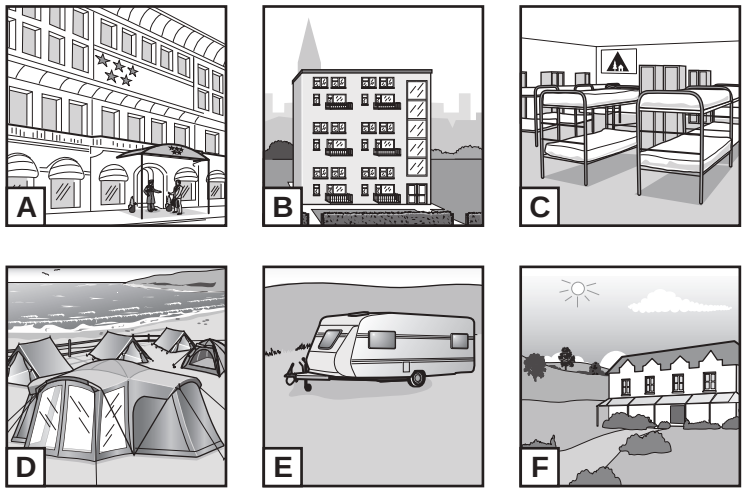
[1]

[Total: 5]

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Ejercicio 2 Preguntas 6–10

Mira los dibujos.



Indica tu respuesta, colocando A, B, C, D, E o F en la casilla que corresponda.

6 Luis: “Me gustaría alojarme en un apartamento.” [1]

7 Ana: “Prefiero ir a un camping.” [1]

8 Jaime: “Quiero alquilar una casa en el campo.” [1]

9 Paco: “Necesito quedarme en un albergue juvenil.” [1]

10 María: “Para mí, un hotel de cinco estrellas es perfecto.” [1]

[Total: 5]

Ejercicio 3 Preguntas 11–15

Lee este texto con atención. Para cada pregunta indica tu respuesta escribiendo una X en la casilla correcta.

Comentario personal: Mi novia

Nos habla **Ricardo…**

Mi novia se llama Elena. Es rubia, aunque su padre y su madre son morenos. Lo único que no me gusta es que es muy alta… ¡es más alta que yo!

Me encanta el carácter de Elena porque cuando salimos con mis amigos, todos nos reímos mucho y nos divertimos. ¡Es el amor de mi vida!

Además, mi familia quiere a Elena mucho, aunque mi hermana Lucía, como vive en el extranjero todo el año, no la conoce. Sin embargo, el verano próximo va a volver por vacaciones. ¡Qué bien!

11 Elena tiene el pelo…

A		rubio.
B		moreno.
C		castaño. [1]

12 Elena es…

A		menos alta que Ricardo.
B		más alta que Ricardo.
C		tan alta como Ricardo. [1]

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13 Elena, Ricardo y los amigos…

A	☐	lo pasan bien.
B	☐	se pelean.
C	☐	son tímidos. [1]

14 La hermana de Ricardo vive…

A	☐	en casa de sus padres.
B	☐	en otro país.
C	☐	en el mismo pueblo. [1]

15 Ricardo va a ver a su hermana…

A	☐	mañana.
B	☐	la semana próxima.
C	☐	el verano que viene. [1]

[Total: 5]

Sección 2

Ejercicio 1 Preguntas 16–20

Lee este anuncio.

Fiesta de Fin de Año

- ¡Ven a nuestra fiesta de Nochevieja! Si quieres venir, necesitarás pagar la entrada de la fiesta en la recepción del teatro. Se aceptarán tarjetas de crédito.
- La fiesta comenzará a las 10 de la noche y los invitados podrán comer unas tapas típicas.
- Estará prohibido llevar vaqueros o ropa deportiva; hay que ir muy elegante. Los hombres deben llevar corbata.
- Los invitados que son vegetarianos deben decirlo por correo electrónico una semana antes.
- La fiesta terminará a las dos de la mañana. Los taxis llegarán rápidamente para recoger a los invitados.

Completa cada frase con una palabra de la lista.

calientes	comprar	dar	e-mail
formal	frecuentemente	inmediatamente	negra
teléfono	tradicionales		

16 Es necesario ..... la entrada en la recepción del teatro. [1]

17 Las tapas serán ..... . [1]

18 Los invitados tienen que ir con ropa ..... . [1]

19 Hay que reservar el menú vegetariano por ..... . [1]

20 Después de la fiesta, los taxis llegarán ..... . [1]

[Total: 5]

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Dar la vuelta para el Ejercicio 2.

Ejercicio 2 Preguntas 21–30

Lee este e-mail y contesta a las preguntas **en español**.

Hola Paula:

¿Qué tal todo? Espero que estés bien. Como tú fuiste parte de un proyecto medioambiental el año pasado, he pensado que podrías aconsejarme.

Estoy pensando en ir a reunirme con el alcalde, ya que el cuidado del pueblo es terrible. En este momento no hay suficientes basureros y, por el calor que está haciendo, la basura huele fatal.

Lo que más me enfada es cómo está el parque. De hecho, hace tres meses que no lo limpian. Ya que hay bolsas de plástico, cigarrillos y comida en el suelo, los padres no pueden llevar a sus niños a jugar.

Además, la mayoría de los semáforos en el pueblo no funcionan así que es muy peligroso cruzar la calle.

Todo el mundo piensa que el pueblo está fatal y por eso estoy muy triste. He hablado con mis padres sobre qué hacer y ellos tienen diferentes opiniones. Mi padre dice que no debo quejarme al Ayuntamiento porque no sirve de nada. Por el contrario, mi madre es optimista y me desea mucha suerte.

A mí me importa tanto este problema que no puedo prestar atención en clase. Por eso quiero intentar solucionarlo, aunque no sé cómo.

¿Qué piensas que puedo hacer?

Un abrazo,
Rosa

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21 ¿En qué tipo de proyecto participó Paula el año pasado?

.....[1]

22 ¿A quién quiere ver Rosa?

.....[1]

23 ¿Qué está pasando por las altas temperaturas?

.....[1]

24 ¿Cuándo fue la última vez que limpiaron el parque?

.....[1]

25 ¿Cómo afecta a los padres la falta de limpieza del parque?

.....[1]

26 ¿Cuál es el problema con los semáforos?

.....[1]

27 ¿Cómo se siente Rosa?

.....[1]

28 Según su padre, ¿por qué no debería Rosa hacer una queja?

.....[1]

29 ¿Cómo describe Rosa a su madre?

.....[1]

30 ¿Qué problema tiene Rosa en el colegio?

.....[1]

[Total: 10]

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[Turn over

Sección 3

Ejercicio 1 Preguntas 31–35

Lee este artículo e indica si las afirmaciones que siguen son verdaderas o falsas. **Si son FALSAS, escribe una frase en español para corregirlas.**

ATENCIÓN: hay 2 afirmaciones que son **VERDADERAS** y 3 afirmaciones que son **FALSAS**.

La viajera del mundo

Luisa Pérez es una viajera a tiempo completo: ha dado cinco vueltas alrededor del mundo, incluyendo casi 150 países y más de 1.000 ciudades. A los 16 años decidió cambiar la mochila del colegio por la de viaje y lleva 35 años viajando sin parar. Todo ello se cuenta en sus 23 libros publicados.

Hola Luisa. ¿Qué le animó a viajar por el mundo?
De pequeña no se me daba bien estudiar y pasaba los días peleándome con mis padres así que se puede decir que no era feliz. Siempre había tenido un gran deseo de conocer el mundo y buscar respuestas a todas las preguntas que mis padres no podían contestar.

¿Qué es lo mejor que le ha pasado durante sus viajes?
He disfrutado de las culturas de todas partes del mundo pero las costumbres más interesantes las encontré en países asiáticos. Únicamente éstos me dieron otros conocimientos y me hicieron una mejor persona.

Supongo que habrá comido todo tipo de comida pero ¿qué es lo más raro que ha probado?
Una vez cuando estaba en América del Sur me perdí en la selva con tres compañeros de viaje. Después de unos días llegamos a un pueblo donde los habitantes eran muy amables. Nos ofrecieron un plato hecho con insectos. Fue una experiencia interesante porque, aunque tenía miedo de comerlo, ¡me encantó el sabor!

¿Cómo se paga los viajes?
En los primeros años fui a países desarrollados y trabajé dando clases de español y limpiando, así que ahorré un poco de dinero. Sin embargo, después de escribir mi primer libro, pude continuar viajando unos meses mientras escribía el segundo. Desde entonces he continuado así, viajando y escribiendo. No necesito mucho dinero porque he aprendido a vivir de forma barata.

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Ejemplo:	**VERDADERO**	**FALSO**
Luisa Pérez viaja solamente durante las vacaciones.	☐	☒

Luisa Pérez es una viajera a tiempo completo.

		VERDADERO	**FALSO**
31	Luisa ha viajado durante 16 años.	☐	☐

.....

		VERDADERO	**FALSO**
32	Cuando era niña, Luisa se llevaba mal con sus padres.	☐	☐

.....

		VERDADERO	**FALSO**
33	Todos los países han cambiado a Luisa para mejor.	☐	☐

.....

		VERDADERO	**FALSO**
34	Luisa estudió insectos en la selva.	☐	☐

.....

		VERDADERO	**FALSO**
35	Ahora Luisa vive del dinero que gana de sus libros.	☐	☐

.....

[Total: 8]

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[Turn over

Ejercicio 2 Preguntas 36–42

Lee este artículo y contesta a las preguntas **en español**.

‘Árboles adoptados’



Todos sabemos lo importante que es cuidar el medio ambiente pero esta nueva forma de hacerlo te sorprenderá. Alberto Ortiz es un trabajador del campo que cultiva frutas en un pequeño pueblo de Argentina. Dice: “Con el descenso económico, el precio de la fruta había bajado tanto que nunca conseguía pagar todos los gastos. Todos los agricultores nos hemos visto muy afectados. Sobre todo yo no quería perder mis árboles y casi no dormía pensando en esto.”

Por eso Alberto comenzó un proyecto que ofrece al público la oportunidad de alquilar sus árboles frutales. Explica Alberto: “Ya que la gente que participa en el proyecto tiene que cuidar al árbol como a un niño, al final lo llamé ‘Árboles adoptados’.”

Continúa Alberto: “La persona que adopta al árbol puede escoger qué árbol prefiere (un limonero, un naranjo, un manzano, por ejemplo). Sin embargo, ahora mismo me quedan pocos árboles que dan naranjas: mucha gente ya los ha elegido porque quiere hacer mermelada. Una vez elegido el árbol, hay que pagar 600 pesos por año a cambio de 15 kilos de la fruta del árbol. La persona que alquila el árbol debe recoger la fruta una vez que esté lista.”

Dice Alberto: “Puede que esto sea extraño, pero la gran mayoría de los participantes son niños pequeños de ciudad. Ya que jamás han visto el campo, ¡piensan que la fruta sale de las cajas del supermercado! Así, sus padres les hacen un regalo educativo. Tanto los padres como los niños están satisfechos porque saben que están ayudando a agricultores como yo que dedicamos toda nuestra vida al campo. Además conocen la agricultura tradicional de manera más cercana.”

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36 Después del cambio económico, ¿qué era imposible para Alberto?

.....[1]

37 ¿De qué tenía miedo Alberto?

.....[1]

38 ¿Cómo deben cuidar al árbol los que participan en el proyecto?

.....[1]

39 ¿Por qué los árboles que dan naranjas son tan populares?

.....[1]

40 ¿Cuándo se recoge la fruta?

.....[1]

41 ¿Por qué muchos niños no saben de dónde viene la fruta del supermercado?

.....[1]

42 ¿Cómo se sienten los padres y niños después de ayudar a Alberto?

.....[1]

[Total: 7]

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Cambridge International General Certificate of Secondary Education

CANDIDATE NAME									
CENTRE NUMBER						CANDIDATE NUMBER				

8629962826

SPANISH **0530/22**

Paper 2 Reading **May/June 2017**

1 hour

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces at the top of this page.
Write in dark blue or black pen.
Do not use staples, paper clips, glue or correction fluid.
DO **NOT** WRITE IN ANY BARCODES.

Answer **all** questions.

The number of marks is given in brackets [ ] at the end of each question or part question.

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Sección 1

Ejercicio 1 Preguntas 1–5

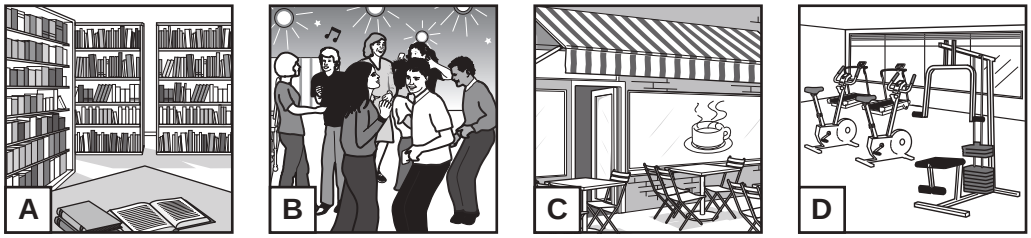
Para cada pregunta indica tu respuesta escribiendo una X en la casilla correcta.

1 Tu amigo te manda un mensaje:

¿Vienes conmigo a la discoteca?

¿Adónde va tu amigo?

A	
B	
C	
D	



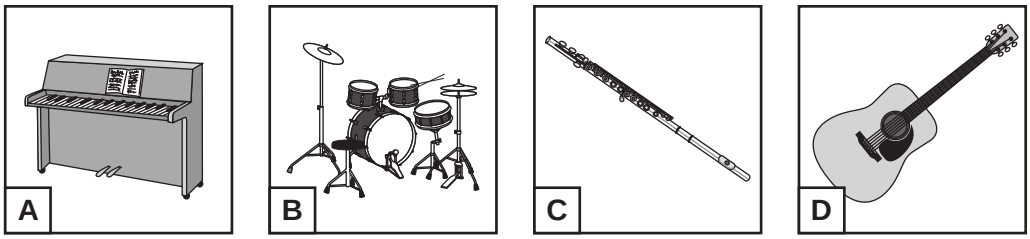
[1]

2 Lees en una revista:

Vendo guitarra nueva.

¿Qué instrumento se vende?

A	
B	
C	
D	



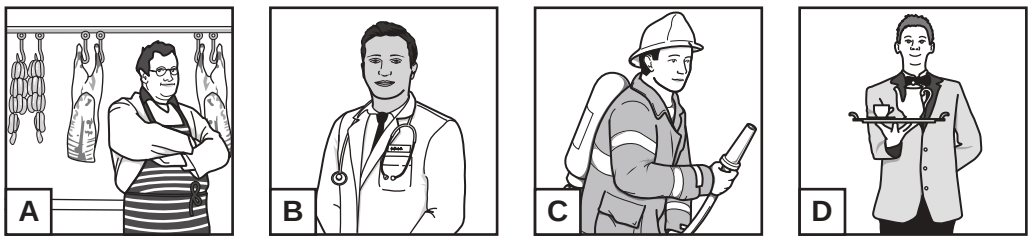
[1]

3 Lees este anuncio en el periódico:

Se necesita camarero.

¿Qué trabajo anuncian?

A	
B	
C	
D	



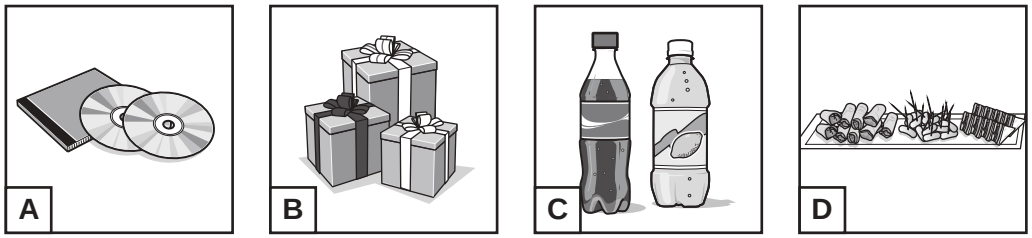
[1]

4 Tu amiga te manda un e-mail:

Necesitas llevar bebida a la fiesta.

¿Qué necesitas llevar a la fiesta?

A	
B	
C	
D	



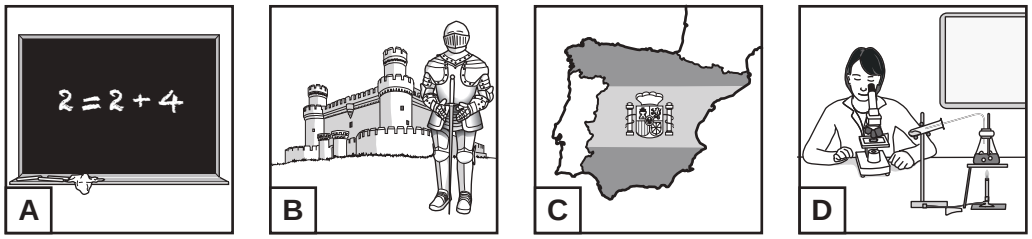
[1]

5 En tu horario del instituto ves que tu primera clase es:

matemáticas

¿Cuál es tu primera clase?

A	
B	
C	
D	

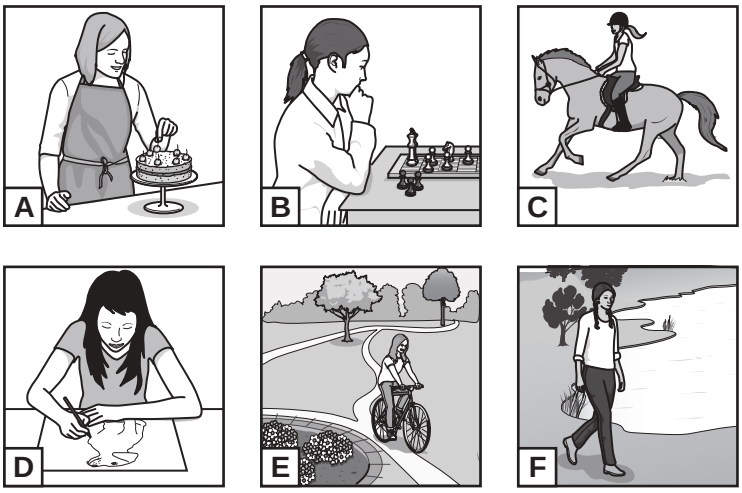


[1]

[Total: 5]

Ejercicio 2 Preguntas 6–10

Mira los dibujos.



Indica tu respuesta, colocando A, B, C, D, E o F en la casilla que corresponda.

6 Paula: “Me gusta montar a caballo.” ☐ [1]

7 Nuria: “Juego al ajedrez en mi tiempo libre.” ☐ [1]

8 Cristina: “¿Mi pasatiempo favorito? Dibujar con mis lápices.” ☐ [1]

9 Daniela: “Voy a caminar cerca del lago los domingos.” ☐ [1]

10 Miriam: “Me encanta cocinar para la familia.” ☐ [1]

[Total: 5]

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Ejercicio 3 Preguntas 11–15

Lee este texto con atención. Para cada pregunta indica tu respuesta escribiendo una X en la casilla correcta.

Comentario personal: Mi vida

Nos habla **Eduardo**…

¡Hola! Soy actor. Esta profesión no es nada aburrida porque siempre hago cosas diferentes.

Normalmente hago películas y a veces programas de televisión. Nunca he trabajado en el teatro pero me encanta ir a ver espectáculos allí.

Tengo una vida bastante normal. Me levanto temprano, y me gusta ir a correr antes de desayunar. También voy a clases de idiomas porque me gustaría trabajar en películas de otros países.

Este año no he viajado pero en dos meses voy a ir de vacaciones a la playa con amigos.

11 Eduardo cree que ser actor es…

A	☐	complicado.
B	☐	útil.
C	☐	interesante.

[1]

12 A Eduardo le gusta…

A	☐	ver la televisión.
B	☐	visitar museos.
C	☐	ir al teatro.

[1]

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13 Por las mañanas, Eduardo…

A	☐	va a una cafetería.
B	☐	hace ejercicio.
C	☐	limpia la casa.

[1]

14 Eduardo estudia…

A	☐	lenguas extranjeras.
B	☐	historia del cine.
C	☐	geografía de otros países.

[1]

15 Eduardo va a ir de vacaciones…

A	☐	en un año.
B	☐	en dos meses.
C	☐	la semana próxima.

[1]

[Total: 5]

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[Turn over

Sección 2

Ejercicio 1 Preguntas 16–20

Lee este anuncio.

Festival de Surf

- Del 28 de julio al 2 de agosto se celebra el Festival de Surf en la playa. Este festival se organiza desde hace 10 años en este pueblo.
- Hay un concurso de surf con deportistas conocidos por todo el mundo. También se puede asistir a conferencias, o hacer cursos de deportes acuáticos con profesores del pueblo.
- Como no hay hotel, en el camping hay tiendas para alojarse que se pueden alquilar durante el festival.
- Habrá muchísima gente por las calles. Para evitar accidentes, solo se permitirá ir a pie o en bicicleta por el pueblo.
- Normalmente el tiempo es caluroso pero puede llover por las tardes. Recomendamos traer un impermeable.

Completa cada frase con una palabra de la lista.

bicicleta	camping	competir	empieza
enseñar	hotel	lluvia	moto
niebla	termina		

16 El festival ..... en julio. [1]

17 Deportistas famosos van a ..... . [1]

18 En el festival, se puede dormir en un ..... . [1]

19 Estará prohibido ir en ..... por el pueblo. [1]

20 A veces hay ..... durante el festival. [1]

[Total: 5]

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Dar la vuelta para el Ejercicio 2.

Ejercicio 2 Preguntas 21–30

Lee este e-mail de Manuela y la respuesta de Óscar y contesta a las preguntas **en español**.

Manuela escribe:

¡Hola, primo!

Te escribo para contarte sobre la fiesta de ayer para celebrar los 50 años de la boda de los abuelos. Fuimos todos a un restaurante y estuvo genial.

Como sabes, toda la familia preparó la fiesta, excepto los abuelos, claro. Los abuelos llegaron al restaurante, como hacen todos los domingos, pensando que estarían solos. Cuando vieron a toda la familia esperándoles allí, no sabían qué decir.

Después de la comida (la más rica que he probado), empezó la música y los abuelos no pararon de bailar en toda la tarde. Al final, les dimos el regalo: un viaje en barco por el Caribe. La abuela estaba feliz. El abuelo no dijo mucho; ya sabes que es bastante callado pero ayer parecía muy emocionado.

¡Te echamos de menos!

Un abrazo,
Manuela

Óscar responde:

¡Hola, prima!

Gracias por escribir. Me sentí fatal por no estar en la fiesta, pero se cancelaron los trenes y por eso no pude ir.

Por favor, mándame fotos de la fiesta y cuando nos veamos me puedes contar más detalles. Ahora estoy en la oficina pero esta noche intentaré llamar a los abuelos.

Un abrazo,
Óscar

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21 ¿Qué celebraron en la fiesta de los abuelos?

.....[1]

22 ¿Quién organizó la fiesta?

.....[1]

23 ¿Adónde van normalmente los abuelos los fines de semana?

.....[1]

24 ¿Cuál fue la reacción de los abuelos al llegar a la fiesta?

.....[1]

25 ¿Qué hicieron los abuelos en la fiesta después de comer?

.....[1]

26 ¿Qué tipo de vacaciones van a tener los abuelos?

.....[1]

27 ¿Cómo es el abuelo normalmente?

.....[1]

28 ¿Por qué Óscar no pudo asistir a la fiesta?

.....[1]

29 ¿Qué tiene que enviar Manuela a Óscar?

.....[1]

30 ¿Cuándo quiere hablar Óscar con los abuelos?

.....[1]

[Total: 10]

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[Turn over

Sección 3

Ejercicio 1 Preguntas 31–35

Lee este artículo e indica si las afirmaciones que siguen son verdaderas o falsas. **Si son FALSAS, escribe una frase en español para corregirlas.**

ATENCIÓN: hay 2 afirmaciones que son **VERDADERAS** y 3 afirmaciones que son **FALSAS**.

Los vídeos de Alejandra

Alejandra es una joven colombiana que se ha hecho muy famosa entre los estudiantes de todo el mundo hispanohablante gracias a Internet.

Alejandra, ¿qué es lo que haces exactamente?

Subo vídeos a mi página web en los que hablo de los libros que voy leyendo. Por la red hay un montón de vídeos serios, que hablan de temas profundos; en cambio, los míos son bastante graciosos, como yo.

¿De qué hablas en tus vídeos?

Los libros de los que he hablado hasta ahora son novelas porque es lo que más estudiamos en clase. Menciono de qué tratan las historias, quiénes son los personajes principales y cosas así. A veces mis compañeros me piden participar para poder dar sus opiniones también, pero hasta ahora mi decisión siempre ha sido aparecer yo sola.

¿Ganas dinero con los vídeos?

No empecé esto por dinero, ni pensaba que se podía ganar nada subiendo vídeos a la red. Sin embargo, poco a poco compañías de publicidad comenzaron a llamar ofreciéndome pequeñas cantidades por anunciar sus productos en mi página. Y por supuesto yo acepté.

¿Qué es lo que más y lo que menos te gusta de lo que haces?

Algunas personas me piden que haga vídeos de ciertos libros que les parecen buenos y me siento mal cuando les tengo que decir que no, que yo decido lo que hago. Por otro lado, es maravilloso cuando me escriben diciéndome que después de ver mis vídeos han empezado a leer otro tipo de libros que nunca habrían elegido.

Para terminar, ¿tienes un libro preferido?

Aunque pueda sorprender, el libro que leo una y otra vez tiene más de seis siglos. Muchas personas piensan que, como llevo ropa muy moderna y tengo el pelo de colores, mi libro favorito debe de ser sobre ciencia ficción o algo así, pero se equivocan.

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Ejemplo:

	VERDADERO	FALSO
Estudiantes de todos los países del mundo conocen a Alejandra.		✘

Estudiantes de todo el mundo hispanohablante conocen a Alejandra.

	VERDADERO	FALSO
31 Los vídeos de Alejandra son serios.		

	VERDADERO	FALSO
32 En los vídeos de Alejandra se ve a sus amigos.		

	VERDADERO	FALSO
33 Alejandra recibe dinero por incluir anuncios en su página web.		

	VERDADERO	FALSO
34 El público recomienda libros para los vídeos de Alejandra.		

	VERDADERO	FALSO
35 El libro preferido de Alejandra es una novela moderna.		

[Total: 8]

Ejercicio 2 Preguntas 36–42

Lee este artículo y contesta a las preguntas **en español**.

De la ciudad al campo

Sara Márquez ha dejado la vida en la ciudad por el campo. Esta joven española estudiaba historia en la universidad a la vez que estaba empleada como dependienta en una tienda de ropa. Un día, decidió cambiar su vida por completo. Cambió su sueño de ser profesora por el de agricultora.

Sara cuenta: “Mi tía, que vive en el campo, se puso enferma hace dos años. Fui a cuidarla durante mis vacaciones y me gustó tanto el lugar que decidí mudarme. Vi que vendían una casita y un terreno y, con mi dinero ahorrado, compré ambas cosas. Al principio iba allí los fines de semana con amigos; a mí me gustaba descansar, aunque ellos preferían hacer senderismo. Después planté verduras que regalaba a la familia y conocidos. Un vecino dijo que los míos eran los mejores tomates que había probado y aconsejó a todos los del pueblo que los probaran. El dueño de la tienda del pueblo los comenzó a comprar y entonces me di cuenta de que podría ser un buen negocio.”

Las cosas no fueron fáciles al principio. A los padres de Sara les parecía que debería continuar los estudios. Sus amigos estaban convencidos de que no aguantaría mucho tiempo viviendo sin los lujos de la ciudad. Para Sara, lo peor es tener que salir tanto del pueblo. “No me molesta que no tengamos aquí centro de salud, Correos ni otros servicios públicos aparte de la pequeña tienda. Sin embargo, si quiero ir a uno de esos sitios, sin coche no puedo. Es esencial tenerlo aunque gaste mucho en gasolina,” explica Sara. De todas formas, aunque solo lleva un año dedicándose al campo a tiempo completo y a veces es duro, está encantada con su vida actual.

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36 ¿Cuál era el trabajo de Sara cuando vivía en la ciudad?

.....[1]

37 ¿Qué problema tuvo la tía de Sara?

.....[1]

38 Aparte de un lugar para vivir, ¿qué compró Sara en el pueblo?

.....[1]

39 ¿Por qué no hacía Sara senderismo con sus amigos?

.....[1]

40 ¿Por qué recomendó un vecino comer los tomates de Sara?

.....[1]

41 Según sus amigos, ¿qué echaría de menos Sara viviendo en el pueblo?

.....[1]

42 Para Sara, ¿qué es necesario tener si se vive en el pueblo?

.....[1]

[Total: 7]

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Cambridge International General Certificate of Secondary Education

CANDIDATE NAME									
CENTRE NUMBER						CANDIDATE NUMBER				

7799513660

SPANISH **0530/23**

Paper 2 Reading **May/June 2017**

1 hour

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces at the top of this page.
Write in dark blue or black pen.
Do not use staples, paper clips, glue or correction fluid.
DO **NOT** WRITE IN ANY BARCODES.

Answer **all** questions.

The number of marks is given in brackets [ ] at the end of each question or part question.

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This document consists of **14** printed pages and **2** blank pages.

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Sección 1

Ejercicio 1 Preguntas 1–5

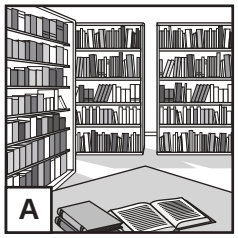
Para cada pregunta indica tu respuesta escribiendo una X en la casilla correcta.

1 Tu amigo te manda un mensaje:

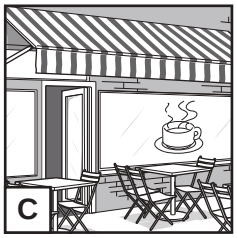
¿Vienes conmigo a la biblioteca?

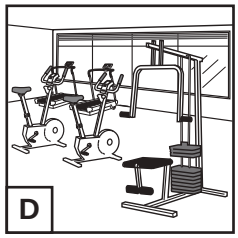
¿Adónde va tu amigo?

A	
B	
C	
D	









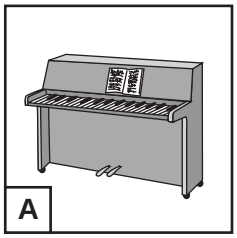
[1]

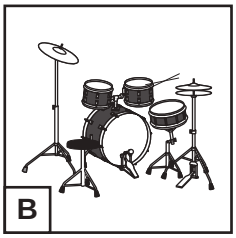
2 Lees en una revista:

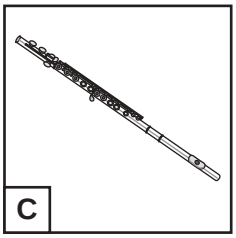
Vendo batería nueva.

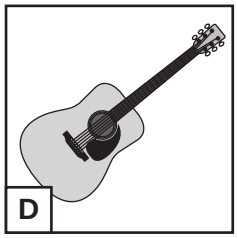
¿Qué instrumento se vende?

A	
B	
C	
D	









[1]

3 Lees este anuncio en el periódico:

Se necesita bombero.

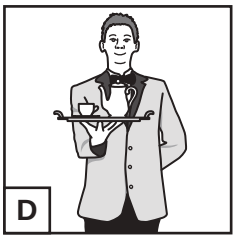
¿Qué trabajo anuncian?

A	
B	
C	
D	









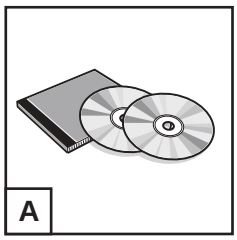
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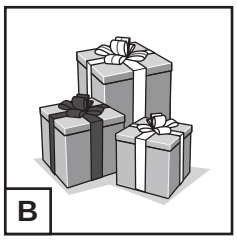
4 Tu amiga te manda un e-mail:

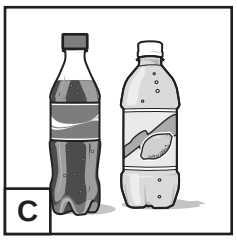
Necesitas llevar comida a la fiesta.

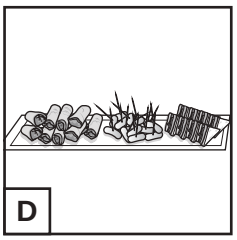
¿Qué necesitas llevar a la fiesta?

A	
B	
C	
D	









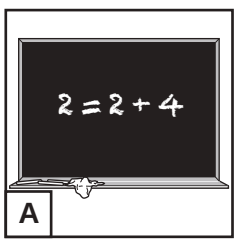
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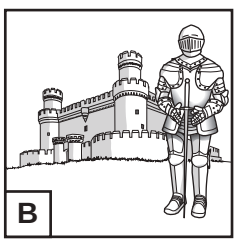
5 En tu horario del instituto ves que tu primera clase es:

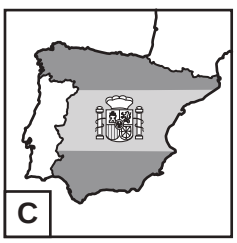
historia

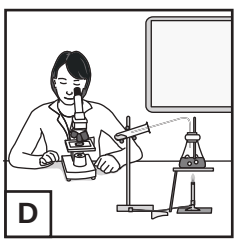
¿Cuál es tu primera clase?

A	
B	
C	
D	









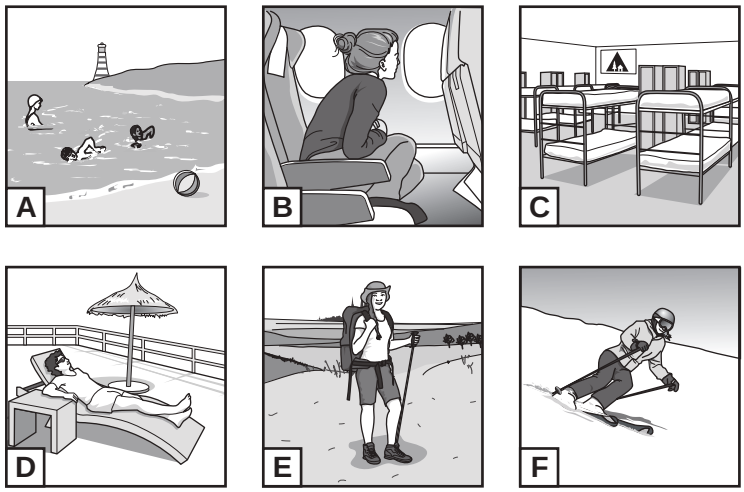
[1]

[Total: 5]

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Ejercicio 2 Preguntas 6–10

Mira los dibujos.



Indica tu respuesta, colocando A, B, C, D, E o F en la casilla que corresponda.

6 Tania: “Durante las vacaciones, me gusta broncearme al sol.” ☐ [1]

7 Isabela: “Siempre voy a esquiar.” ☐ [1]

8 Daniela: “Quiero bañarme en el mar.” ☐ [1]

9 Ema: “Me gusta pasear por el campo.” ☐ [1]

10 María: “Prefiero alojarme en un albergue juvenil.” ☐ [1]

[Total: 5]

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Ejercicio 3 Preguntas 11–15

Lee este texto con atención. Para cada pregunta indica tu respuesta escribiendo una X en la casilla correcta.

Comentario personal: Los animales domésticos

Nos habla **Javier**…

Mi abuelo me dio un perro hace tres años. Es divertido y es mi mejor amigo. Mi hermana, Marta, tiene un gato. Los dos animales se llevan bien y no hay problemas entre ellos.

El perro duerme en la cocina. No le permitimos entrar en los dormitorios, aunque el gato duerme sobre la cama de mi hermana. Paseo al perro en un parque porque hay mucho tráfico en las calles. Un día el perro se perdió y no lo vimos durante dos días. Estuve triste, pero por fin un vecino lo encontró.

11 ¿Quién regaló a Javier el perro?

A		su amigo
B		su abuelo
C		su tío

[1]

12 El gato de Marta…

A		es amigo del perro.
B		se pelea con el perro.
C		come la comida del perro.

[1]

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13 El gato duerme…

A	☐	en la cocina.
B	☐	en el salón.
C	☐	en el dormitorio.

[1]

14 Javier pasea al perro…

A	☐	en el parque.
B	☐	en la calle.
C	☐	en la playa.

[1]

15 Durante dos días el perro estuvo…

A	☐	en casa de un vecino.
B	☐	triste.
C	☐	perdido.

[1]

[Total: 5]

Sección 2

Ejercicio 1 Preguntas 16–20

Lee este anuncio.

Club de Tenis de Las Palmas

Bienvenido al Club de Tenis de Las Palmas. Para no hacer daño a las canchas, no se debe jugar mientras llueve.

Todos los jugadores deben llevar camiseta blanca y pantalón corto de tenis/falda de tenis.

Los menores de 14 años pueden jugar hasta las 18:00. Hay frecuentes partidos con jóvenes de otros clubes.

Si quieres jugar como un campeón, puedes hacer un curso con Francisco, el profesor del club. Pide información en la oficina.

Cuando termines, ven a tomar una bebida fresca en el bar. Es una oportunidad para hacer amigos.

Completa cada frase con una palabra de la lista.

antes	deportiva	después	limpia
ganar	hambre	lloviendo	nublado
organizar	sed		

16 Cuando está …….. , no se puede jugar al tenis. [1]

17 Para jugar al tenis, hay que tener ropa …….. . [1]

18 Si tienes menos de 14 años, no puedes jugar …….. de las 18:00. [1]

19 Con la ayuda de Francisco, podrás …….. competiciones. [1]

20 Si tienes …… , puedes tomar algo en el bar. [1]

[Total: 5]

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Dar la vuelta para el Ejercicio 2.

Ejercicio 2 Preguntas 21–30

Lee este blog y contesta a las preguntas **en español**.

Hola. Soy Vicente.

Esta semana os voy a hablar del nuevo director del colegio. Es alto y calvo, con una gran nariz. Llegó hace dos meses, y ya ha hecho muchos cambios en el colegio. Por ejemplo, el nuevo uniforme es de color azul y en mi opinión no está de moda, pero por lo menos no tenemos que llevar corbata porque es muy incómoda.

Hay otro cambio que tampoco me gusta. Antes llegábamos al colegio a las ocho y media, pero desde que llegó el nuevo director empezamos a las ocho menos cuarto. Vosotros también pensáis que levantarse temprano es muy difícil, ¿verdad?

El año pasado teníamos una directora, la Señora Robles, que todos los alumnos encontrábamos muy antipática. Tampoco se llevaba muy bien con los profesores. En seguida llamaba por teléfono a los padres si los alumnos no hacían los deberes. Los alumnos que se portaban mal tenían que ir al colegio el sábado por la mañana aunque a mí nunca me ocurrió.

Antes, no podíamos llevar el móvil al colegio. Ahora los móviles están permitidos, pero tienen que guardarse en la mochila y estar apagados excepto durante el recreo.

Me gustaría oír lo que pensáis del director de vuestro colegio.

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21 ¿Cómo tiene el pelo el nuevo director del colegio?

.....[1]

22 ¿Qué piensa Vicente del nuevo uniforme?

.....[1]

23 A Vicente ¿qué no le gustaría llevar en el colegio?

.....[1]

24 ¿A qué hora empiezan las clases ahora?

.....[1]

25 ¿Por qué no le gusta a Vicente el nuevo horario?

.....[1]

26 Según los alumnos, ¿cómo era la antigua directora?

.....[1]

27 ¿Quién llamaba a los padres de los alumnos perezosos?

.....[1]

28 ¿Por qué algunos estudiantes tenían que ir al colegio el sábado?

.....[1]

29 ¿Dónde se deben poner los móviles en el colegio?

.....[1]

30 ¿Cuándo pueden los alumnos usar el móvil en el colegio?

.....[1]

[Total: 10]

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[Turn over

Sección 3

Ejercicio 1 Preguntas 31–35

Lee este artículo e indica si las afirmaciones que siguen son verdaderas o falsas. **Si son FALSAS, escribe una frase en español para corregirlas**.

ATENCIÓN: hay 2 afirmaciones que son **VERDADERAS** y 3 afirmaciones que son **FALSAS**.

Turismo ecológico en Nicaragua

Cuando Sanarate, una zona montañosa de Nicaragua, fue elegida Reserva Natural, la vida cambió rápidamente en los pueblos dentro de la reserva. Miguel Rabinal es habitante de uno de estos pueblos, Olanchito. Explica: “Antes, la gente quemaba el bosque para poder cultivar la tierra. Ahora que es Reserva Natural, esto no se permite.” Hubo algunos años difíciles, pero luego empezaron a llegar visitantes de la capital que querían disfrutar de la naturaleza.

Ahora el pueblo se ha organizado para formar una compañía de ‘ecoturismo’ que puede servir como un nuevo modelo para futuras compañías de turismo en Nicaragua. Miguel, ahora director del proyecto, explica: “El ‘ecoturismo’ es un tipo de turismo que se interesa por hacer el menor daño posible al planeta.” Para la gente del pueblo, el proyecto ofrece empleos y dinero para mejorar su vida. Los edificios utilizan solo la energía del viento y se recicla toda la basura.

Además de continuar con su trabajo agrícola tradicional, los habitantes trabajan en la oficina de la compañía, o conduciendo taxis o limpiando. También sirven como guías para visitas a pie o a caballo a la reserva, ya que no se permite entrar en la reserva en coche propio.

No faltan actividades para hacer en la zona. Es posible ver animales y pájaros de gran interés, nadar en los ríos y hacer deportes de aventura. “Lo que me hace sonreír,” dice Miguel, “es que a muchos turistas les gusta ir a visitar una granja para ver cómo se cultiva el café.”

Se trata de una forma de turismo sencillo y natural. “Mira, en el bosque no hay animales peligrosos, pero ¡a algunas personas que nos visitan les preocupan ciertos insectos enormes que hay aquí!” dice Miguel, riéndose. Lo que queda muy claro es el orgullo de Miguel y sus compañeros.

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Ejemplo:

	VERDADERO	FALSO
La vida en los pueblos siguió igual después de abrirse la Reserva Natural.	☐	✘

La vida cambió rápidamente.

	VERDADERO	FALSO
31 Antes de la apertura de la Reserva Natural, los habitantes dañaban la naturaleza.	☐	☐

.....

	VERDADERO	FALSO
32 La compañía de ecoturismo de Olanchito sigue el modelo de otras compañías en el país.	☐	☐

.....

	VERDADERO	FALSO
33 Los habitantes del pueblo han dejado la agricultura.	☐	☐

.....

	VERDADERO	FALSO
34 A Miguel le parece divertido que la excursión a la granja sea tan popular.	☐	☐

.....

	VERDADERO	FALSO
35 Es necesario proteger a los turistas de los animales salvajes.	☐	☐

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[Total: 8]

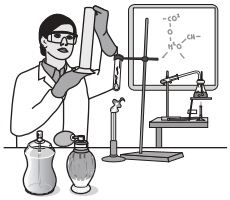
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Ejercicio 2 Preguntas 36–42

Lee este artículo y contesta a las preguntas **en español**.

El arte de hacer perfumes



Isidora Tassone Rojas es perfumista independiente. De nacionalidad argentina, su perfume más famoso, vendido por todo el mundo, es 'Espejo'. Isidora y yo nos reunimos en una cafetería al aire libre cuando caía la tarde. Allí, Isidora me contó que su vida hoy parece un sueño. Es perfumista en la ciudad de Grasse en Francia, reconocida como capital mundial de la industria del perfume.

Es difícil imaginar cómo es un día típico de una perfumista. Isidora dice que generalmente comienza su día de la misma manera: comprobando los perfumes del día anterior. Luego contesta a sus correos electrónicos, y después desayuna. Isidora explica: "Trabajo en casa y tengo que estar bien organizada. Por eso escribo muchas listas con las cosas que tengo que hacer."

El trabajo de Isidora incluye muchas tareas, como dibujar las botellas en las que se vende su propia colección de perfumes y pedir los ingredientes que a veces son difíciles de conseguir. "Con frecuencia me siento demasiado ocupada y estresada, y necesito descansar un poco invitando a un amigo a cenar."

El interés de Isidora por los perfumes realmente empezó en 1991 con los aceites de perfumería, cuando su abuela le dio un artículo de una revista sobre ese tema. Ya desde niña, Isidora leía mucho sobre las hierbas para la medicina y las plantas en general.

Más tarde, Isidora descubrió que existía la profesión de 'perfumista'. En 2007 comenzó sus estudios en perfumería en la ciudad de Grasse. Aunque ahora es una de los perfumistas con más éxito del mundo, hay una cosa muy graciosa sobre ella, y es que nunca usa perfume. Dice: "Mis amigos no me creen cuando se lo digo. Es que encuentro todos los perfumes demasiado fuertes."

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36 ¿Cuándo se encontraron Isidora y el autor del artículo?

.....[1]

37 ¿En qué perfumes trabaja Isidora primero por la mañana?

.....[1]

38 ¿Por qué hace Isidora listas de lo que tiene que hacer?

.....[1]

39 ¿Por qué algunos ingredientes causan problemas a Isidora?

.....[1]

40 ¿Cómo descansa Isidora?

.....[1]

41 ¿De qué trataba el artículo que le dio su abuela a Isidora?

.....[1]

42 ¿Qué les sorprende a los amigos de Isidora?

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[Total: 7]

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SPANISH **0530/41**

Paper 4 Writing **May/June 2017**

1 hour

Candidates answer on the Question Paper.

No Additional Materials are required.

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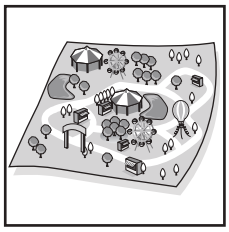
Sección 1

1 Estás en un parque de atracciones.

Haz una lista **en español** de **8** cosas que puedes ver.

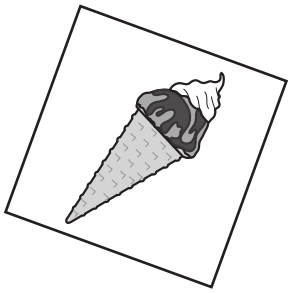


Ejemplo:





Ejemplo: Mapa





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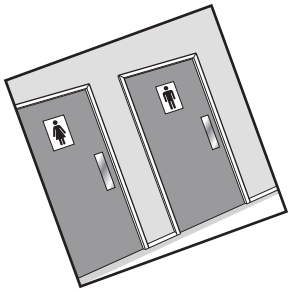
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[Total: 5]

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2 Las vacaciones

- ¿Adónde vas de vacaciones normalmente?
- Describe el lugar donde pasas las vacaciones.
- Explica por qué te gusta pasar las vacaciones allí.
- ¿Con quién te gustaría ir de vacaciones el año próximo? ¿Por qué?

Debes escribir entre 80 y 90 palabras **en español**.

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[Total: 15]

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Dar la vuelta para la Sección 2.

Sección 2

3 Elige **uno** de estos temas.

Debes escribir entre 130 y 140 palabras en español.

(a) Un concierto de tu grupo/cantante favorito

Escribe un e-mail a tu amigo/amiga español(a).

- Invita a tu amigo/amiga al concierto.
- ¿Qué ropa vas a llevar al concierto?
- Explica por qué te gusta ese grupo/cantante.
- Describe la última vez que fuiste a un concierto. (¿dónde? ¿cuándo? ¿con quién?)
- ¿Cómo fue ese concierto?

O

(b) Internet

Escribe un artículo sobre este tema.

- En el colegio, ¿en qué asignaturas usas Internet normalmente?
- ¿Para qué utilizaste Internet ayer **en clase**?
- En tu opinión, ¿cuáles son las ventajas de utilizar Internet en clase?
- Cuando haces los deberes, ¿prefieres buscar información en los libros o en Internet? ¿Por qué?
- La semana pasada, en tu tiempo libre, ¿cuántas horas pasaste navegando por Internet?

O

(c) "Estaba tomando un refresco con unos amigos cuando vi un robo…"



Continúa la historia.

- ¿Cómo ocurrió el robo? (¿dónde? ¿quién? ¿cuándo?)
- Describe cómo era el ladrón/la ladrona.
- ¿Cómo te sentiste en ese momento?
- Al ver el robo, ¿qué hicisteis tú y tus amigos para ayudar?

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ESCRIBE TU RESPUESTA A LA PREGUNTA 3 AQUÍ

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SPANISH **0530/42**

Paper 4 Writing **May/June 2017**

1 hour

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Sección 1

1 Estás en el aeropuerto.

Haz una lista **en español** de **8** cosas que puedes ver.

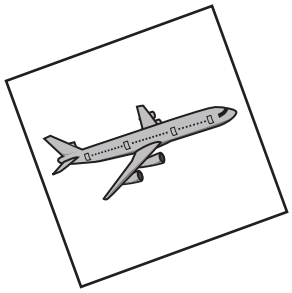


Ejemplo:





Ejemplo: Taxi



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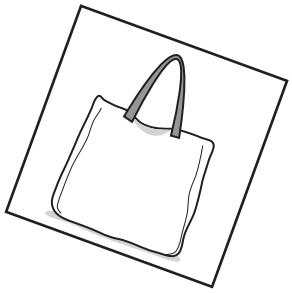
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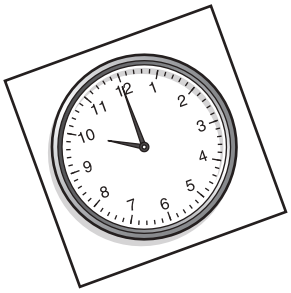
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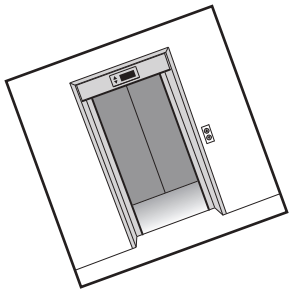
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2 Los deberes/La tarea

- ¿Cuál es tu asignatura favorita? ¿Por qué?
- ¿Cuándo **y** dónde haces los deberes?
- ¿Cuántas horas de deberes te gustaría tener al día?
- En tu opinión, ¿qué es lo malo de los deberes?

Debes escribir entre 80 y 90 palabras **en español**.

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[Total: 15]

Dar la vuelta para la Sección 2.

Sección 2

3 Elige **uno** de estos temas.

Debes escribir entre 130 y 140 palabras en español.

(a) Un día en el centro comercial

Escribe un e-mail a tu amigo/amiga español(a).

- ¿Cuándo y con quién fuiste de compras la última vez?
- ¿Qué compraste?
- Explica lo que menos te gusta de los centros comerciales.
- ¿Cuáles son las ventajas o las desventajas de comprar por Internet?
- Si tuvieras mucho dinero, ¿en qué ciudad te gustaría pasar un día de compras?

O

(b) Mi barrio/pueblo

Escribe un artículo sobre este tema.

- Describe el barrio/pueblo donde vives.
- ¿Qué piensas de los medios de transporte en tu barrio/pueblo?
- La semana pasada, ¿qué hiciste para divertirte en tu barrio/pueblo?
- Hace 50 años, ¿cómo era tu barrio/pueblo?
- ¿Qué cosas te gustaría cambiar en tu barrio/pueblo? ¿Por qué?

O

(c) "Hice un viaje con mi colegio. El último día muchos de mis amigos y yo estuvimos enfermos…"

Continúa la historia.

- ¿Adónde fuiste de viaje? Explica por qué.
- ¿Cuál fue la causa de la enfermedad?
- ¿Cómo fue el viaje de regreso?
- ¿Qué emociones sentiste al llegar a casa?

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9708993466

SPANISH **0530/43**

Paper 4 Writing **May/June 2017**

1 hour

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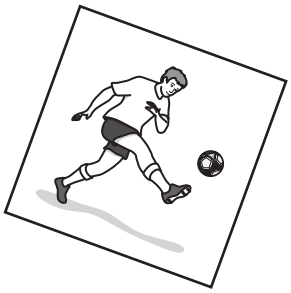
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Sección 1

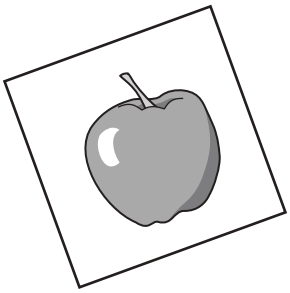
1 Una vida sana

Haz una lista **en español** de **8** cosas para una vida sana.

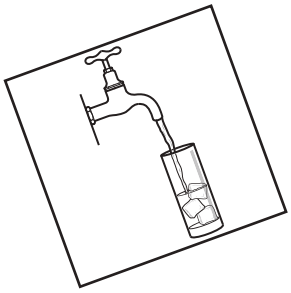


Ejemplo:





Ejemplo: Leche



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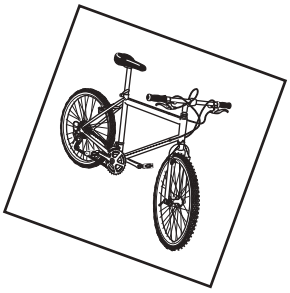
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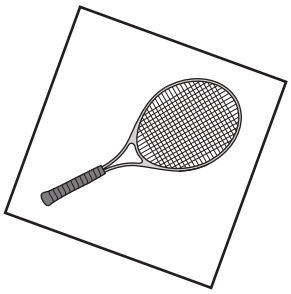
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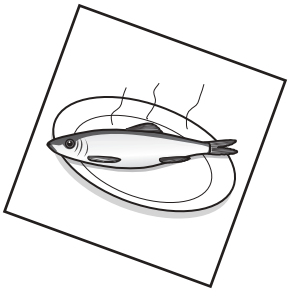












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2 Mi vida diaria

- ¿Qué haces por la mañana antes de ir al colegio?
- ¿Qué vas a hacer esta tarde después de volver a casa?
- ¿Qué día de la semana prefieres? ¿Por qué?
- ¿Cómo pasas los fines de semana?

Debes escribir entre 80 y 90 palabras **en español**.

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Dar la vuelta para la Sección 2.

Sección 2

3 Elige **uno** de estos temas.

Debes escribir entre 130 y 140 palabras en español.

(a) Tu amigo/amiga que vive en Chile viene a pasar las vacaciones en tu casa.

Escribe un e-mail a este amigo/esta amiga.

- Explica las ventajas de visitar tu región.
- Describe lo que vais a hacer el primer día de vacaciones.
- ¿Qué tiempo hizo el verano pasado en tu región?
- Explica qué ropa necesita traer tu amigo/amiga.
- ¿Qué actividades hiciste con tus amigos el verano pasado?

O

(b) ¿Te gusta cocinar?

Escribe un artículo sobre este tema.

- ¿Cuándo y con quién aprendiste a cocinar?
- ¿Qué platos preparaste la semana pasada?
- En el futuro, ¿qué comida especial vas a preparar para tu familia?
- En tu opinión, ¿por qué es útil saber cocinar?
- ¿Qué piensas de la comida típica de tu país?

O

(c) "Estaba solo/sola en casa. De repente, oí un golpe en la puerta…"

Continúa la historia.

- Explica por qué estabas solo/sola en casa.
- ¿Qué estabas haciendo cuando oíste el golpe?
- ¿Cómo te sentiste al oír el golpe?
- Describe **todo** lo que pasó cuando abriste la puerta.

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SPANISH **0530/03**

Paper 3 Speaking Role Play Card One **May/June 2017**

Approx. 15 minutes

No Additional Materials are required.

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READ THESE INSTRUCTIONS FIRST

You must carry out the tasks specified in the situations overleaf. The roles to be played by the Examiner and yourself are indicated. You have 15 minutes to prepare the situations.

The important thing is to convey the message.

You should remember that you are taking part in a **conversation**: you must respond to what the Examiner says and not simply carry out the tasks supplied as though the Examiner were not there.

Although it may not be specified, you are expected to include such details as “Good Morning”, “Thank you”, etc., as appropriate.

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[Turn over

A

Estudiante: tú mismo/a
Profesor(a): empleado/a de una tienda de ropa

Estás de vacaciones en España. Vas a una tienda de ropa para comprar camisetas.

1 **(i)** Saluda al empleado / a la empleada; **y**

(ii) Dile lo que quieres.

2 Escucha lo que te dice y dile qué camisetas quieres.

3 Dile cuántas camisetas quieres.

4 Dile qué color te gustaría.

5 **(i)** Dale las gracias; **y**

(ii) Pregunta el precio.

B

Estudiante: tú mismo/a
Profesor(a): recepcionista en el dentista

Estás en México. Tienes una cita mañana para ver al dentista. Llamas por teléfono para cambiar la hora de la cita.

1 **(i)** Saluda al/a la recepcionista; **y**

(ii) Dile para qué llamas.

2 **(i)** Discúlpate; **y**

(ii) Dile por qué tienes que cambiar la cita.

3 **(i)** Dile tu apellido; **y**

(ii) Dile tu fecha de nacimiento.

4 Quieres saber si puedes ver al dentista a las doce. Haz **una** pregunta apropiada.

5 Responde a lo que te pregunta.

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SPANISH **0530/03**

Paper 3 Speaking Role Play Card Two **May/June 2017**

Approx. 15 minutes

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

You must carry out the tasks specified in the situations overleaf. The roles to be played by the Examiner and yourself are indicated. You have 15 minutes to prepare the situations.

The important thing is to convey the message.

You should remember that you are taking part in a **conversation**: you must respond to what the Examiner says and not simply carry out the tasks supplied as though the Examiner were not there.

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A

Estudiante: tú mismo/a
Profesor(a): empleado/a de una tienda de ropa

Estás de vacaciones en España. Vas a una tienda de ropa para comprar camisetas.

1 **(i)** Saluda al empleado / a la empleada; **y**

(ii) Dile lo que quieres.

2 Escucha lo que te dice y dile qué camisetas quieres.

3 Dile cuántas camisetas quieres.

4 Dile qué color te gustaría.

5 **(i)** Dale las gracias; **y**

(ii) Pregunta el precio.

B

Estudiante: tú mismo/a
Profesor(a): recepcionista en la compañía de taxis

Estás de vacaciones en Venezuela. Olvidaste tu monedero en el taxi. Llamas por teléfono a la compañía de taxis para preguntar si tienen tu monedero.

1 **(i)** Saluda al/a la recepcionista; **y**

(ii) Dile para qué llamas.

2 Dile cómo es tu monedero. Menciona **dos** detalles.

3 Responde a lo que te pregunta.

4 (Han encontrado tu monedero.)

(i) Estás contento/a: ¿Qué dices?

(ii) Explica por qué no puedes ir a recoger el monedero ahora mismo.

5 Quieres saber a qué hora cierra la oficina. Haz **una** pregunta apropiada.

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SPANISH **0530/03**

Paper 3 Speaking Role Play Card Three **May/June 2017**

Approx. 15 minutes

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

You must carry out the tasks specified in the situations overleaf. The roles to be played by the Examiner and yourself are indicated. You have 15 minutes to prepare the situations.

The important thing is to convey the message.

You should remember that you are taking part in a **conversation**: you must respond to what the Examiner says and not simply carry out the tasks supplied as though the Examiner were not there.

Although it may not be specified, you are expected to include such details as “Good Morning”, “Thank you”, etc., as appropriate.

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A

Estudiante: tú mismo/a
Profesor(a): empleado/a de una tienda de ropa

Estás de vacaciones en España. Vas a una tienda de ropa para comprar camisetas.

1 **(i)** Saluda al empleado / a la empleada; **y**

(ii) Dile lo que quieres.

2 Escucha lo que te dice y dile qué camisetas quieres.

3 Dile cuántas camisetas quieres.

4 Dile qué color te gustaría.

5 **(i)** Dale las gracias; **y**

(ii) Pregunta el precio.

B

Estudiante: tú mismo/a
Profesor(a): empleado/a en la compañía de alquiler de coches

Estás de vacaciones en Argentina con tu familia. Vas a la compañía de alquiler de coches porque tu familia quiere alquilar un coche.

1 **(i)** Saluda al empleado / a la empleada; **y**

(ii) Dile lo que quieres.

2 **(i)** Dile cuántas personas van a viajar en el coche; **y**

(ii) Dile qué tipo de lugares vais a visitar.

3 **(i)** Estás contento/a: ¿Qué dices?

(ii) Da tu opinión del coche.

4 Responde a lo que te pregunta.

5 Quieres saber a qué hora hay que devolver el coche. Haz **una** pregunta apropiada.

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SPANISH **0530/03**

Paper 3 Speaking Role Play Card Four **May/June 2017**

Approx. 15 minutes

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

You must carry out the tasks specified in the situations overleaf. The roles to be played by the Examiner and yourself are indicated. You have 15 minutes to prepare the situations.

The important thing is to convey the message.

You should remember that you are taking part in a **conversation**: you must respond to what the Examiner says and not simply carry out the tasks supplied as though the Examiner were not there.

Although it may not be specified, you are expected to include such details as “Good Morning”, “Thank you”, etc., as appropriate.

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A

Estudiante: tú mismo/a
Profesor(a): empleado/a de una cafetería

Estás en España con tus amigos. Vais a una cafetería para tomar unas hamburguesas.

1 **(i)** Saluda al empleado / a la empleada; **y**

(ii) Dile lo que quieres.

2 Dile cuántas hamburguesas quieres.

3 Escucha lo que te dice y dile cómo quieres las hamburguesas.

4 Dile otra cosa que quieres tomar.

5 **(i)** Dale las gracias; **y**

(ii) Pregunta el precio.

B

Estudiante: tú mismo/a
Profesor(a): recepcionista en el dentista

Estás en México. Tienes una cita mañana para ver al dentista. Llamas por teléfono para cambiar la hora de la cita.

1 **(i)** Saluda al/a la recepcionista; **y**

(ii) Dile para qué llamas.

2 **(i)** Discúlpate; **y**

(ii) Dile por qué tienes que cambiar la cita.

3 **(i)** Dile tu apellido; **y**

(ii) Dile tu fecha de nacimiento.

4 Quieres saber si puedes ver al dentista a las doce. Haz **una** pregunta apropiada.

5 Responde a lo que te pregunta.

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SPANISH **0530/03**

Paper 3 Speaking Role Play Card Five **May/June 2017**

Approx. 15 minutes

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

You must carry out the tasks specified in the situations overleaf. The roles to be played by the Examiner and yourself are indicated. You have 15 minutes to prepare the situations.

The important thing is to convey the message.

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A

Estudiante: tú mismo/a
Profesor(a): empleado/a de una cafetería

Estás en España con tus amigos. Vais a una cafetería para tomar unas hamburguesas.

1 **(i)** Saluda al empleado / a la empleada; **y**

(ii) Dile lo que quieres.

2 Dile cuántas hamburguesas quieres.

3 Escucha lo que te dice y dile cómo quieres las hamburguesas.

4 Dile otra cosa que quieres tomar.

5 **(i)** Dale las gracias; **y**

(ii) Pregunta el precio.

B

Estudiante: tú mismo/a
Profesor(a): recepcionista en la compañía de taxis

Estás de vacaciones en Venezuela. Olvidaste tu monedero en el taxi. Llamas por teléfono a la compañía de taxis para preguntar si tienen tu monedero.

1 **(i)** Saluda al/a la recepcionista; **y**

(ii) Dile para qué llamas.

2 Dile cómo es tu monedero. Menciona **dos** detalles.

3 Responde a lo que te pregunta.

4 (Han encontrado tu monedero.)

(i) Estás contento/a: ¿Qué dices?

(ii) Explica por qué no puedes ir a recoger el monedero ahora mismo.

5 Quieres saber a qué hora cierra la oficina. Haz **una** pregunta apropiada.

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SPANISH **0530/03**

Paper 3 Speaking Role Play Card Six **May/June 2017**

Approx. 15 minutes

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

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2

A

Estudiante: tú mismo/a
Profesor(a): empleado/a de una cafetería

Estás en España con tus amigos. Vais a una cafetería para tomar unas hamburguesas.

1 **(i)** Saluda al empleado / a la empleada; **y**

(ii) Dile lo que quieres.

2 Dile cuántas hamburguesas quieres.

3 Escucha lo que te dice y dile cómo quieres las hamburguesas.

4 Dile otra cosa que quieres tomar.

5 **(i)** Dale las gracias; **y**

(ii) Pregunta el precio.

B

Estudiante: tú mismo/a
Profesor(a): empleado/a en la compañía de alquiler de coches

Estás de vacaciones en Argentina con tu familia. Vas a la compañía de alquiler de coches porque tu familia quiere alquilar un coche.

1 **(i)** Saluda al empleado / a la empleada; **y**

(ii) Dile lo que quieres.

2 **(i)** Dile cuántas personas van a viajar en el coche; **y**

(ii) Dile qué tipo de lugares vais a visitar.

3 **(i)** Estás contento/a: ¿Qué dices?

(ii) Da tu opinión del coche.

4 Responde a lo que te pregunta.

5 Quieres saber a qué hora hay que devolver el coche. Haz **una** pregunta apropiada.

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SPANISH **0530/03**

Paper 3 Speaking Role Play Card Seven **May/June 2017**

Approx. 15 minutes

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

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The important thing is to convey the message.

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Although it may not be specified, you are expected to include such details as “Good Morning”, “Thank you”, etc., as appropriate.

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A

Estudiante: tú mismo/a
Profesor(a): empleado/a en la oficina de turismo

Estás de vacaciones en España. Vas a la oficina de turismo para comprar entradas para un concierto.

1 **(i)** Saluda al empleado / a la empleada; **y**

(ii) Dile lo que quieres.

2 Escucha lo que te dice y dile qué concierto prefieres.

3 Dile qué día quieres ir al concierto.

4 Dile cuántas entradas quieres.

5 **(i)** Dale las gracias; **y**

(ii) Pregunta el precio.

B

Estudiante: tú mismo/a
Profesor(a): recepcionista en el dentista

Estás en México. Tienes una cita mañana para ver al dentista. Llamas por teléfono para cambiar la hora de la cita.

1 **(i)** Saluda al/a la recepcionista; **y**

(ii) Dile para qué llamas.

2 **(i)** Discúlpate; **y**

(ii) Dile por qué tienes que cambiar la cita.

3 **(i)** Dile tu apellido; **y**

(ii) Dile tu fecha de nacimiento.

4 Quieres saber si puedes ver al dentista a las doce. Haz **una** pregunta apropiada.

5 Responde a lo que te pregunta.

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SPANISH **0530/03**

Paper 3 Speaking Role Play Card Eight **May/June 2017**

Approx. 15 minutes

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

You must carry out the tasks specified in the situations overleaf. The roles to be played by the Examiner and yourself are indicated. You have 15 minutes to prepare the situations.

The important thing is to convey the message.

You should remember that you are taking part in a **conversation**: you must respond to what the Examiner says and not simply carry out the tasks supplied as though the Examiner were not there.

Although it may not be specified, you are expected to include such details as “Good Morning”, “Thank you”, etc., as appropriate.

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A

Estudiante: tú mismo/a
Profesor(a): empleado/a en la oficina de turismo

Estás de vacaciones en España. Vas a la oficina de turismo para comprar entradas para un concierto.

1 **(i)** Saluda al empleado / a la empleada; **y**

(ii) Dile lo que quieres.

2 Escucha lo que te dice y dile qué concierto prefieres.

3 Dile qué día quieres ir al concierto.

4 Dile cuántas entradas quieres.

5 **(i)** Dale las gracias; **y**

(ii) Pregunta el precio.

B

Estudiante: tú mismo/a
Profesor(a): recepcionista en la compañía de taxis

Estás de vacaciones en Venezuela. Olvidaste tu monedero en el taxi. Llamas por teléfono a la compañía de taxis para preguntar si tienen tu monedero.

1 **(i)** Saluda al/a la recepcionista; **y**

(ii) Dile para qué llamas.

2 Dile cómo es tu monedero. Menciona **dos** detalles.

3 Responde a lo que te pregunta.

4 (Han encontrado tu monedero.)

(i) Estás contento/a: ¿Qué dices?

(ii) Explica por qué no puedes ir a recoger el monedero ahora mismo.

5 Quieres saber a qué hora cierra la oficina. Haz **una** pregunta apropiada.

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SPANISH **0530/03**

Paper 3 Speaking Role Play Card Nine **May/June 2017**

Approx. 15 minutes

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

You must carry out the tasks specified in the situations overleaf. The roles to be played by the Examiner and yourself are indicated. You have 15 minutes to prepare the situations.

The important thing is to convey the message.

You should remember that you are taking part in a **conversation**: you must respond to what the Examiner says and not simply carry out the tasks supplied as though the Examiner were not there.

Although it may not be specified, you are expected to include such details as “Good Morning”, “Thank you”, etc., as appropriate.

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A

Estudiante: tú mismo/a
Profesor(a): empleado/a en la oficina de turismo

Estás de vacaciones en España. Vas a la oficina de turismo para comprar entradas para un concierto.

1 **(i)** Saluda al empleado / a la empleada; **y**

(ii) Dile lo que quieres.

2 Escucha lo que te dice y dile qué concierto prefieres.

3 Dile qué día quieres ir al concierto.

4 Dile cuántas entradas quieres.

5 **(i)** Dale las gracias; **y**

(ii) Pregunta el precio.

B

Estudiante: tú mismo/a
Profesor(a): empleado/a en la compañía de alquiler de coches

Estás de vacaciones en Argentina con tu familia. Vas a la compañía de alquiler de coches porque tu familia quiere alquilar un coche.

1 **(i)** Saluda al empleado / a la empleada; **y**

(ii) Dile lo que quieres.

2 **(i)** Dile cuántas personas van a viajar en el coche; **y**

(ii) Dile qué tipo de lugares vais a visitar.

3 **(i)** Estás contento/a: ¿Qué dices?

(ii) Da tu opinión del coche.

4 Responde a lo que te pregunta.

5 Quieres saber a qué hora hay que devolver el coche. Haz **una** pregunta apropiada.

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SPANISH **0530/03**

Paper 3 Speaking Role Play Cards One – Nine **May/June 2017**

TEACHERS' NOTES

Approx. 15 minutes

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Each candidate's Speaking test must consist of the following **three** parts:

Part One of the test consists of two role plays. The role play situations are set out on pages 16–21 of this booklet and must be followed carefully by the teacher/Examiner. The teacher/Examiner must play his/her role as prescribed by Cambridge in order that candidates are given the opportunity to attempt all tasks. Extra tasks must not be created. Candidates should study the situations for fifteen minutes and then be prepared to act the roles assigned to them and respond to the parts played by the teacher/Examiner.

Part Two of the test starts with a presentation by the candidate on a topic of his/her choice. The teacher/Examiner must allow the candidate to speak for 1–2 minutes on his/her prepared topic and then follow this up with specific spontaneous questions related to the topic. This section of the test must last **about five minutes** in total.

Part Three of the test is a spontaneous conversation of a more general nature and must last **about five minutes**.

In the interests of fairness to candidates, Centres must adhere to the stipulated timings for the Topic Presentation/Conversation and General Conversation.

The Speaking test must be marked by the Centre according to the instructions and a sample submitted for External moderation.

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 **23** printed pages and **1** blank page.

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CAMBRIDGE International Examinations

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Each candidate Role Play Card contains two role plays. The list below gives details of the pages on which the Role Play Cards appear in this booklet.

	Role Play A	Role Play B
CARD ONE	Page 16	Page 19
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CARD EIGHT	Page 18	Page 20
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ADMINISTRATIVE ARRANGEMENTS

1 Examination period

The Speaking tests take place before the main examination series as notified on the timetable. Each Centre decides on a convenient period within these dates for its Speaking tests.

It is important that dates given for the completion of the Speaking tests and the despatch of recordings and mark sheets to Cambridge are adhered to in order to allow sufficient time for moderation.

2 Appointment of teacher/Examiner

Each Centre selects its own teacher/Examiner to conduct and assess the Speaking tests for its candidates. This is normally a teacher from within the Languages department, but could be someone local from outside the Centre. Cambridge is not responsible for any fees agreed.

In the interests of standardisation, there will be only one teacher/Examiner per Centre. Where a Centre wishes to use additional teacher/Examiners, permission to do so **must** be sought from the Languages Group at Cambridge before the start of each Speaking test period. **Permission to use more than one teacher/Examiner will only be granted on the understanding that teacher/Examiners at the Centre work together to ensure a common approach to the conduct of the Speaking tests and the application of the mark scheme.** The sample the Centre submits to Cambridge should include the work of each teacher/Examiner and a Speaking Examination Working Mark Sheet should be submitted for each teacher/Examiner, with candidate names and numbers clearly entered. Please see paragraph 10 (Internal moderation) for further details.

3 Materials for the Speaking test

Confidential test materials (Teachers' Notes Booklet and Role Play Cards) are despatched by Cambridge approximately two to three weeks before the assessment period. These should be opened in the four working days before the Centre's assessment starts and studied, in secure conditions at the Centre, by the teacher/Examiner before conducting his/her first Speaking test. Teacher/Examiners who have prepared their own roles fully and are confident in what they are doing are better able to help candidates who experience any difficulty. Once the materials have been opened, the Speaking tests must be completed as soon as is realistically possible. Once the Centre has completed its Speaking tests, the materials remain confidential and must be kept in a secure place by the Centre.

Please note, the role play situations **remain confidential throughout the examination period**. The Teachers' Notes Booklet and Role Play Cards must be returned to the Centre's secure room when they are not being used to prepare or conduct the live Speaking tests.

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4 Recorded sample for External moderation

The Centre must record the Speaking tests of all candidates. In order to allow Cambridge to check the standard of assessment, the Centre must then select a number of recordings to submit as its sample for External moderation, according to the instructions below. Only the recordings chosen as part of the sample for External moderation must be sent to Cambridge. The other recordings must be retained at the Centre until the result enquiry period has elapsed as they may be requested by Cambridge at a later stage.

- **Centres entering 1–16 candidates** must send the recordings of all the candidates.

- **Centres entering 17 or more candidates** must send:

  (i) the recordings of the first 10 candidates according to candidate number

  and

  (ii) the recordings of 6 candidates spread evenly across the ability range. The candidates selected should be representative of the range of marks awarded by the Centre and should be spread as evenly as possible across that range. If possible, the recordings of the strongest and the weakest candidates at the Centre should be included, with the other recordings spaced at equal intervals in between.

Note: Centres entering 17 or more candidates must send a total of 16 recordings. The category (ii) candidates must be chosen from candidates who do not fall into category (i). In Centres with just over 17 candidates, Cambridge accepts this may mean that the category (ii) candidates are not fully representative of the range.

The recording should be carried out in accordance with the instructions headed 'Recording of candidates' (see paragraph 9). The recording must be sent to Cambridge, together with the Moderator copy of the completed MS1 mark sheet and copies of the completed Speaking Examination Working Mark Sheet and Cover Sheet for Moderation Sample (see pages 22 and 23).

5 Two types of mark sheet are provided

(a) The Speaking Examination Working Mark Sheet is provided in this booklet (see page 22), to be photocopied as required. (An electronic version of the Working Mark Sheet is also available.) Candidates must be marked as they are being examined and not afterwards from a recording. The marks for each section of the test must be entered in detail as specified in the Marking Instructions.

(b) The total marks must then be transferred to the computer-printed Internal Assessment Mark Sheet (MS1) or to computer for Centres submitting marks electronically.

6 Despatch of materials to Cambridge for External moderation

(a) Marks and recordings must be returned to Cambridge as soon as all the Speaking tests have been completed. Centres must not wait until the end of the assessment period before despatching them.

(b) **(i)** The Board copy of the completed Internal Assessment Mark Sheet (MS1) must be returned to Cambridge in the separate envelope provided.

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(ii) The following items must be sent to Cambridge:

- the Moderator copy of the completed Internal Assessment Mark Sheet (MS1) or a signed printout of the marks file for Centres submitting marks electronically
- a copy of the completed Speaking Examination Working Mark Sheet
- a copy of the completed Cover Sheet for Moderation Sample
- the recorded sample
- details of Internal moderation procedures (only for Centres permitted to use more than one teacher/Examiner).

(c) Copies of both types of mark sheet are to be retained by the Centre in case of postal losses or delays.

7 Arrangements for the test

(a) **Quiet conditions**: Centres should ensure well in advance of the Speaking test period that a suitably quiet room will be available. Rooms which are too close to a playground, recreation room or noisy classroom are to be avoided. It is essential to exclude unnecessary background noise, e.g. lawn-mowers, phones. Notices must be displayed to prevent interruptions from people entering the room unaware that a test is in progress.

(b) **Invigilation**: Examination conditions must prevail in the area where the Speaking tests take place, including the space set aside for a candidate to study the role play situations. Adequate supervision must be provided to ensure that each candidate can study alone and in silence and that candidates leaving the interview room do not communicate with those waiting to enter. Candidates are not allowed to bring any notes for use during their preparation time, nor are they allowed to make notes.

(c) **The examination room**: Centres should ensure that a suitably-sized, e.g. not too big, room will be available. Candidates must be examined singly. No other person should be present during the tests, with the exception of another teacher/Examiner or an Officer from Cambridge. In those cases where it is necessary for a second teacher/Examiner to be present during Speaking tests, only one teacher/Examiner must conduct each test.

Teacher/Examiners should be positioned so that they face the candidates when they enter the room, with a table between themselves and the candidates. Candidates should not be positioned where they can see what the teacher/Examiner is writing on the mark sheets as this can be distracting.

Teacher/Examiners must not smoke in the examination room or in the presence of candidates. Those who smoke should arrange for breaks in the timetable as necessary.

8 Conduct of the test

(a) Teacher/Examiners should do their best to put candidates at their ease, e.g. by smiling when they enter the room and indicating where they should sit. A good teacher/Examiner will usually send a candidate out of the interview room smiling, no matter how good or bad the performance has been. However, the use of expressions such as ‘very good’, which candidates may interpret as a comment on performance, should be avoided.

(b) In addition, teacher/Examiners should not walk about or distract candidates in any way (e.g. by doodling or fiddling with papers, etc.); should always appear interested, even in mundane matters; should never show undue surprise, impatience or mockery; and should never correct a candidate.

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9 Recording of candidates

The Centre is responsible for supplying blank CDs in order to record the Speaking tests of all its candidates. The Centre is also responsible for supplying recording equipment. All recording equipment must be of as high a standard as possible to ensure that moderation samples are clearly audible. In order to ensure that recording levels are satisfactory for both candidates and teacher/Examiner, the equipment to be used must be tested in situ some time before the actual tests take place, ideally with one of the candidates.

If at all possible, external microphones should be used so that separate microphones can be used for the candidate and the teacher/Examiner. If only one microphone is used, it should be placed nearer to the candidate than to the teacher/Examiner. With a softly-spoken candidate, the microphone should be placed even nearer to the candidate before the start of the test.

Centres with 16 or fewer candidates will send all their recordings to Cambridge for External moderation. Centres with more than 16 candidates must select 16 recordings to send to Cambridge for External moderation, according to the instructions in paragraph 4 (Recorded sample for External moderation). Moderation samples must be recorded at normal speed onto standard format CDs. **Mini CDs must not be used for sending the moderation sample to Cambridge. Each candidate's file must be saved individually and saved as .mp3 so that it can be accessed for the purposes of moderation.**

The recording must <u>not</u> be stopped once a candidate's test has started.

Each CD must be introduced **by the teacher/Examiner**, as follows:

'CD number ...
Centre number e.g. AA111
Centre name e.g. King's College
Examination number 0530
Examination name Spanish
Name of Examiner e.g. Mr R Peters
Date i.e. the date on which the test is conducted'

Each candidate must be introduced **by the teacher/Examiner**, as follows:

'Candidate number e.g. 047
Candidate name e.g. Jane Williams
Role Play Card e.g. Number 4'

CDs

Each CD sleeve must be labelled with syllabus name, syllabus/component number, Centre name/number and candidate name/number in recording order. Each CD must be labelled with syllabus/component number and Centre number. CD-friendly marker pens must be used to label CDs, as the use of biro, for example, may make the contents of the CD unreadable.

Each recorded file on the CD must be clearly named using the following convention:

Centre number_candidate number_syllabus number_component number.

Before CDs are despatched, spot checks must be made to ensure that every candidate is clearly audible.

If for any reason a test has failed to record or there are problems with the audibility of the recordings, the Centre must contact Cambridge Customer Services immediately to seek advice.

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10 Internal moderation

Centres wishing to use more than one teacher/Examiner to conduct and assess Speaking tests must request permission from Cambridge (see paragraph 2). This will only be granted on the understanding that the following procedures are put in place to ensure that marks submitted by the Centre are consistent for all candidates, irrespective of which teacher/Examiner conducted and assessed the test:

- The teacher/Examiners conducting and assessing Speaking tests at the Centre must work together to ensure a common approach to the conduct of the Speaking test and the application of the mark scheme.

- One teacher/Examiner at the Centre must take responsibility for the standardisation of the marking of teacher/Examiners at the Centre. This person must ensure that all candidates taking the 0530/03 Speaking test at the Centre are judged against the same standards and that a valid rank order of candidates for the Centre as a whole is produced. Standardisation can take various forms, but the initial marking of each candidate must be done by the teacher/Examiner as the test is being conducted and not on the basis of a recording.

- The Speaking tests of all candidates at the Centre must be recorded. A single recorded sample for External moderation should then be produced according to the instructions in paragraph 4 (Recorded sample), with the additional requirement that the sample should, as far as possible, include equal numbers of recordings from each teacher/Examiner used at the Centre. A Speaking Examination Working Mark Sheet should be submitted for each teacher/Examiner, with candidate names and numbers clearly entered.

- The final column on the Speaking Examination Working Mark Sheet (Internal and/or External moderation) must be used to record the results of Internal moderation and details of the Centre's Internal moderation procedures must be enclosed with the materials for External moderation.

Guidelines for the Internal standardisation/moderation of Cambridge IGCSE foreign language Speaking tests are available from Cambridge.

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STRUCTURE OF THE TEST

Test 1: Role Plays (about 5 minutes) 30 marks

(a) A number of alternative Role Play Cards are supplied by Cambridge, and these should be used at random during each session of examining. The teacher/Examiner gives each candidate one card containing two role play situations (Role Play A and Role Play B). Each of these situations consists of five tasks (numbered 1–5 on the Role Play Cards). Candidates must be examined in both role play situations on the card they have been given and must complete all the tasks specified on their card. Having given the first candidate 15 minutes to prepare his/her two situations, the teacher/Examiner should hand a different card to the second candidate to prepare while the first candidate is being examined.

Candidates may not make written notes during their preparation time. They may take the Role Play Card they have prepared into the examination room. However, they may not take the Role Play Card away with them once the Speaking test is over.

Teacher/Examiners should note that although the timing for the role plays is given as five minutes, the actual time it takes to complete them will often be less and will vary from candidate to candidate.

(b) For each role play situation, the role of the teacher/Examiner is specified on pages 16–21 of this booklet. Usually, the teacher/Examiner has to initiate the dialogue. The teacher/Examiner is to assume the role of a well-disposed native speaker with no knowledge of the candidate's first language.

Teacher/Examiners must prepare the situations carefully and ensure that they play their role as prescribed by Cambridge in order that candidates are given the opportunity to attempt all the required tasks. The teacher/Examiner must not create extra tasks, nor must s/he omit tasks.

(c) Each situation must be carried out in full. If the candidate cannot handle one of the tasks set, the teacher/Examiner should not leave too long a pause, but should lead the candidate on to the next task.

(d) Should a candidate miss out a task, the teacher/Examiner should try to guide him/her back to it, in as natural a way as possible, e.g. by repeating or rephrasing a question if the candidate does not complete the task at the first attempt or gives an ambiguous response. It does not matter to Moderators that this may lead to tasks occurring in a different order, as long as they are all attempted. However, teacher/Examiners must ensure that, when rephrasing a task, they do not change its nature, e.g. if the task requires the candidate to produce a particular vocabulary item and this is in fact supplied by the teacher/Examiner, no credit can be given.

For the mark scheme, see Table A of the Marking Instructions.

Test 2: Topic Presentation/Conversation (about 5 minutes) 30 marks

(a) This part of the test starts with a one to two minute presentation by candidates on a topic of their choice which they will have prepared in advance. The teacher/Examiner will follow up the presentation with specific questions on the topic, bringing the total time for the Topic Presentation and Topic Conversation to approximately five minutes.

(b) It is not expected that all candidates within a Centre will prepare the same topic. Candidates must be encouraged to choose a topic in which they have a personal interest. Suitable subjects might be, for example, 'School life', 'Hobbies and pastimes' (general or specific), 'My country', 'Life in another country', 'My ambitions', 'Holidays'. Topics dealing with politics or social and economic issues are ambitious for this level of achievement and may disadvantage candidates if they do not possess the linguistic skills and maturity of ideas which such topics necessitate. Candidates

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should not be allowed to present 'Myself' or 'My life' as topics as these can often pre-empt the General Conversation section.

(c) Candidates may use illustrative material, e.g. photographs, if this seems appropriate to their topic. However, they are not allowed to make or use written notes of any kind. Furthermore, illustrative material must not contain any words or notes of any kind. If illustrative material is used, the Centre must enclose a photocopy of the material with the sample for External moderation. The Centre number and candidate number must be clearly stated on the photocopy of the illustrative material.

(d) The teacher/Examiner must allow candidates to speak for one to two minutes uninterrupted on their chosen topic before starting the Topic Conversation. Where a candidate has been talking for two minutes and shows no sign of finishing his/her Topic Presentation, the teacher/Examiner must interrupt and start the Topic Conversation.

(e) In the Topic Conversation, candidates should be able to respond to the teacher/Examiner's questions in a spontaneous and natural manner. It is the extent to which candidates can manipulate their prepared material according to the needs of the teacher/Examiner that determines their marks: once the discussion of the prepared Topic begins, candidates must not be allowed to deliver a prepared monologue or a series of obviously prepared replies.

(f) The teacher/Examiner must try to extend the candidate as far as possible by giving him/her the opportunity to provide opinions and justifications and use a variety of tenses. Candidates who do not show that they are able to use past and future tenses accurately cannot be awarded a mark in the Satisfactory band or above for Language (see Table C of the Marking Instructions). In order to extend the candidate as far as possible, the teacher/Examiner should probe, explore, ask for explanations, enlargements, descriptions (how? when? why? tell me a bit more about… etc.).

For the mark scheme, see Tables B and C of the Marking Instructions.

Test 3: General Conversation (about 5 minutes) 30 marks

(a) The teacher/Examiner must indicate to the candidate the point of transition from Topic Conversation to General Conversation.

It can be helpful to ease the candidate into the General Conversation either by starting out from a point of interest noted earlier, or by asking a couple of general 'starter' questions relating to the candidate's everyday life.

Questioning in the General Conversation must not cover the same material as the Topic Conversation, e.g. if the candidate has talked about sport in the Topic Conversation, it is not appropriate for the teacher/Examiner to return to this topic in the General Conversation.

The General Conversation must last the stipulated five minutes for each candidate. Some candidates may dry up after a few minutes, but it is important to persevere with the conversation (e.g. by complete changes of subject), so that they are given every opportunity to do themselves justice.

(b) The teacher/Examiner should aim to cover **two or three** of the Defined Content Examination Topics in this section of the test (these are listed in the Syllabus Content section of the syllabus booklet). With weaker candidates, it may be necessary to cover a greater number of topics superficially, but with more able candidates, the teacher/Examiner should ask a series of linked questions on just two or three topics, in order to explore these in greater depth. Examples of suitable topics are school (subjects, number of periods, times, games, etc.), home, town, journey to and from school, free time (evenings, weekends), holidays, hobbies. All candidates can reasonably be expected to have the command of vocabulary and idiom necessary to discuss these topics.

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Precise factual information or knowledge is not required, and candidates should not be penalised for lack of such knowledge. The teacher/Examiner should be ready to pass on quickly to another topic if candidates are obviously out of their depth. Teacher/Examiners should try to avoid questions which might embarrass or upset a candidate.

(c) Candidates are expected to give natural replies to questions so their answers need not be in the form of complete sentences. However, candidates whose conversation consists largely of monosyllabic or disjointed replies cannot gain much credit for such a performance, and it is therefore the teacher/Examiner's responsibility to avoid questions inviting answers of simply 'yes' or 'no'. Instead, the teacher/Examiner must use a variety of question types and interrogative adverbs, ranging from a basic level of simple questions which demand short predictable responses, e.g. when? how many? how long? with whom? with what? how? etc., to more searching questions such as why? tell me about… what do you think about?

(d) Questions should be adjusted to the candidate's ability. However, as in the Topic Conversation, the teacher/Examiner must try to extend the candidate as far as possible by giving them the opportunity to explain and justify their opinions and use a variety of tenses (themes could be past visits to other countries, plans for the future, etc.). Candidates who do not show that they are able to use past and future tenses accurately cannot be awarded a mark in the Satisfactory band or above for Language (see Table C of the Marking Instructions). More able candidates may not be able to do themselves justice if the more stretching questions are avoided.

(e) Candidates should be prompted and encouraged where necessary, and long silences should be avoided. However, candidates should not be interrupted unless it is clear that they cannot complete the answer. Incorrect answers should never be corrected, nor answers supplied when none are given. Questions should be rephrased (rather than repeated) in an attempt to maintain the dialogue.

(f) The use of vocabulary or phrases from the candidate's first language should be avoided, except in the case of particular institutions, e.g. names of examinations, types of school, etc.

(g) The teacher/Examiner must avoid talking too much and limiting the amount of time available to candidates to show what they can do. The onus is on candidates to show that they can converse adequately in the language, but at the same time it is up to the teacher/Examiner to make sure that candidates are given every opportunity to do so by following up any opening given.

For the mark scheme, see Tables B and C of the Marking Instructions.

Test 4: Impression 10 marks

At the end of the test, the teacher/Examiner must make an assessment of the candidate's pronunciation, intonation and fluency based on the candidate's overall performance in the Speaking test.

For the mark scheme, see Table D of the Marking Instructions.

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MARKING INSTRUCTIONS

Use the Speaking Examination Working Mark Sheet (see page 22: to be photocopied as required). An electronic version of the Working Mark Sheet is also available.

Test 1 Role Plays. 30 marks. Use Table A.

Enter the mark for each task in the ten columns 1–10 of the Speaking Examination Working Mark Sheet.

Test 2 Topic Presentation/Conversation. 30 marks. Use Tables B and C.

(i) Award a mark out of 15 for Communication using Table B.
Enter the mark in column 11.

(ii) Award a mark out of 15 for Language using Table C.
Enter the mark in column 12.

Test 3 General Conversation. 30 marks. Use Tables B and C.

Mark as for Test 2 using Tables B and C.
Enter marks out of 15 in columns 13 and 14.

Test 4 Impression. 10 marks. Use Table D.

Enter the mark (maximum 10) in column 15.

Add the marks and enter the total, in large figures, in the column headed Total Mark. Please double-check the addition as even small errors create problems.

Marking: General Principles

1 Teacher/Examiners are urged to use the full range of marks, bearing in mind that it is not necessary for a candidate to be of native speaker standard in order to be given maximum marks within any single category.

2 The general approach is a positive one and marks should be awarded based on what the candidate can do rather than deducted for errors.

3 Above all else, teacher/Examiners should be consistent in their marking. The moderation process allows for adjustments to be made to consistently harsh or consistently generous marking. Where teacher/Examiners are unsure of the mark to award, they should err on the side of generosity.

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TABLE A – Test 1: Role Plays (30 marks)

In this part of the test, the teacher/Examiner plays the part of a sympathetic native speaker with no knowledge of the candidate's first language.

The role plays test the ability of the candidates to communicate needs, information, requests, etc., in plausibly life-like situations. Intelligibility is therefore more important than grammatical or syntactic accuracy. However, verbal communication only is assessed: credit is not given for gestures, facial expressions or other non-verbal forms of communication.

Candidates are required to give natural responses, not necessarily in the form of full sentences. The use of appropriate register and correct idiom is rewarded.

Each of the ten tasks to be performed in the role plays will be assessed using the mark scheme below. Marks may not be awarded for the completion of tasks other than those specified by Cambridge in the Role Play Cards/Teachers' Notes Booklet, nor for tasks that are omitted.

An accurate utterance which not only conveys the meaning but which is expressed in native idiom and appropriate register. Minor errors (adjective endings, use of prepositions, etc.) are tolerated. The utterance is intelligible and the task of communication is achieved.	3
The language used is not necessarily the most appropriate to the situation and may contain inaccuracies which do not obscure the meaning.	2
Communication of some meaning is achieved, but the native speaker would find the message ambiguous or incomplete.	1
The utterance is unintelligible to the native speaker.	0

NB **1** If there are two elements in a task and only one is completed, then a maximum of one mark only may be awarded.

2 When awarding marks, teacher/Examiners should start at the bottom of the mark scheme and work upwards:

0 = nothing of worth communicated
1 = partial communication
2 = all points communicated – but with some linguistic inaccuracies – meaning clear
3 = meaning clear and accurately conveyed.

3 Short utterances, if appropriate, can be worth three marks.

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TABLES B and C – Tests 2 and 3: Topic Presentation/Conversation and General Conversation (2 × 30 marks)

Each of Tests 2 and 3 is awarded two marks: a mark out of 15 for Communication and a mark out of 15 for Language (see Tables B and C).

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

The teacher/Examiner should adopt a 'best-fit' approach. For each of the two assessment criteria, Communication (Table B) and Language (Table C), the teacher/Examiner must select the set of descriptors provided in the mark scheme that most closely describes the quality of the work being marked. As the teacher/Examiner works upwards through the mark scheme, s/he will eventually arrive at a set of descriptors that fits the candidate's performance. When s/he reaches this point, the teacher/Examiner 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.

When awarding the marks for the Topic Presentation/Conversation, the teacher/Examiner may find that the quality of the work produced in the presentation is superior to that produced in the conversation (or vice versa). In such cases, the teacher/Examiner will need to award a mark that takes into account both the strengths and weaknesses of the performance.

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

- If most of the descriptors fit the work, then the teacher/Examiner will award the middle mark in the band.
- If the descriptors fully fit the work (and the teacher/Examiner had perhaps been considering the band above), the highest of the three marks will be awarded.
- If there is just enough evidence (and the teacher/Examiner had perhaps been considering the band below), then the lowest mark in the band will be awarded.

Where there are only two marks within a band, the choice will be between work which in most respects meets the descriptors and work which just meets the descriptors.

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TABLE B – Mark Scheme for Communication

This assesses the candidate's response in terms of comprehension of the teacher/Examiner, immediacy of reaction/response, and successful transmission of messages (including presentation of material in the topic).

Outstanding	• A spontaneous interchange between candidate and Examiner. Candidate responds fully and confidently to all question types. • Can justify and explain routinely. • Very consistent performance. Not necessarily of native speaker standard.	14–15
Very good	• Generally understands questions first time, but may require occasional rephrasing. Can respond satisfactorily to both straightforward and unexpected questions. • Regularly develops own ideas and opinions and provides justifications.	12–13
Good	• Has no difficulty with straightforward questions and responds satisfactorily to some unexpected ones. • Communicates essential elements and can expand occasionally. • Regularly expresses opinions with some simple justifications.	10–11
Satisfactory	• Understands most straightforward questions, but has difficulty with some unexpected ones and needs some rephrasing. • Communicates most of the essential elements. • Can convey simple, straightforward opinions.	7–9
Weak	• Has difficulty with many straightforward questions, but still attempts an answer. • Communicates simple pieces of information.	4–6
Poor	• Frequently has difficulty understanding the questions and has great difficulty in replying. • Communicates a few facts.	1–3
	• Communicates no relevant information.	0

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TABLE C – Mark Scheme for Language

This assesses the linguistic content of the candidate's answers in terms of complexity, accuracy and range of structures, vocabulary and idiom.

Outstanding	• Very accurate use of a wide range of structures, vocabulary and idiom with occasional errors in more complex language. • Not necessarily of native speaker standard.	14–15
Very good	• Wide range of mostly accurate structures and vocabulary.	12–13
Good	• Good range of generally accurate structures, varied vocabulary.	10–11
Satisfactory*	• Adequate range of structures and vocabulary. **Can use past and future tenses accurately.** Some ambiguity.	7–9
Weak	• Some manipulation of structures and awareness of verbs, though often faulty and/or incomplete. Shows elementary, limited vocabulary.	4–6
Poor	• Shows very limited range of structures and vocabulary.	1–3
	• Nothing coherent or accurate enough to be comprehensible.	0

*Candidates who do not show that they are able to use past and future tenses accurately cannot be awarded a mark in the Satisfactory band or above for Language.

TABLE D – Impression (10 marks)

This assesses the candidate's performance across the whole Speaking test in terms of pronunciation, intonation and fluency.

Very good pronunciation, intonation and fluency; an occasional slight mistake or hesitation. Not necessarily of native speaker standard.	9–10
Good pronunciation and fluency; makes a fair attempt at correct intonation and expression; some mistakes and/or hesitation.	7–8
A fair degree of fluency and accuracy in pronunciation despite quite a number of errors; some attempt at intonation and expression.	5–6
Conveys some meaning despite a lack of fluency and many errors; pronunciation strongly influenced by first language.	3–4
Many gross errors; frequently incomprehensible.	1–2
Nothing comprehensible.	0

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For Role Play Cards One, Two, Three. Role Play A.

A

Estudiante: tú mismo/a
Profesor(a): empleado/a de una tienda de ropa

Estás de vacaciones en España. Vas a una tienda de ropa para comprar camisetas.

P **Salude al/a la estudiante y pregúntele "¿En qué puedo servirlo/la?"**

E **(i)** Saluda al empleado / a la empleada; **y**

(ii) Dile lo que quieres.

P **Pregúntele "¿Quiere camisetas grandes o pequeñas?"**

E Escucha lo que te dice y dile qué camisetas quieres.

P **Pregúntele "¿Cuántas camisetas quiere?"**

E Dile cuántas camisetas quieres.

P **Pregúntele "¿Qué color le gustaría?"**

E Dile qué color te gustaría.

P **Dígale "Aquí tiene la(s) camiseta(s)."**

E **(i)** Dale las gracias; **y**

(ii) Pregunta el precio.

P **Responda de forma apropiada y termine la conversación.**

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For Role Play Cards Four, Five, Six. Role Play A.

A

Estudiante: tú mismo/a
Profesor(a): empleado/a de una cafetería

Estás en España con tus amigos. Vais a una cafetería para tomar unas hamburguesas.

P **Salude al/a la estudiante y pregúntele "¿En qué puedo servirlo/la?"**

E **(i)** Saluda al empleado / a la empleada; **y**

(ii) Dile lo que quieres.

P **Pregúntele "¿Cuántas hamburguesas quiere?"**

E Dile cuántas hamburguesas quieres.

P **Pregúntele "¿Quiere las hamburguesas con cebolla o con queso?"**

E Escucha lo que te dice y dile cómo quieres las hamburguesas.

P **Pregúntele "¿Quiere algo más?"**

E Dile otra cosa que quieres tomar.

P **Dígale "Aquí tiene todo."**

E **(i)** Dale las gracias; **y**

(ii) Pregunta el precio.

P **Responda de forma apropiada y termine la conversación.**

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[Turn over

For Role Play Cards Seven, Eight, Nine. Role Play A.

A

Estudiante: tú mismo/a
Profesor(a): empleado/a en la oficina de turismo

Estás de vacaciones en España. Vas a la oficina de turismo para comprar entradas para un concierto.

P **Salude al/a la estudiante y pregúntele "¿En qué puedo servirlo/la?"**

E **(i)** Saluda al empleado / a la empleada; **y**

(ii) Dile lo que quieres.

P **Dígale "Hay muchos conciertos. ¿Prefiere un concierto de música clásica o de flamenco?"**

E Escucha lo que te dice y dile qué concierto prefieres.

P **Pregúntele "¿Qué día quiere ir al concierto?"**

E Dile qué día quieres ir al concierto.

P **Pregúntele "¿Cuántas entradas quiere?"**

E Dile cuántas entradas quieres.

P **Dígale "Aquí tiene su(s) entrada(s)."**

E **(i)** Dale las gracias; **y**

(ii) Pregunta el precio.

P **Responda de forma apropiada y termine la conversación.**

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For Role Play Cards One, Four, Seven. Role Play B.

B

Estudiante: tú mismo/a
Profesor(a): recepcionista en el dentista

Estás en México. Tienes una cita mañana para ver al dentista. Llamas por teléfono para cambiar la hora de la cita.

P Conteste el teléfono y diga "Buenos días. ¿En qué puedo servirlo/la?"

E **(i)** Saluda al/a la recepcionista; **y**

(ii) Dile para qué llamas.

P Dígale "De acuerdo. ¿Por qué necesita cambiar la cita?"

E **(i)** Discúlpate; **y**

(ii) Dile por qué tienes que cambiar la cita.

P Dígale "Ya veo. ¿Cuál es su apellido y su fecha de nacimiento?"

E **(i)** Dile tu apellido; **y**

(ii) Dile tu fecha de nacimiento.

P Dígale "Ah sí… Puedo ver que su cita es mañana a las diez."

E Quieres saber si puedes ver al dentista a las doce. Haz **una** pregunta apropiada.

P Dígale "Lo siento mucho pero el día está completo. La próxima semana es mejor. ¿Qué día puede venir?"

E Responde a lo que te pregunta.

P Responda de forma apropiada y termine la conversación.

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[Turn over

For Role Play Cards Two, Five, Eight. Role Play B.

B

Estudiante: tú mismo/a
Profesor(a): recepcionista en la compañía de taxis

Estás de vacaciones en Venezuela. Olvidaste tu monedero en el taxi. Llamas por teléfono a la compañía de taxis para preguntar si tienen tu monedero.

P **Conteste el teléfono y diga "Compañía de taxis. ¿En qué puedo servirlo/la?"**

E **(i)** Saluda al/a la recepcionista; **y**

(ii) Dile para qué llamas.

P **Pregúntele "¿Cómo es el monedero?"**

E Dile cómo es tu monedero. Menciona **dos** detalles.

P **Pregúntele "¿Cuándo viajó en el taxi?"**

E Responde a lo que te pregunta.

P **Dígale "Tengo su monedero aquí. Puede venir a recoger el monedero ahora mismo, si quiere."**

E (Han encontrado tu monedero.)

(i) Estás contento/a: ¿Qué dices?

(ii) Explica por qué no puedes ir a recoger el monedero ahora mismo.

P **Dígale "Está bien. Puede venir a recogerlo más tarde."**

E Quieres saber a qué hora cierra la oficina. Haz **una** pregunta apropiada.

P **Responda de forma apropiada y termine la conversación.**

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For Role Play Cards Three, Six, Nine. Role Play B.

B

Estudiante: tú mismo/a
Profesor(a): empleado/a en la compañía de alquiler de coches

Estás de vacaciones en Argentina con tu familia. Vas a la compañía de alquiler de coches porque tu familia quiere alquilar un coche.

P Salude al/a la estudiante y pregúntele "¿En qué puedo servirlo/la?"

E **(i)** Saluda al empleado / a la empleada; **y**

(ii) Dile lo que quieres.

P Pregúntele "¿Cuántas personas van a viajar en el coche? Y ¿qué tipo de lugares van a visitar?"

E **(i)** Dile cuántas personas van a viajar en el coche; **y**

(ii) Dile qué tipo de lugares vais a visitar.

P Dígale "Vale. Tengo un coche listo para ustedes. Está aquí."

E **(i)** Estás contento/a: ¿Qué dices?

(ii) Da tu opinión del coche.

P Pregúntele "¿Quién va a conducir?"

E Responde a lo que te pregunta.

P Dígale "Muy bien. Aquí tiene las llaves."

E Quieres saber a qué hora hay que devolver el coche. Haz **una** pregunta apropiada.

P Responda de forma apropiada y termine la conversación.

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SPANISH (0530)
Speaking Examination Working Mark Sheet

Please read the instructions printed in the Teachers' Notes Booklet before completing this form.

Centre Number						Centre Name		**June**	**2**	**0**	**1**	**7**

Candidate Number	R.P. Card no.	Candidate Name		Role Play A (max 15)					Role Play B (max 15)					Topic / Topic Conversation (max 30)		General Conversation (max 30)		Impression (max 10)	Total Mark	Internal and/or External Moderation
			Task	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
			Mark (Max)	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**15**	**15**	**15**	**15**	**10**	**100**	

Name of Examiner completing this form in capitals		Signature		Date						

Cambridge IGCSE Spanish (0530): Cover Sheet for Moderation Sample

A copy of this cover sheet must be completed by the Centre and enclosed with the moderation documentation and recorded sample to be despatched to Cambridge.

Centre name: | **Centre number:**

1 Tick to confirm that the required moderation documents are enclosed:

- ☐ (i) Moderator copy of MS1 **or** printout of Internal Marks Report.
- ☐ (ii) Copy of completed Working Mark Sheet(s) (WMS).*

(* One WMS per Examiner in Centres using more than one Examiner)

If any other documents are enclosed for Cambridge's attention, please list them below:

.....

2 Tick to confirm that documentation has been checked for arithmetical and transcription errors:

- ☐ (i) Addition of marks on WMS has been checked and Total Mark is correct for each candidate.
- ☐ (ii) Total Mark for each candidate has been correctly transferred to the MS1 or computer.

3 Tick to confirm that the recording quality of moderation samples has been checked:

- ☐ All sample recordings are clearly audible.
- ☐ Samples are recorded on standard size CDs and recorded at normal speed.
- ☐ **Digital recordings only:** each candidate saved individually and files saved as .mp3.

4 Tick to confirm that the correct number of candidates has been submitted for moderation:

For Centres with 16 or fewer candidates, the following are enclosed:

- ☐ Recordings of the complete Speaking tests of all candidates.

For Centres with 17 or more candidates, the following are enclosed:

- ☐ (i) Recordings of the complete Speaking tests of 6 candidates across the range **AND**
- ☐ (ii) Recordings of the complete Speaking tests of the first 10 candidates by candidate number.

5 CENTRES USING MORE THAN 1 EXAMINER – tick to confirm Internal moderation procedures:

- ☐ Copy of permission from Cambridge to use more than 1 Examiner enclosed.
- ☐ Internal moderation carried out and details of Internal moderation procedures enclosed.

Materials checked by:	(name)	**Date:**	
	(signature)		

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Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

SPANISH **0530/11**

Paper 1 Listening **May/June 2017**

TRANSCRIPT

Approx. 45 minutes

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 **10** printed pages.

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TRACK 1

ENG This is the Cambridge International Examinations, International General Certificate of Secondary Education, June 2017 Examination, in Spanish. Paper 1, Listening.

TRACK 2

M1 **Sección 1**

M1 **Ejercicio 1. Preguntas 1 a 8.**

M1 En esta sección del examen vas a oír una serie de observaciones o diálogos cortos que podrías oír en países donde se habla español.

M1 Para cada pregunta indica tu respuesta escribiendo una X en la casilla correcta.

M1 Vas a oír cada observación o diálogo dos veces.

M1 Vas a un centro deportivo con tu amiga.

M1 **Número 1**

M1 Al salir de casa, tu amiga te dice:

* [SETTING: INTERIOR]

F2 *¡Qué mal! Hay tormenta.*

M1 ¿Qué tiempo hace? **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

M1 **Número 2**

M1 Cuando llegáis al centro deportivo, el recepcionista dice:

* [Setting: interior]

M2 *Hay una oferta para los adolescentes.*

M1 ¿Para quién hay una oferta? **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

M1 **Número 3**

M1 Tu amiga mira el horario y dice:

* [SETTING: INTERIOR]

F2 *Hoy el centro cierra a las once de la noche.*

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M1 ¿A qué hora cierra el centro deportivo hoy? **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

M1 **Número 4**

M1 Tu amiga ha olvidado algo. Dice:

* [SETTING: INTERIOR]

F2 *¡Qué desastre! No tengo la mochila.*

M1 ¿Qué ha olvidado tu amiga? **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

M1 **Número 5**

M1 Más tarde, tu amiga pregunta:

* [SETTING: INTERIOR]

F2 *¿Vamos a la cancha de tenis?*

M1 ¿Adónde quiere ir tu amiga? **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

M1 **Número 6**

M1 Cuando termináis, tu amiga dice:

* [SETTING: INTERIOR]

F2 *Me siento mal. Me duele la pierna.*

M1 ¿Qué le duele a tu amiga? **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

M1 **Número 7**

M1 En la cafetería, tu amiga dice:

* [SETTING: INTERIOR]

F2 *Quiero una tostada, ¿y tú?*

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M1 ¿Qué quiere comer tu amiga? **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

M1 **Número 8**

M1 Después de comer, tu amiga dice:

* [SETTING: INTERIOR]

F2 *Volvemos en tren.*

M1 ¿Cómo vais a volver? **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

TRACK 3

M1 **Ejercicio 2. Preguntas 9 a 15.**

M1 Vas a oír un anuncio sobre unos campamentos de verano. Escúchalo con atención y completa la ficha en español. Habrá una pausa durante el anuncio.

M1 Vas a oír el anuncio dos veces, pero antes tienes unos segundos para leer las preguntas.

PAUSE 00'30"

* [SETTING: RADIO ADVERTISEMENT]

F1 *Ahora, vamos a escuchar la información sobre los campamentos de verano para jóvenes. Este año son en la montaña, en un lugar con un paisaje precioso. Los campamentos comienzan el dos de julio. Pueden participar jóvenes de entre diez y diecisiete años. Hay varios campamentos durante todo el verano y cada campamento dura ocho días. Si estás interesado, visita la página de Internet de tu ayuntamiento local. Como siempre, cada joven tiene que llevar un saco de dormir. Todas las comidas están incluidas y son deliciosas.*

PAUSE 00'05"

F1 *Se dormirá en habitaciones compartidas con cuatro personas. En las habitaciones no hay Internet así que se aconseja no llevar ordenador porque no se podrá usar. En cada campamento hay muchas actividades estupendas para todas las edades. Entre las actividades este año hay clases de natación. Para ayudar en el campamento todos los jóvenes tienen que lavar los platos después de comer. Es una oportunidad fantástica para hacer amigos y pasarlo bien. ¿Qué esperas para participar? **

PAUSE 00'10"

M1 Ahora vas a oír el anuncio por segunda vez.

REPEAT FROM * TO **
PAUSE 00'10"

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TRACK 4

M1 **Sección 2**

M1 **Ejercicio 1. Pregunta 16.**

M1 Vas a oír la opinión de cuatro jóvenes sobre su casa.

M1 Escucha lo que dicen con atención y escribe una X en la casilla si la afirmación es Verdad.

M1 Hay que marcar solo 6 casillas.

M1 Vas a oír lo que dicen dos veces, pero antes tienes unos segundos para leer las afirmaciones.

PAUSE 00'30"

M1 Escucha lo que dicen los jóvenes.

* [SETTING: INTERIOR]

M2 *Hola, me llamo Alejandro. A mí me encanta mi casa porque está en la costa y puedo ver la playa desde mi ventana. Lo malo de mi casa es que está lejos del centro de la ciudad y por eso no puedo salir con mis amigos. Sin embargo, tiene tantos dormitorios que casi todos los fines de semana algunos amigos se quedan a dormir.*

PAUSE 00'05"

F1 *Hola, soy Rosa y vivo en una casa muy vieja. Todas las habitaciones son oscuras y no hay espacio para nada. La casa de mi tía es mucho mejor. A menudo voy allí a pasar el día porque no trabaja y tiene tiempo suficiente para mí. Además, cocina muy bien y ¡siempre me prepara mi plato preferido!*

PAUSE 00'05"

M1 *Hola, soy Julián y tengo diferentes casas porque mi padre es arquitecto. Las alquilamos frecuentemente. Mi preferida está en las montañas en los Alpes. Aunque no sé esquiar, me gusta la nieve y a veces paso horas pintando el paisaje que se ve desde el salón. A mi padre le encantan mis cuadros y a veces los pintamos juntos.*

PAUSE 00'05"

F2 *Hola, me llamo Carolina y vivo en una casa en el campo. Me gusta porque no tengo que compartir mi habitación con mi hermana. Sin embargo, es aburrido porque no hay nada que hacer. A mi hermana le encanta porque hay un lago cerca donde va a nadar. Le interesan las actividades al aire libre y siempre está fuera, mientras que a mí me gusta más quedarme en casa.* **

PAUSE 00'10"

M1 Ahora vas a oír a los jóvenes por segunda vez.

REPEAT FROM * TO **
PAUSE 00'10"

TRACK 5

M1 **Ejercicio 2. Preguntas 17 a 25.**

M1 Vas a oír una entrevista con Alberto, un joven cantante en un grupo de música rock.

M1 Escúchala con atención y contesta a las preguntas.

M1 Habrá una pausa durante la entrevista.

M1 **Primera parte: Preguntas 17 a 21.**

M1 En cada frase hay algo que no corresponde a lo que se dice en la entrevista. Escucha la entrevista y escribe la palabra correcta en español.

M1 Vas a oír la primera parte de la entrevista dos veces, pero antes tienes unos segundos para leer las preguntas 17 a 21.

PAUSE 00'30"

* [SETTING: RADIO INTERVIEW]

F2 *Hola Alberto, bienvenido. Para empezar, ¿cuánto tiempo llevas en el mundo de la música?*

M2 *Cuando mi hermano tenía diecisiete años, compró una guitarra. Aunque yo tenía solo quince años, lo veía tocar y quería ser como él.*

F2 *¿Tú también la tocabas?*

M2 *No, nunca me permitía tocar su guitarra porque era bastante cara. Por eso yo me quedaba en mi habitación y comencé a escribir canciones.*

F2 *¿Y qué pasó entonces?*

M2 *Un día después de desayunar, mi hermano me oyó cantar una de mis canciones y le gustó. Así que formamos un grupo con sus amigos y empezamos a tocar los domingos en el garaje de mi casa.*

F2 *¿Tuvisteis algún problema?*

M2 *Bueno, mi madre estaba preocupada porque decía que perdíamos el tiempo y no podíamos estudiar lo suficiente.*

F2 *Y, ¿ahora?*

M2 *A ver, ya no es un problema porque en todos mis exámenes he sacado buenas notas. De hecho, el director de mi instituto nos pidió tocar en la fiesta de Navidad y fue un éxito. ***

PAUSE 00'20"

M1 Ahora vas a oír la primera parte de la entrevista por segunda vez.

REPEAT FROM * TO **
PAUSE 00'20"

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M1 **Segunda parte: Preguntas 22 a 25.**

M1 Vas a oír la segunda parte de la entrevista dos veces. Escúchala y contesta a las preguntas en español. Tienes unos segundos para leer las preguntas.

PAUSE 00'30"

*** [SETTING: RADIO INTERVIEW]

F2 *¿Por qué crees que tus canciones son populares?*

M2 *Nunca hablan de historias de amor porque ya otros lo hacen. A la gente le gustan mis canciones porque hablan de la vida moderna. Además la música es buena.*

F2 *¿Qué ambiciones tenéis?*

M2 *Pronto daremos un concierto en un festival local a veinte kilómetros de aquí. Quizás sea una gran oportunidad y espero conocer a artistas famosos. ¡Sería mi sueño!*

F2 *¿Y después?*

M2 *Mi hermano piensa que cuando él se vaya de casa el año próximo será difícil seguir. Sin embargo, yo soy optimista porque él podría volver a casa los fines de semana. Así continuaríamos.*

F2 *¿Qué les dirías a otros jóvenes como tú?*

M2 *Les podría dar algunos consejos. Nosotros tenemos una página de Internet donde pueden encontrar nuestro correo electrónico en la parte derecha, si quieren nuestra ayuda.* ****

PAUSE 00'20"

M1 Ahora vas a oír la segunda parte de la entrevista por segunda vez.

REPEAT FROM *** TO ****
PAUSE 00'20"

TRACK 6

M2 **Sección 3**

M2 **Ejercicio 1. Preguntas 26 a 31.**

M2 Vas a oír una entrevista con Carmen, una joven que vive en Irlanda y vende productos españoles por Internet.

M2 Escúchala con atención y contesta a las preguntas escribiendo una X en la casilla correcta.

M2 Habrá una pausa durante la entrevista.

M2 Vas a oír la entrevista dos veces, pero antes tienes unos segundos para leer las preguntas.

PAUSE 01'00"

* [SETTING: RADIO INTERVIEW]

M1 *Bienvenida, Carmen. Dime, ¿cómo tuviste la idea de vender productos españoles por Internet?*

F2 *Bueno, vine a Irlanda a estudiar cuando tenía dieciocho años y echaba terriblemente de menos todas las cosas españolas. Si quería algo, mi madre me lo tenía que mandar y tardaba una semana en llegar. Un día, en el cuarto año de la universidad, estaba hablando con una compañera española y me vino la idea. A partir de ahí, no he parado.*

M1 *Y ¿cómo empezaste?*

F2 *Empecé ofreciendo muchos productos diferentes de comida. Mi primo conocía al dueño de una empresa de comida española típica. Yo le compraba cosas como chorizo, queso y mucho más y luego las vendía por Internet. La verdad es que era complicado porque a veces no vendía lo suficiente. De hecho, hubo veces en las que perdí dinero pero aprendí de mis errores.*

M1 *Pero ahora no vendes comida, ¿verdad?*

F2 *No, porque es muy difícil. Ahora vendo cosas de flamenco – zapatos, CDs, trajes – y en dos años he tratado con miles de personas. La semana pasada un bailarín de flamenco muy famoso me llamó por teléfono. Al contestar, durante unos segundos yo no tenía palabras y no dije nada. Él solo quería felicitarme pero fue algo especial.*

PAUSE 00’15”

M1 *Y ¿hay alguien que te ayude?*

F2 *Bueno, los primeros dos meses mis padres no sabían nada. Ellos creían que solamente me dedicaba a mis estudios. Cuando no tenía tiempo para hablar, les decía que estaba estudiando en la biblioteca de la universidad y por eso pensaban que esto era lo único que hacía. Sin embargo, cuando me di cuenta de que el negocio funcionaba y que era algo serio, se lo conté y al final ellos me apoyaron mucho.*

M1 *En tu opinión, ¿qué es esencial?*

F2 *Bueno, yo soy muy joven pero creo que lo más importante es que entendamos a los clientes. Muchas empresas gastan millones en publicidad. Yo nunca la he necesitado para nada porque ofrezco al público lo que quiere.*

M1 *Y finalmente, ¿cuáles son tus planes de futuro?*

F2 *Por ahora no lo sé pero creo que me gustaría volver a la universidad. Aunque ya terminé mis estudios, a veces me faltan conocimientos de matemáticas. Además, ahora tengo algo de tiempo libre y no será problema. ***

PAUSE 00’15”

M2 Ahora vas a oír la entrevista por segunda vez.

REPEAT FROM * TO **
PAUSE 00’15”

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TRACK 7

M1 **Ejercicio 2. Preguntas 32 a 40.**

M1 Vas a oír una entrevista con Malena Sánchez, una científica chilena que trabaja en la Antártida.

M1 Escúchala con atención y contesta a las preguntas en español.

M1 Habrá dos pausas durante la entrevista.

M1 Vas a oír la entrevista dos veces, pero antes tienes unos segundos para leer las preguntas.

PAUSE 00'45"

* [SETTING: RADIO INTERVIEW]

M2 *Malena Sánchez es una científica chilena que vive en la Antártida gran parte del año. Malena, ¿cuándo fuiste por primera vez?*

F1 *Cuando tenía dieciséis años hubo un concurso entre colegios para visitar la Antártida chilena. Teníamos que escribir un proyecto sobre el medio ambiente y el mío fue uno de los ganadores.*

M2 *¡Qué joven! Y ¿qué tal fue el viaje?*

F1 *Bueno, era la primera vez que viajaba en barco y fue una experiencia fenomenal. Cuando vi el mar, el hielo, los animales… ¡uf!*

M2 *Has vuelto muchas veces a la Antártida, ¿verdad?*

F1 *Sí. Cuando estaba en la universidad volví por segunda vez. Allí, mis compañeros se dedicaron a estudiar el clima mientras yo estudié los animales de la zona.*

PAUSE 00'20"

M2 *Ahora trabajas en la Antártida como científica. ¿Es duro?*

F1 *No me molesta ni el frío ni estar sola. A lo que no puedo acostumbrarme es a la oscuridad porque yo prefiero los días con mucha luz.*

M2 *¿Cómo es tu día normal?*

F1 *El trabajo es siempre distinto pero todos los miembros del equipo intentamos desayunar y comer en la cantina juntos, para charlar.*

M2 *¿Qué haces en los ratos libres?*

F1 *En nuestro centro científico también hay bar, biblioteca y sala de juegos, donde me encanta jugar al tenis de mesa. A veces hacemos fiestas así que nunca nos aburrimos.*

PAUSE 00'20"

M2 *¿Qué es lo que más te gusta de vivir en la Antártida?*

F1 *Aparte del paisaje impresionante, estoy contenta porque, para mí, el trabajo que hacemos los científicos es esencial porque salvará el planeta. Además, he hecho muchos amigos.*

M2 *¿Hay algo más que quieres hacer en la Antártida?*

F1 *Pues sí. Tengo muchas ganas de encontrar una flor especial. La Antártida es el único lugar donde crece. No me quiero ir sin hacerlo.*

M2 *¿Qué planes tienes para cuando termines el trabajo en la Antártida?*

F1 *Quiero escribir un libro para explicar las dificultades de ser científico. En cuanto tenga tiempo lo haré. ***

PAUSE 00'45"

M1 Ahora vas a oír la entrevista por segunda vez.

REPEAT FROM * TO **
PAUSE 00'45"

M1 Se ha terminado el examen. Cierra tu cuestionario.

ENG This is the end of the examination.

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Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

SPANISH **0530/12**

Paper 1 Listening **May/June 2017**

TRANSCRIPT

Approx. 45 minutes

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

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TRACK 1

ENG This is the Cambridge International Examinations, International General Certificate of Secondary Education, June 2017 Examination, in Spanish. Paper 1, Listening.

TRACK 2

M1 **Sección 1**

M1 **Ejercicio 1. Preguntas 1 a 8.**

M1 En esta sección del examen vas a oír una serie de observaciones o diálogos cortos que podrías oír en países donde se habla español.

M1 Para cada pregunta indica tu respuesta escribiendo una X en la casilla correcta.

M1 Vas a oír cada observación o diálogo dos veces.

M1 Estás en casa de tu amigo.

M1 **Número 1**

M1 En su casa, tu amigo te dice:

* [SETTING: INTERIOR]

M2 *Mi habitación favorita es el salón.*

M1 ¿Qué habitación prefiere tu amigo? **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

M1 **Número 2**

M1 Tu amigo te ofrece algo:

* [SETTING: INTERIOR]

M2 *¿Quieres un zumo de manzana?*

M1 ¿Qué te ofrece tu amigo? **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

M1 **Número 3**

M1 Por la tarde, tu amigo te dice:

* [SETTING: INTERIOR]

M2 *Vamos a jugar al baloncesto.*

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M1 ¿Qué quiere hacer tu amigo? **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

M1 Número 4

M1 Quieres ir a comer algo. Tu amigo te dice:

* [SETTING: INTERIOR]

M2 *La pastelería está en la tercera calle a la izquierda.*

M1 ¿Dónde está la pastelería? **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

M1 **Número 5**

M1 Tu amigo necesita comprar algo. Te dice:

* [SETTING: INTERIOR]

M2 *Tengo que comprar una revista para mi hermana.*

M1 ¿Qué tiene que comprar tu amigo? **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

M1 **Número 6**

M1 En casa, tu amigo dice:

* [SETTING: INTERIOR]

M2 *¡Ven a ver a mi gato!*

M1 ¿Qué animal tiene tu amigo? **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

M1 **Número 7**

M1 Estáis viendo la televisión. Tu amigo dice:

* [SETTING: INTERIOR]

M2 *La película empieza a las nueve y media.*

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M1 ¿A qué hora empieza la película? **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

M1 **Número 8**

M1 Quieres leer algo. Tu amigo te dice:

* [SETTING: INTERIOR]

M2 *Este libro es muy bueno. Es de miedo.*

M1 ¿Qué libro recomienda tu amigo? **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

TRACK 3

M1 **Ejercicio 2. Preguntas 9 a 15.**

M1 Vas a oír a la guía de un parque acuático. Escúchala con atención y completa la ficha en español. Habrá una pausa durante lo que dice la guía.

M1 Vas a oír la información dos veces, pero antes tienes unos segundos para leer las preguntas.

PAUSE 00'30"

* [SETTING: ANNOUNCEMENT]

F1 *Queridas familias, aquí estamos en el parque acuático. Les recordamos que el parque abre todos los días, excepto los lunes, desde las nueve de la mañana a las ocho de la tarde. Este verano ofrecemos diferentes actividades cada día. Hoy a las cinco de la tarde hay un espectáculo cómico y les prometemos que será divertido para toda la familia. Si quieren ir, pidan las entradas en la taquilla que está al lado de la tienda de recuerdos.*

PAUSE 00'05"

F1 *En el parque acuático hay cinco piscinas diferentes y dos zonas donde los padres pueden tomar el sol mientras los niños lo pasan bien. Además, en la cafetería es gratis la limonada. También pueden ver nuestro menú del día para comer a muy buen precio. Siento decir que en este momento hay un problema con una fuente pero ya la estamos arreglando. Si necesitan ayuda, todos nuestros trabajadores llevan un bañador rojo para reconocerlos. Esperamos que lo pasen genial hoy. **

PAUSE 00'10"

M1 Ahora vas a oír la información por segunda vez.

REPEAT FROM * TO **
PAUSE 00'10"

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TRACK 4

M1 **Sección 2**

M1 **Ejercicio 1. Pregunta 16.**

M1 Vas a oír la opinión de cuatro jóvenes sobre trabajar durante las vacaciones.

M1 Escucha lo que dicen con atención y escribe una X en la casilla si la afirmación es Verdad.

M1 Hay que marcar solo 6 casillas.

M1 Vas a oír lo que dicen dos veces, pero antes tienes unos segundos para leer las afirmaciones.

PAUSE 00'30"

M1 Escucha lo que dicen los jóvenes.

* [SETTING: INTERIOR]

M2 *Hola, soy Andrés, y trabajo durante las vacaciones de verano y de Navidad. Mis padres tienen una tienda de artesanía mexicana en el centro del pueblo. Yo los ayudo como dependiente. Me pagan bastante bien y me gusta charlar con los extranjeros que vienen a comprar. Necesito el dinero porque el año que viene voy a ir a la universidad y tendré que pagar el alojamiento.*

PAUSE 00'05"

F2 *Yo soy Victoria. En mi pueblo siempre se puede disfrutar del sol y del calor. Durante las vacaciones, trabajo por las mañanas y por la tarde voy a la playa. Mis amigos me dicen que debería viajar como hacen ellos pero yo prefiero trabajar. He tenido diferentes trabajos, por ejemplo, en un supermercado, en una biblioteca y en una oficina.*

PAUSE 00'05"

M1 *Hola, soy Juan Pablo. Este año quiero descansar durante el verano. Mi plan para las vacaciones es ir con un amigo a mi lugar favorito, en el campo. Vamos a pasar unos días escuchando los pájaros en el bosque y pescando en el río. ¡Va a ser genial! Por suerte, gasto poco del dinero que mis padres me dan durante el año y ahora puedo pasar estas vacaciones sin trabajar.*

PAUSE 00'05"

F1 Hola, me llamo Sonia. Normalmente trabajo durante las vacaciones del instituto pero este verano no. Voy a visitar a mis abuelos. El año pasado trabajé en un restaurante pero no me llevaba bien con el jefe y los clientes eran bastante maleducados. Mis padres estaban preocupados y ahora prefieren que pase las vacaciones sin trabajar. **

PAUSE 00'10"

M1 Ahora vas a oír a los jóvenes por segunda vez.

REPEAT FROM * TO **
PAUSE 00'10"

TRACK 5

M1 **Ejercicio 2. Preguntas 17 a 25.**

M1 Vas a oír una entrevista con Marga, que habla sobre la escuela de vela a la que fue en las vacaciones.

M1 Escúchala con atención y contesta a las preguntas.

M1 Habrá una pausa durante la entrevista.

M1 **Primera parte: Preguntas 17 a 21.**

M1 En cada frase hay algo que no corresponde a lo que se dice en la entrevista. Escucha la entrevista y escribe la palabra correcta en español.

M1 Vas a oír la primera parte de la entrevista dos veces, pero antes tienes unos segundos para leer las preguntas 17 a 21.

PAUSE 00'30"

* [SETTING: RADIO INTERVIEW]

M2 *Hola Marga. ¿Qué tal tus vacaciones en la escuela de vela?*

F2 *Lo pasé fenomenal. Fui con mi primo y estuvimos dos semanas allí. Aprendí a navegar en barco de vela ¡mejor que él!*

M2 *¿Dónde estaba la escuela de vela?*

F2 *Estaba en la costa, en una playa muy tranquila a unos veinte kilómetros de la ciudad. Como ya sabes, me encanta estar cerca del mar.*

M2 *¿Ya habías hecho vela antes?*

F2 *No, era la primera vez, y cuando empezamos me sentía nerviosa pero es un deporte maravilloso y me gustaría continuar haciéndolo.*

M2 *¿No es un deporte peligroso?*

F2 *No. Empiezas en agua no muy profunda y tienes que poder nadar un poco porque es normal caerse al agua a veces.*

M2 *¿Cómo eran los profesores?*

F2 *Había tres. Eran muy serios y explicaron lentamente lo que había que hacer. Para ellos, lo más importante siempre era la seguridad. ***

PAUSE 00'20"

M1 Ahora vas a oír la primera parte de la entrevista por segunda vez.

REPEAT FROM * TO **
PAUSE 00'20"

M1 **Segunda parte: Preguntas 22 a 25.**

M1 Vas a oír la segunda parte de la entrevista dos veces. Escúchala y contesta a las preguntas en español. Tienes unos segundos para leer las preguntas.

PAUSE 00'30"

*** [SETTING: RADIO INTERVIEW]

M2 *¿Hiciste otras actividades?*

F2 *Sí. También intenté hacer surf. Parecía fácil cuando lo veía en la televisión pero no fue así. Necesitaba descansar cada quince minutos. Por la tarde hicieron varios juegos y fiestas.*

M2 *¿Dónde te alojaste?*

F2 *Dormimos en un albergue juvenil. Estaba limpio y tenía vistas hermosas del mar. Yo estaba en un dormitorio con cinco chicas. Lo malo era que teníamos que arreglar el dormitorio todas las mañanas antes de salir.*

M2 *¿Hiciste vela todos los días?*

F2 *Casi. Por lo general, hacía buen tiempo y había sesiones de vela todas las mañanas pero un día hubo viento del norte y no pudimos navegar porque las olas eran muy grandes. Fue una pena.*

M2 *¿Cuál fue el mejor momento?*

F2 *El mejor momento fue mi primera salida individual en vela. Cuando estaba navegando sola por el mar, me sentía muy orgullosa de poder controlar el barco.* ****

PAUSE 00'20"

M1 Ahora vas a oír la segunda parte de la entrevista por segunda vez.

REPEAT FROM *** TO ****
PAUSE 00'20"

TRACK 6

M2 **Sección 3**

M2 **Ejercicio 1. Preguntas 26 a 31.**

M2 Vas a oír una entrevista con Alberto Martínez, un bombero voluntario español para la organización internacional Bomberos Sin Fronteras.

M2 Escúchala con atención y contesta a las preguntas escribiendo una X en la casilla correcta.

M2 Habrá una pausa durante la entrevista.

M2 Vas a oír la entrevista dos veces, pero antes tienes unos segundos para leer las preguntas.

PAUSE 01'00"

* [SETTING: RADIO INTERVIEW]

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F1 *Alberto Martínez es un bombero voluntario español para Bomberos Sin Fronteras. Alberto, ¿por qué te hiciste voluntario?*

M1 *Bueno, aunque hacía diez años que era bombero, no había oído hablar de la organización Bomberos Sin Fronteras. Sin embargo, un día, mirando la televisión, vi un gran incendio en otro país. No podían controlarlo y pidieron voluntarios para ir a apagarlo. Yo me ofrecí y soy voluntario desde entonces.*

F1 *¿Qué se necesita para ser voluntario con Bomberos Sin Fronteras?*

M1 *Pues, como trabajamos en diferentes países, es útil si sabes idiomas pero no es esencial, porque siempre hay otros compañeros que hablan otras lenguas. Tampoco importa la edad. Lo más importante es estar en excelente forma física porque es necesario actuar rápido en las emergencias.*

F1 *¿Cuál es la mayor desventaja de tu trabajo como voluntario?*

M1 *Bueno, yo voy a otros países cuando hay emergencias como inundaciones y desastres naturales y no me da miedo. Lo malo es que, aunque mi mujer y mis hijos aceptan lo que hago, los echo de menos. Lo que encuentro más difícil es no estar con ellos. Claro que tienes la oportunidad de ayudar a la gente que sufre y vale la pena.*

PAUSE 00'15"

F1 *¿Cuándo vas como voluntario? ¿Estás siempre disponible?*

M1 *Me gustaría poder ayudar siempre que fuera necesario pero es imposible porque tengo mi trabajo normal. En mi equipo de voluntarios somos veinte y hacemos turnos. Yo sólo estoy disponible en las vacaciones cuando puedo ir al extranjero donde nos necesiten.*

F1 *¿Haces otras actividades dentro de Bomberos Sin Fronteras?*

M1 *Sí, por supuesto. Algunos compañeros tienen un programa de radio donde hablan de lo que hacemos pero yo prefiero ir a dar charlas en colegios. Nos escriben a través de nuestra página de Internet pidiendo que los visitemos y a mí me gusta hablar con los niños sobre lo que hacemos.*

F1 *Para terminar, ¿qué les dirías a los españoles que te están escuchando?*

M1 *Pues, les digo que España es uno de los países donde menos bomberos voluntarios hay, por lo que les animo a que se hagan voluntarios como yo. Tenemos la oportunidad de apagar incendios en los bosques y de trabajar en las oficinas respondiendo a las llamadas de emergencia, entre muchas cosas. Y ¡los compañeros son fantásticos! ***

PAUSE 00'15"

M2 Ahora vas a oír la entrevista por segunda vez.

REPEAT FROM * TO **
PAUSE 00'15"

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TRACK 7

M1 **Ejercicio 2. Preguntas 32 a 40.**

M1 Vas a oír una entrevista con Julián Díaz, un joven músico.

M1 Escúchala con atención y contesta a las preguntas en español.

M1 Habrá dos pausas durante la entrevista.

M1 Vas a oír la entrevista dos veces, pero antes tienes unos segundos para leer las preguntas.

PAUSE 00'45"

* [SETTING: RADIO INTERVIEW]

F2 *Bienvenido, Julián. Cuéntanos, ¿cómo te hiciste famoso?*

M2 *Bueno, gracias a Internet. Hasta hace cinco meses, tocaba el piano en la calle para ganar dinero. Un día alguien hizo un vídeo con el teléfono móvil y lo puso en Internet.*

F2 *Y ¿qué pasó?*

M2 *Un sábado me llamó mi mejor amigo. Como había leído un artículo en el periódico que hablaba de mí, él gritaba de alegría. ¡Me había hecho famoso!*

F2 *¡Qué bien!*

M2 *¡Sí! Miles de personas habían visto mi vídeo. Me llamaban "el joven del piano" porque no sabían mi nombre. Desde entonces no he parado de trabajar.*

PAUSE 00'20"

F2 *De niño, ¿qué ambición tenías para el futuro?*

M2 *¡Nada que ver con la música! Quería ser futbolista ya que soñaba con participar en la Copa del Mundo. Poco tiempo después, me di cuenta de que era mejor con el piano que con el balón.*

F2 *¿Cuándo aprendiste a tocar el piano?*

M2 *Mi abuela tenía un piano y a los cinco años me empezó a enseñar a tocar. Cuando cumplí siete años, me dijo que un día sería famoso y me regaló su piano.*

F2 *Un regalo precioso, ¿verdad?*

M2 *Sí. Es muy antiguo y mucho mejor que el que usaba en la calle. Por eso lo cuido tanto y desde que me lo regaló tengo encima una foto de la abuela como recuerdo.*

PAUSE 00'20"

F2 *¿Crees que hay muchos músicos como tú?*

M2 *Sí, hay muchos jóvenes cuyo único pasatiempo es la música. Por eso, no hacen más que tocar en sus ratos libres. Es importante que sepamos apoyarlos.*

F2 *Tú los ayudas, ¿no?*

M2 *Hago lo que puedo. Tengo una página de Internet donde los jóvenes músicos pueden compartir vídeos de su propia música. Nunca se sabe quién puede escucharlos.*

F2 *Y ¿qué planes tienes para ti?*

M2 *Mañana daré un concierto en un festival de música. Tendré la oportunidad de tocar con músicos muy conocidos. Nunca me ha importado la fama pero me hace mucha ilusión. ***

PAUSE 00'45"

M1 Ahora vas a oír la entrevista por segunda vez.

REPEAT FROM * TO **
PAUSE 00'45"

M1 Se ha terminado el examen. Cierra tu cuestionario.

ENG This is the end of the examination.

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SPANISH **0530/13**

Paper 1 Listening **May/June 2017**

TRANSCRIPT

Approx. 45 minutes

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TRACK 1

ENG This is the Cambridge International Examinations, International General Certificate of Secondary Education, June 2017 Examination, in Spanish. Paper 1, Listening.

TRACK 2

M1 **Sección 1**

M1 **Ejercicio 1. Preguntas 1 a 8.**

M1 En esta sección del examen vas a oír una serie de observaciones o diálogos cortos que podrías oír en países donde se habla español.

M1 Para cada pregunta indica tu respuesta escribiendo una X en la casilla correcta.

M1 Vas a oír cada observación o diálogo dos veces.

M1 Vas a cenar con la familia de tu amiga española, Carla.

M1 **Número 1**

M1 La madre de Carla abre la puerta. Dice:

* [SETTING: INTERIOR]

F1 *Hola. Carla se está duchando.*

M1 ¿Qué está haciendo Carla? **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

M1 **Número 2**

M1 Más tarde, Carla te dice:

* [SETTING: INTERIOR]

F2 *Te presento a mi abuela.*

M1 ¿A quién te presenta Carla? **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

M1 **Número 3**

M1 Carla te explica:

* [SETTING: INTERIOR]

F2 *Mi padre está trabajando. Es piloto.*

M1 ¿En qué trabaja el padre de Carla? **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

M1 **Número 4**

M1 Carla te dice:

* [SETTING: INTERIOR]

F2 *Ven a ver a mi gato. Está en la cocina.*

M1 ¿Dónde está el gato? **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

M1 **Número 5**

M1 La madre de Carla te dice:

* [SETTING: INTERIOR]

F1 *Hoy vamos a comer marisco.*

M1 ¿Qué vais a comer? **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

M1 **Número 6**

M1 Carla te dice:

* [SETTING: INTERIOR]

F2 *¿Me pasas el agua, por favor?*

M1 ¿Qué quiere Carla? **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

M1 **Número 7**

M1 La madre de Carla dice:

* [SETTING: INTERIOR]

F1 *¡Ay! Dejé el pastel en el coche.*

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M1 ¿Dónde dejó la madre de Carla el pastel? **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

M1 **Número 8**

M1 Carla te dice:

* [SETTING: INTERIOR]

F2 *Mañana tengo examen de biología.*

M1 ¿Qué examen tiene Carla mañana? **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

TRACK 3

M1 **Ejercicio 2. Preguntas 9 a 15.**

M1 Vas a oír información sobre una visita al ayuntamiento de la ciudad. Escúchala con atención y completa la ficha en español. Habrá una pausa durante la información.

M1 Vas a oír la información dos veces, pero antes tienes unos segundos para leer las preguntas.

PAUSE 00'30"

* [SETTING: TOUR GUIDE GROUP]

F1 *Buenos días. Hoy vamos a visitar el ayuntamiento de la ciudad. Es un edificio antiguo y muy bonito y nuestra visita con guía va a durar cuarenta minutos. Como pueden ver en los letreros, no se permite sacar fotos dentro del ayuntamiento. En la planta baja se encuentra una gran sala de conciertos donde toca una orquesta todos los fines de semana. Si les gusta la arquitectura, el primer piso es muy interesante. Miren bien las ventanas, que son realmente bonitas.*

PAUSE 00'05"

F1 *Luego vamos a subir a la torre donde tendrán una vista preciosa de la plaza. Por favor, tengan cuidado al subir la escalera. Todos los días, en lo alto de la torre, se puede ver la bandera azul de nuestra ciudad. Otra vez en la planta baja, hay muchas oficinas. Lo siento pero no podemos entrar en la oficina del alcalde. Hoy el alcalde tiene una reunión importante. Bueno, la visita terminará allí. Pueden comprar postales y regalos en la tienda de recuerdos. Espero que les guste. **

PAUSE 00'10"

M1 Ahora vas a oír la información por segunda vez.

REPEAT FROM * TO **
PAUSE 00'10"

TRACK 4

M1 **Sección 2**

M1 **Ejercicio 1. Pregunta 16.**

M1 Vas a oír la opinión de cuatro jóvenes sobre los profesores en el instituto.

M1 Escucha lo que dicen con atención y escribe una X en la casilla si la afirmación es Verdad.

M1 Hay que marcar solo 6 casillas.

M1 Vas a oír lo que dicen dos veces, pero antes tienes unos segundos para leer las afirmaciones.

PAUSE 00'30"

M1 Escucha lo que dicen los jóvenes.

* [SETTING: INTERIOR]

F2 *Hola. Soy Susana. En mi colegio hay profesores buenos y malos. El profesor de música por ejemplo es muy simpático pero mi profesora de español es antipática. Habla demasiado rápido y muchas veces nos hace trabajar en silencio. Nos da deberes tres veces por semana y si no los haces, tienes que quedarte en clase durante el recreo.*

PAUSE 00'05"

M1 *Me llamo Tomás. Mi profesor de historia es un señor mayor que lleva treinta años trabajando en el colegio. Lleva ropa vieja y no entiende nada de ordenadores. Sin embargo, explica bien y sus clases me parecen interesantes. Dice que como trabajamos mucho en sus clases, no hace falta dar deberes. ¡Yo estoy de acuerdo!*

PAUSE 00'05"

F1 *Yo soy Juana. Cuando estaba en la escuela de primaria, tenía una profesora de inglés muy graciosa. Contaba chistes y nos hacía reír mucho. Ahora en el instituto, el profesor es más serio y además siempre está enfermo y por eso aprendemos poco. Claro que tenemos que hacer muchos deberes. Yo los hago en seguida cuando vuelvo a casa y siempre termino pronto. Así tengo tiempo libre para mis pasatiempos después.*

PAUSE 00'05"

M2 *Me llamo Eduardo. Mi profesor de matemáticas es muy trabajador; prepara bien sus clases y corrige nuestro trabajo en seguida. El problema es que no sabe controlar la clase; algunos chicos siempre están gritando y cuando hay ruido es difícil aprender. Las matemáticas son importantes para el futuro, por eso tengo que estudiar más en casa. Por suerte, mis padres son científicos y me pueden ayudar por la tarde. ***

PAUSE 00'10"

M1 Ahora vas a oír a los jóvenes por segunda vez.

REPEAT FROM * TO **
PAUSE 00'10"

TRACK 5

M1 **Ejercicio 2. Preguntas 17 a 25.**

M1 Vas a oír una entrevista con Jaime, que ha organizado un 'Día de la Familia' en su ciudad.

M1 Escúchala con atención y contesta a las preguntas.

M1 Habrá una pausa durante la entrevista.

M1 **Primera parte: Preguntas 17 a 21.**

M1 En cada frase hay algo que no corresponde a lo que se dice en la entrevista. Escucha la entrevista y escribe la palabra correcta en español.

M1 Vas a oír la primera parte de la entrevista dos veces, pero antes tienes unos segundos para leer las preguntas 17 a 21.

PAUSE 00'30"

* [SETTING: RADIO INTEVIEW]

F1 *Hola. Jaime, cuéntanos cómo organizaste el 'Día de la Familia' en tu ciudad.*

M2 *Bueno, ayer fue el primer 'Día de la Familia' y tuvo lugar en el zoológico de la ciudad. Las familias no solo vinieron para ver los animales sino para pasar el día todos juntos pasándolo bien.*

F1 *¿Por qué decidiste organizar este día?*

M2 *Pues, yo trabajo en el zoológico y tuve la idea del 'Día de la Familia' hace un mes, cuando un turista me dijo que no había nada organizado para niños y padres.*

F1 *¿Qué pasó durante el día?*

M2 *Hubo muchas actividades y juegos. Durante la primera actividad, padres, niños e incluso abuelos hicieron yoga todos juntos. Después, hubo un desayuno y luego juegos, teatro, concursos de baile, comida … ¡Nos reímos mucho!*

F1 *Parece que fue muy divertido.*

M2 *Sí. A los niños les encantaron todos los juegos, especialmente los juegos tradicionales, porque nunca habían jugado a casi ninguno de ellos.*

F1 *Entonces el día fue todo un éxito, ¿verdad?*

M2 *Claro, de hecho, decidimos que cada año lo vamos a celebrar el segundo domingo de mayo, ya que hace buen tiempo por esa fecha. ***

PAUSE 00'20"

M1 Ahora vas a oír la primera parte de la entrevista por segunda vez.

REPEAT FROM * TO **
PAUSE 00'20"

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M1 **Segunda parte: Preguntas 22 a 25.**

M1 Vas a oír la segunda parte de la entrevista dos veces. Escúchala y contesta a las preguntas en español. Tienes unos segundos para leer las preguntas.

PAUSE 00'30"

*** [SETTING: RADIO INTERVIEW]

F1 *¿Fue difícil organizar todo?*

M2 *No, porque todos mis compañeros ayudaron. Además, no fue muy caro, ya que las familias tenían que traer comida para compartir. Los negocios locales también nos apoyaron.*

F1 *¿Estaban todos contentos?*

M2 *Claro, los padres estaban encantados porque los niños disfrutaron mucho. Muchos van a volver el año que viene.*

F1 *Y tú, ¿cómo te sentiste?*

M2 *Era la primera vez que yo organizaba algo y, mientras lo estaba preparando, estaba nervioso y con estrés pero cuando todo había terminado, estaba orgulloso de lo que había hecho.*

F1 *¿Has pensado ya en el 'Día de la Familia' del próximo año?*

M2 *Sí, y voy a intentar atraer a más adolescentes, por ejemplo, con varios conciertos por la noche. Espero que salga igual de bien o mejor. ****

PAUSE 00'20"

M1 Ahora vas a oír la segunda parte de la entrevista por segunda vez.

REPEAT FROM*** TO ****
PAUSE 00'20"

TRACK 6

M1 **Sección 3**

M1 **Ejercicio 1. Preguntas 26 a 31.**

M1 Vas a oír una entrevista con Roberto de Puerto Rico, que a la edad de 28 años, acaba de empezar a estudiar en la universidad.

M1 Escúchala con atención y contesta a las preguntas escribiendo una X en la casilla correcta.

M1 Habrá una pausa durante la entrevista.

M1 Vas a oír la entrevista dos veces, pero antes tienes unos segundos para leer las preguntas.

PAUSE 01'00"

* [SETTING: RADIO INTERVIEW]

F2 *Roberto, la mayoría de los estudiantes en Puerto Rico van directamente del instituto a la universidad a la edad de dieciocho años. ¿Por qué decidiste hacer otra cosa?*

M2 *Al terminar el instituto, no tenía ninguna asignatura favorita. Además, aunque había estudiado mucho en casa, mis resultados en los exámenes eran siempre peores de lo que esperaban mis profesores.*

F2 *¿Qué dijeron tus padres de tu decisión?*

M2 *Ellos no fueron a la universidad. En realidad, nadie en mi familia había ido, así que a mis padres no les importó cuando dije que no iba a ir. Un tío tenía un hotel y me ofreció trabajo. Durante varios años estuve allí trabajando en el restaurante, en la oficina, en cualquier cosa...*

F2 *Y ¿por qué cambiaste de opinión?*

M2 *La Universidad de Puerto Rico empezó un proyecto para animar a gente que estaba trabajando a volver a los estudios. Yo tenía muchas dudas. Yo ya tenía veintiocho años; ¿cómo podía volver a un ambiente en el que estaría rodeado de estudiantes mucho más jóvenes que yo? Además, aunque me gusta leer y discutir las noticias con mis amigos, hacía mucho tiempo que no había hecho deberes.*

PAUSE 00'15"

F2 *Pero el proyecto de la universidad te solucionó estos problemas...*

M2 *Sí. Ofrecía varias actividades. Por ejemplo, podía pasar un día en las clases. También podía reunirme con otros estudiantes y hacerles preguntas sobre las asignaturas que estudiaban. Pero lo más útil para mí fue que la universidad tenía unos cursos por Internet que podían seguir los que habían perdido la costumbre de estudiar. Eso sí que me hacía falta.*

F2 *Roberto, ¿qué consejos tienes para los adultos que piensan volver a los estudios?*

M2 *Lo más probable es que tendrán que seguir trabajando para pagar los estudios, aunque también hay becas que ayudan. Por eso es esencial saber utilizar bien el tiempo para estar al día con los estudios.*

F2 *Y al terminar de estudiar, ¿volverás a trabajar en el hotel de tu tío?*

M2 *Creo que no. Elegí estudiar Turismo porque quería utilizar mi experiencia en el hotel pero ahora tengo otras ambiciones. Me gustaría trabajar para el gobierno de Puerto Rico haciendo publicidad para que vengan más personas de otros países aquí. ***

PAUSE 00'15"

M1 Ahora vas a oír la entrevista por segunda vez.

REPEAT FROM * TO **
PAUSE 00'15"

TRACK 7

M2 **Ejercicio 2. Preguntas 32 a 40.**

M2 Vas a oír una entrevista con Pedro, que habla sobre su amor por la pesca.

M2 Escúchala con atención y contesta a las preguntas en español.

M2 Habrá dos pausas durante la entrevista.

M2 Vas a oír la entrevista dos veces, pero antes tienes unos segundos para leer las preguntas.

PAUSE 00'45"

* [SETTING: RADIO INTERVIEW]

F1 *Pedro, cuéntanos sobre tu deporte favorito, la pesca.*

M1 *Mira, yo estoy convencido de que la pesca mejora la salud, por eso es importante para mí.*

F1 *¿Pasas muchas horas pescando?*

M1 *Cuando voy, hay días que saco muchos pescados: doce, trece … Sin embargo, hay veces que paso hasta diez horas pescando y no saco nada; tengo que decir que puede ser aburrida, hasta para alguien que ama la pesca como yo.*

F1 *¿Cuándo empezaste a pescar?*

M1 *De chico iba con unos amigos a un río cerca de casa. Para pescar usábamos una lata y por supuesto ¡nunca pescábamos nada!*

PAUSE 00'20"

F1 ¿Por qué lo hacías, entonces?

M1 *Me divertía aunque siempre me mojaba. Como terminaba con un catarro, mi madre se preocupaba mucho.*

F1 *Supongo que ahora es diferente …*

M1 *Ahora pesco porque disfruto de los lugares hermosos donde se encuentran los lagos. Allí me olvido del estrés de la vida moderna que tengo que aguantar todos los días …*

F1 *¿Es siempre todo tan tranquilo?*

M1 *¡En absoluto! El año pasado había ido a una isla pequeña, que ya conocía, en el medio de un río. Estuve realmente en peligro cuando hubo una inundación causada por la lluvia.*

PAUSE 00'20"

F1 *¿Ese problema fue algo raro?*

M1 *Sí. Por lo general, es un descanso cuando me siento a esperar que lleguen los peces. No llevo radio ni nada porque me encanta escuchar el ruido del agua. Es un cambio tan enorme; en la ciudad, uno corre todo el día.*

F1 *¿Cómo debe ser el carácter de un buen pescador?*

M1 *Bueno, yo creo que para disfrutar al máximo, un pescador tiene que ser capaz de ser feliz cuando está solo.*

F1 *¿Tienes algún lugar preferido para ir de pesca?*

M1 *Si tengo que elegir un lugar, elijo las montañas porque allí hay tanto silencio. ¡Es un lugar ideal! Aunque también voy a pescar con gusto a bosques, al campo, a la costa … Todo me encanta.*

F1 *Muy interesante. Gracias.* **

PAUSE 00'45"

M2 Ahora vas a oír la entrevista por segunda vez.

REPEAT FROM * TO **
PAUSE 00'45"

M2 Se ha terminado el examen. Cierra tu cuestionario.

ENG This is the end of the examination.

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Grade thresholds – November 2017

Cambridge IGCSE Spanish (Foreign Language) (0530)

Grade thresholds taken for Syllabus 0530 (Spanish (Foreign Language)) in the November 2017 examination.

		minimum raw mark required for grade:						
	maximum raw mark available	A	B	C	D	E	F	G
Component 11	45	29	25	21	17	13	9	5
Component 12	45	29	25	21	17	13	9	5
Component 13	45	29	25	21	17	13	9	5
Component 21	45	31	26	22	19	16	13	10
Component 22	45	31	26	22	19	16	13	10
Component 23	45	31	26	22	19	16	13	10
Component 3	100	80	70	60	50	40	30	20
Component 41	50	38	32	26	21	16	11	6
Component 42	50	38	32	26	21	16	11	6
Component 43	50	38	32	26	21	16	11	6

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

The maximum total mark for this syllabus, after weighting has been applied, is **200**.

The overall thresholds for the different grades were set as follows.

Option	Combination of Components	A*	A	B	C	D	E	F	G
X	03, 11, 21, 41	166	145	124	104	86	68	50	32
Y	03, 12, 22, 42	166	145	124	104	86	68	50	32
Z	03, 13, 23, 43	166	145	124	104	86	68	50	32

Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

SPANISH **0530/11**

Paper 1 Listening **October/November 2017**

MARK SCHEME

Maximum Mark: 45

Published

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 Principles

1.1 It is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided in Section 4. 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 4 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.** Often the general principles will have to be weighed up against each other, e.g. the answer might pass the look-alike test (1.5(b)), but if the candidate has produced an answer that is another word in the target language they will not score (1.6).

1.2 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.

1.3 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)	Where candidates must tick a number of boxes (e.g. tick the 6 true statements) and tick too many, apply the following rule: deduct the number of 'extra' answers indicated by the candidate from their number of correct answers. The remaining number is the mark awarded, e.g. the candidate is asked to tick 6 statements, but ticks 8. 5 of the ticks are correctly placed, but 2 are 'extras' (8 ticks placed by candidate minus 6 ticks required by rubric = 2 'extras'). Therefore the candidate is awarded a mark of 3.
(d)	Answers in pen do not take precedence 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 explicit indication from the candidate as to which is his/her final answer.

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1.4 For questions requiring more than one element for the answer, (i) and (ii), where the answers are interchangeable:

(a)	Both correct answers on line 1 and line 2 blank = 2
(b)	Both correct answers on line 1 and line 2 wrong = 1

(or vice-versa)

1.5 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, etc., unless Mark Scheme specifies otherwise.
(e)	Accept incorrect tense unless Mark Scheme specifies otherwise.
(f)	Tolerate incorrect auxiliary unless Mark Scheme specifies otherwise.
(g)	Tolerate incorrect use of infinitive unless Mark Scheme specifies otherwise.

1.6 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 1.5 above).

1.7 Where words are combined or split inappropriately do not award the mark, e.g. 'supadre' and 'elar ticulo' (inappropriate splitting or combination is an indication that the candidate has not understood).

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1.8 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 that the Examiner has considered the answer/that part of the answer and judged it to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded

1.9 No response and '0' marks

There is a NR (No Response) option in **RM Assessor**.

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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1.10 Extra material:

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 reading text. 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. The Detailed Mark Scheme cannot cover all eventualities and where specific instructions are not provided, Examiners must check the reading text to ensure the correct elements which would qualify for the mark are not contradicted or distorted by any extra material. The following, general, rules should be applied:

(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 transcript/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 original 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 a particular answer is not covered in the Mark Scheme, Examiners should consult their Team Leader

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2 Detailed Mark Scheme

Section 1 Exercise 1

Question	Answer	Marks	Guidance
1	A	**1**	
2	B	**1**	
3	A	**1**	
4	B	**1**	
5	D	**1**	
6	B	**1**	
7	D	**1**	
8	C	**1**	

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Section 1 Exercise 2

Question	Answer	Marks	Guidance
9	A (botas)	**1**	
10	25	**1**	
11	C (muebles)	**1**	
12	río	**1**	
13	B (puente)	**1**	
14	A (bosque de árboles)	**1**	
15	B (tirar basura)	**1**	

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Section 2 Exercise 1

Question	Answer	Marks	Guidance
	(a) (b) ✓ (c) (d) (e) ✓ (f) ✓ (g) (h) ✓ (i) ✓ (j) (k) ✓ (l)		

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Question	Answer	Marks	Guidance
16	Type in the letter for each correct option: (b), (e), (f), (h), (i), (k)	**6**	A mark out of 6 is entered for the whole exercise in the mark input box. USE MARKING TOOL TO TICK '✓' EACH CORRECT ANSWER UNLESS ALL 6 CORRECT If more than 6 boxes are ticked by the candidate, indicate 'working' in 'Comments' box: e.g. 7 boxes ticked of which 6 are correct use formula 6-1 = 5 (where 1 = the number of extra boxes ticked).

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Section 2 Exercise 2: Part 1

Question	Answer	Marks	Guidance
17	día (de la semana)	**1**	
18	buscar	**1**	
19	Ideas(en internet)	**1**	
20	Tecnología/ technología	**1**	
21	(bastante) fácil	**1**	

Section 2 Exercise 2: Part 2

Question	Answer	Marks	Guidance
22	moda	**1**	
23	(se incluyen) vídeos	**1**	
24	(es) gratis	**1**	
25	entradas <u>para el cine</u>	**1**	

Note: For questions with 2 interchangeable answers: 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)

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Section 3 Exercise 1

Question	Answer	Marks	Guidance
26	C	**1**	
27	A	**1**	
28	A	**1**	
29	B	**1**	
30	D	**1**	
31	C	**1**	

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Section 3 Exercise 2

Question	Answer	Marks	Guidance
32	(sobre las) costumbres (del pueblo)		
33	inolvidable		
34	buenas actitudes (hacia otras culturas)		
35	(contestaron que) valía la pena		
36	(les enseñaron) bailes africanos	**1**	Refuse enseñaron bailes africanos
37	(para) enseñar (unas palabras en) español	**1**	
38	(con) colores (muy) vivos	**1**	
39	(la) historia de España	**1**	Refuse imágenes del pueblo africano
40	(es muy) entretenido	**1**	

Note: For questions with 2 interchangeable answers: 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)

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Cambridge International General Certificate of Secondary Education

SPANISH **0530/13**

Paper 1 Listening **October/November 2017**

MARK SCHEME

Maximum Mark: 45

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3 General Marking Principles

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(e)	Accept incorrect tense unless Mark Scheme specifies otherwise.
(f)	Tolerate incorrect auxiliary unless Mark Scheme specifies otherwise.
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3.6 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 3.5 above).

3.7 Where words are combined or split inappropriately do not award the mark, e.g. 'supadre' and 'elar ticulo' (inappropriate splitting or combination is an indication that the candidate has not understood).

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3.10 Extra material:

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 recorded material. 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. The Detailed Mark Scheme cannot cover all eventualities and where specific instructions are not provided, Examiners must check the transcript to ensure the correct elements which would qualify for the mark are not contradicted or distorted by any extra material. The following, general, rules should be applied:

(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
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(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 original transcript:	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 heard and pure guesswork. Therefore where a particular answer is not covered in the Mark Scheme, Examiners should consult their Team Leader

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4 Detailed Mark Scheme

Section 1 Exercise 1

Question	Answer	Marks	Guidance
1	C	**1**	
2	A	**1**	
3	B	**1**	
4	D	**1**	
5	A	**1**	
6	B	**1**	
7	D	**1**	
8	C	**1**	

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Section 1 Exercise 2

Question	Answer	Marks	Guidance
9	B (mar)	**1**	
10	A (animales salvajes)	**1**	
11	C (bicicleta)	**1**	
12	A (vela)	**1**	
13	B (helado)	**1**	
14	C (campo de golf)	**1**	
15	martes	**1**	

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Section 2 Exercise 1

Question	Answer	Marks	Guidance
	(a) ✓ (b) (c) ✓ (d) (e) ✓ (f) (g) (h) (i) ✓ (j) (k) ✓ (l) ✓		

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Question	Answer	Marks	Guidance
16	Type in the letter for each correct option: (a), (c), (e), (i), (k), (l)	**6**	A mark out of 6 is entered for the whole exercise in the mark input box. USE MARKING TOOL TO TICK '✓' EACH CORRECT ANSWER UNLESS ALL 6 CORRECT If more than 6 boxes are ticked by the candidate, indicate 'working' in 'Comments' box: e.g. 7 boxes ticked of which 6 are correct use formula 6 – 1 = 5 (where 1 = the number of extra boxes ticked).

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Section 2 Exercise 2: Part 1

Question	Answer	Marks	Guidance
17	Geografía/geographia	**1**	Geografica
18	poco	**1**	A poco
19	primo	**1**	
20	ordenador/computadora/ordinador	**1**	
21	interesante	**1**	

Section 2 Exercise 2: Part 2

Question	Answer	Marks	Guidance
22	(muy) distinto (al (colegio) español)/distincto	**1**	distico
23	el horario (de clases)/orario	**1**	
24	(van (todos)) en grupo	**1**	Refuse van caminando
25	(al) aire libre/de aire libre/haire	**1**	Aire de libre

NB For questions with 2 interchangeable answers: 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)

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Section 3 Exercise 1

Question	Answer	Marks	Guidance
26	B	**1**	
27	B	**1**	
28	C	**1**	
29	A	**1**	
30	D	**1**	
31	A	**1**	

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Section 3 Exercise 2

Question	Answer	Marks	Guidance
32	(hospital) infantil (hospital) para/de niños	**1**	Refuse hospital ***tc*** Refuse (hospital) por niños Refuse (hospital) inphantil
33	hacer felices (a) los niños hacer felices a niños niños felices	**1**	felices a los niños hacer felices en el hospital
34	hace dos años en/para Navidad hace dos años	**1**	(para) Navidad Dos años
35	tristes (volvían a) estar tristes	**1**	
36	(porque) (dar) regalos no es suficiente	**1**	
37	Contar/decir historias (divertidas) (a los niños)	**1**	Contar historias con /de los niños
38	pierden clases (en el colegio) pierden colegio; no van a la escuela	**1**	
39	(el dueño de) una/la juguetería/jugetería	**1**	Refuse el dueño ***tc***
40	(recibir el) apoyo/cosas/ayuda de más personas Recibir juguetes de más personas	**1**	

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Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

SPANISH **0530/21**

Paper 2 Reading **October/November 2017**

MARK SCHEME

Maximum Mark: 45

Published

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1 General Marking Principles

1.1 It is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided in Section 4. 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 4 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.** Often the general principles will have to be weighed up against each other, e.g. the answer might pass the look-alike test (1.5(b)), but if the candidate has produced an answer that is another word in the target language they will not score (1.6).

1.2 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.

1.3 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)	Where candidates must tick a number of boxes (e.g. tick the 6 true statements) and tick too many, apply the following rule: deduct the number of 'extra' answers indicated by the candidate from their number of correct answers. The remaining number is the mark awarded, e.g. the candidate is asked to tick 6 statements, but ticks 8. 5 of the ticks are correctly placed, but 2 are 'extras' (8 ticks placed by candidate minus 6 ticks required by rubric = 2 'extras'). Therefore the candidate is awarded a mark of 3.
(d)	Answers in pen do not take precedence 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 explicit indication from the candidate as to which is his/her final answer.

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1.4 For questions requiring more than one element for the answer, (i) and (ii), where the answers are interchangeable:

(a)	Both correct answers on line 1 and line 2 blank = 2
(b)	Both correct answers on line 1 and line 2 wrong = 1

(or vice-versa)

1.5 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, etc., unless Mark Scheme specifies otherwise.
(e)	Accept incorrect tense unless Mark Scheme specifies otherwise.
(f)	Tolerate incorrect auxiliary unless Mark Scheme specifies otherwise.
(g)	Tolerate incorrect use of infinitive unless Mark Scheme specifies otherwise.

1.6 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 1.5 above).

1.7 Where words are combined or split inappropriately do not award the mark, e.g. 'supadre' and 'elar ticulo' (inappropriate splitting or combination is an indication that the candidate has not understood).

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(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 that the Examiner has considered the answer/that part of the answer and judged it to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded

1.9 No response and '0' marks

There is a NR (No Response) option in **RM Assessor**.

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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1.10 Extra material:

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Section 1 Exercise 1

Question	Answer	Marks	Guidance
1	A	**1**	
2	D	**1**	
3	B	**1**	
4	C	**1**	
5	D	**1**	

Section 1 Exercise 2

Question	Answer	Marks	Guidance
6	C	**1**	
7	D	**1**	
8	F	**1**	
9	A	**1**	
10	B	**1**	

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Section 1 Exercise 3

Question	Answer	Marks	Guidance
11	B	**1**	
12	A	**1**	
13	C	**1**	
14	B	**1**	
15	A	**1**	

Section 2 Exercise 1

Question	Answer	Marks	Guidance
16	salón	**1**	
17	cerca	**1**	
18	broncearse	**1**	
19	poco	**1**	
20	jugando	**1**	

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Section 2 Exercise 2

- **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) unless the Mark Scheme specifies otherwise.
- **Accept lifting unless it is specifically refused in the Mark Scheme.**
- READ SECTION 3: GENERAL MARKING PRINCIPLES.
- Accept *mi, mis, tu, tus, su, sus*, etc.

Question	Answer	Marks	Guidance
21	(hace) una semana (que está/estoy allí/aquí)	1	
22	edificios modernos	1	**REFUSE** a mi padre le encantan…etc.
23	(a su/mi madre y a su/mi hermana) les gusta (más) la historia	1	**REFUSE** en cambio … historia
24	(la catedral es) enorme	1	**REFUSE** allí está…enorme
25	(la mayoría de los restaurantes tienen las mesas) afuera en la(s) calle(s)	1	
26	((mientras estás cenando) puedes escuchar) músicos (por…guitarra)	1	**REFUSE** guitarra ***tc***
27	(mi hermana) se cayó (en la calle) (y tuvo que ir al hospital)	1	**REFUSE** el único…etc.
28	(por suerte,) no había mucha gente esperando	1	**REFUSE** el hospital era muy…etc. **REFUSE** no había mucha gente ***tc***
29	mañana (piensa/pensamos dar un paseo en barco)	1	
30	(quiere/quiero) ver los peces (de colores que hay)	1	

Note: For questions with 2 interchangeable answers: 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)

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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. This Detailed Mark Scheme provides specific guidance but in cases not covered, see General Marking Principles, Section 1.10.

In this section, take into account the whole of the candidate's answer. We are still applying the sound-alike rule.

READ SECTION 3: GENERAL MARKING PRINCIPLES

FOR ANSWERS NOT COVERED BY MARK SCHEME, ANNOTATION TOOL MAY BE USED, e.g. INV or BOD

REFUSE DIRECT SPEECH HOWEVER IT IS PRESENTED.

Section 3 Exercise 1

1 Mark available per question for True or False + 1 Mark available for correction of each False statement.

First award marks for the True/False element and then award marks for the justification of the False statements.

True/False element: all 5 statements appear on screen. Enter mark as appropriate for correct identification of each statement as True or False.

- **If neither True nor False is 'ticked' for a question, enter N/R (no response)**.
- **If both True and False are 'ticked' (and there is no clarification of candidate's 'final' answer), enter 0.**

Justification for false statements: only the 3 False statements appear on screen.

- **If the candidate correctly identified the statement as False, mark the justification and enter the mark.**
- **If True is 'ticked',** award N/R (or 0 if justification is provided)
- **If True and False are both 'ticked' (and there is no clarification of candidate's 'final' answer),** award 0 (ignore any justification)
- **If neither True nor False is 'ticked'**, mark justification and enter mark (no mark awarded for True/False element)

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Question	Answer	Marks	Guidance
TRUE / **FALSE** ( ) / × × / ( ) ( ) / × ( ) / × × / ( )			
31	FALSO	**1**	See grid above for marking True/False element
32	VERDADERO	**1**	See grid above for marking True/False element
33	FALSO	**1**	See grid above for marking True/False element
34	FALSO	**1**	See grid above for marking True/False element
35	VERDADERO	**1**	See grid above for marking True/False element

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PUBLISHED

JUSTIFICATION
ACCEPT: <u>wrong genders throughout</u>

IN EACH CASE, CHECK FALSO IS TICKED

Question	Answer	Marks	Guidance
31	se alegraron	1	**REFUSE MERE ADDITION OF NEGATIVE**
33	después de comer	1	**REFUSE MERE ADDITION OF NEGATIVE** **REFUSE** después…tarde
34	ninguno de los chicos la conocía (aunque siempre habían vivido en ese barrio)	1	**REFUSE MERE ADDITION OF NEGATIVE** **REFUSE** era increíble…etc. **REFUSE** pero…etc.

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Section 3 Exercise 2

ACCEPT: wrong genders throughout

Question	Answer	Marks	Guidance
36	(estaba) triste	**1**	
37	el/su profesor	**1**	
38	cuando marca un gol	**1**	**REFUSE** cuando marco un gol **REFUSE** marca un gol ***tc*** **REFUSE** cuando marca…vez en cuando **REFUSE** un gol ***tc***
39	(llegó) el día en que (ya) no disfrutaba cuando (ya) no disfrutaba	**1**	
40	(podía) buscar otro lugar (para jugar)	**1**	**REFUSE** dejar el equipo del colegio
41	(el equipo del colegio) (le) daba poco valor a la amistad (entre los jugadores) creía que ganar es/era todo	**1**	**REFUSE** ganar es/era todo ***tc***
42	(aunque (a él) le gusta jugar) no va a elegir el deporte como profesión	**1**	**REFUSE** no voy…etc. **REFUSE** además,…etc. **REFUSE** (a mí) me gusta …etc.

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SPANISH **0530/22**

Paper 2 Reading **October/November 2017**

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Section 1 Exercise 1

Question	Answer	Marks	Guidance
1	B	**1**	
2	B	**1**	
3	C	**1**	
4	D	**1**	
5	A	**1**	

Section 1 Exercise 2

Question	Answer	Marks	Guidance
6	B	**1**	
7	F	**1**	
8	A	**1**	
9	C	**1**	
10	D	**1**	

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Section 1 Exercise 3

Question	Answer	Marks	Guidance
11	C	**1**	
12	B	**1**	
13	B	**1**	
14	B	**1**	
15	A	**1**	

Section 2 Exercise 1

Question	Answer	Marks	Guidance
16	cocinar	**1**	
17	adultos	**1**	
18	aprenden	**1**	
19	bonito	**1**	
20	sencillos	**1**	

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Section 2 Exercise 2

- **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) unless the Mark Scheme specifies otherwise.
- **Accept lifting unless it is specifically refused in the Mark Scheme.**
- READ SECTION 3: GENERAL MARKING PRINCIPLES.
- Accept *mi, mis, tu, tus, su, sus*, etc.

ACCEPT: <u>wrong genders throughout</u>

Question	Answer	Marks	Guidance
21	cuando empezó el verano / el verano	1	**REFUSE** empezó el verano
22	(estaba) (bastante) aburrido	1	
23	(una colección de) fotos (de los años 60)	1	
24	(su) moto (de la época) (en el garaje)	1	
25	(vieron que) (yo) estaba encantado Daniel encontraba la música y la ropa interesantes	1	**REFUSE** como vieron…etc. **REFUSE** estaba encantado le/me regalaron todo
26	(eso es) fantástico	1	
27	(una tienda de) discos	1	
28	(organizar) fiestas (con la música)	1	
29	un plan	1	
30	el fin de semana (que viene)	1	**REFUSE** te voy a ver…(¿vale?)

Note: For questions with 2 interchangeable answers: 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)

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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. This Detailed Mark Scheme provides specific guidance but in cases not covered, see General Marking Principles, Section 1.10.

In this section, take into account the whole of the candidate's answer. We are still applying the sound-alike rule.

READ SECTION 3: GENERAL MARKING PRINCIPLES

FOR ANSWERS NOT COVERED BY MARK SCHEME, ANNOTATION TOOL MAY BE USED, e.g. INV or BOD

REFUSE DIRECT SPEECH HOWEVER IT IS PRESENTED.

Section 3 Exercise 1

1 Mark available per question for True or False + 1 Mark available for correction of each False statement.

First award marks for the True/False element and then award marks for the justification of the False statements.

True/False element: all 5 statements appear on screen. Enter mark as appropriate for correct identification of each statement as True or False.

- **If neither True nor False is 'ticked' for a question, enter N/R (no response)**.
- **If both True and False are 'ticked' (and there is no clarification of candidate's 'final' answer), enter 0.**

Justification for false statements: only the 3 False statements appear on screen.

- **If the candidate correctly identified the statement as False, mark the justification and enter the mark.**
- **If True is 'ticked',** award N/R (or 0 if justification is provided)
- **If True and False are both 'ticked' (and there is no clarification of candidate's 'final' answer),** award 0 (ignore any justification)
- **If neither True nor False is 'ticked'**, mark justification and enter mark (no mark awarded for True/False element)

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Question	Answer	Marks	Guidance
	TRUE / **FALSE** ☐ / ☒ ☒ / ☐ ☐ / ☒ ☒ / ☐ ☐ / ☒		
31	FALSO	**1**	See grid above for marking True/False element
32	VERDADERO	**1**	See grid above for marking True/False element
33	FALSO	**1**	See grid above for marking True/False element
34	VERDADERO	**1**	See grid above for marking True/False element
35	FALSO	**1**	See grid above for marking True/False element

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JUSTIFICATION
ACCEPT: <u>wrong genders throughout</u>

IN EACH CASE, CHECK FALSO IS TICKED

Question	Answer	Marks	Guidance
31	un amigo ((que vive) allí) la invitó (a pasar unas vacaciones en su casa) <u>para</u> pasar/pasó unas vacaciones (con un amigo) (fue) <u>de</u> vacaciones	1	**REFUSE MERE ADDITION OF NEGATIVE** **REFUSE** (en) vacaciones ***tc*** **REFUSE** pasar unas vacaciones ***tc***
33	desde pequeña (aparecía con <u>su madre</u> en fotos (en las revistas)) su madre empezó/comenzó su carrera a los 19 años/a trabajar de modelo a la edad de 19 años la madre de Carolina empezó/comenzó su carrera a los 19 años/a trabajar de modelo a la edad de 19 años	1	**REFUSE MERE ADDITION OF NEGATIVE**
35	(actuar) es un trabajo exigente	1	**REFUSE MERE ADDITION OF NEGATIVE**

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Section 3 Exercise 2

ACCEPT: <u>wrong genders throughout</u>

Question	Answer	Marks	Guidance
36	enviar al supermercado la lista de la compra	**1**	
37	(quiere disfrutar de) la vida de un pueblo quiere…ciudad	**1**	**REFUSE** por otro…etc. **REFUSE** quiere…y eso no es fácil de conseguir **REFUSE** la vida de un pueblo pero viviendo en la ciudad
38	(la gente está) compartiendo el coche en Pontevedra…coche	**1**	
39	<u>tardarán/en/dentro de</u> muchos años (en llegar)	**1**	**REFUSE** muchos años ***tc*** **REFUSE** tardarán…calles
40	es esencial…transporta (para) reducir la cantidad de comida que se transporta	**1**	
41	(en las) zonas verdes en lugar de flores	**1**	**REFUSE** en <u>estas</u> zonas verdes
42	(a menudo los vecinos) (tienen dificultades para) ponerse de acuerdo	**1**	**REFUSE** answers with poner<u>nos</u>

Note: For questions with 2 interchangeable answers: 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)

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SPANISH **0530/23**

Paper 2 Reading **October/November 2017**

MARK SCHEME

Maximum Mark: 45

Published

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 Principles

1.1 It is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided in Section 4. 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 4 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.** Often the general principles will have to be weighed up against each other, e.g. the answer might pass the look-alike test (1.5(b)), but if the candidate has produced an answer that is another word in the target language they will not score (1.6).

1.2 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.

1.3 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)	Where candidates must tick a number of boxes (e.g. tick the 6 true statements) and tick too many, apply the following rule: deduct the number of 'extra' answers indicated by the candidate from their number of correct answers. The remaining number is the mark awarded, e.g. the candidate is asked to tick 6 statements, but ticks 8. 5 of the ticks are correctly placed, but 2 are 'extras' (8 ticks placed by candidate minus 6 ticks required by rubric = 2 'extras'). Therefore the candidate is awarded a mark of 3.
(d)	Answers in pen do not take precedence 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 explicit indication from the candidate as to which is his/her final answer.

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1.4 For questions requiring more than one element for the answer, (i) and (ii), where the answers are interchangeable:

(a)	Both correct answers on line 1 and line 2 blank = 2
(b)	Both correct answers on line 1 and line 2 wrong = 1

(or vice-versa)

1.5 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, etc., unless Mark Scheme specifies otherwise.
(e)	Accept incorrect tense unless Mark Scheme specifies otherwise.
(f)	Tolerate incorrect auxiliary unless Mark Scheme specifies otherwise.
(g)	Tolerate incorrect use of infinitive unless Mark Scheme specifies otherwise.

1.6 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 1.5 above).

1.7 Where words are combined or split inappropriately do not award the mark, e.g. 'supadre' and 'elar ticulo' (inappropriate splitting or combination is an indication that the candidate has not understood).

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1.8 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 that the Examiner has considered the answer/that part of the answer and judged it to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded

1.9 No response and '0' marks

There is a NR (No Response) option in **RM Assessor**.

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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1.10 Extra material:

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 reading text. 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. The Detailed Mark Scheme cannot cover all eventualities and where specific instructions are not provided, Examiners must check the reading text to ensure the correct elements which would qualify for the mark are not contradicted or distorted by any extra material. The following, general, rules should be applied:

(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 transcript/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 original 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 a particular answer is not covered in the Mark Scheme, Examiners should consult their Team Leader

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Section 1 Exercise 1

Question	Answer	Marks	Guidance
1	C	**1**	
2	C	**1**	
3	D	**1**	
4	A	**1**	
5	B	**1**	

Section 1 Exercise 2

Question	Answer	Marks	Guidance
6	D	**1**	
7	A	**1**	
8	F	**1**	
9	B	**1**	
10	C	**1**	

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Section 1 Exercise 3

Question	Answer	Marks	Guidance
11	A	**1**	
12	B	**1**	
13	C	**1**	
14	C	**1**	
15	B	**1**	

Section 2 Exercise 1

Question	Answer	Marks	Guidance
16	zapatos	**1**	
17	joven	**1**	
18	frecuentemente	**1**	
19	cierra	**1**	
20	escribir	**1**	

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Section 2 Exercise 2

- **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) unless the Mark Scheme specifies otherwise.
- **Accept lifting unless it is specifically refused in the Mark Scheme.**
- READ SECTION 3: GENERAL MARKING PRINCIPLES.
- Accept *mi, mis, tu, tus, su, sus*, etc.

ACCEPT: <u>wrong genders throughout</u>

Question	Answer	Marks	Guidance
21	(llegó/llegué) hace dos días (a Australia)	1	**Refuse** hace…enormes **Refuse** hace…cansada
22	(las azafatas fueron) (muy) amables	1	**Refuse** (muy) amables, ofreciéndome…etc.
23	escuchaba música	1	**Refuse** cuando…música
24	(se llama Lola y es) (muy) simpática	1	**Refuse** se llama Lola ***tc***
25	(por fin) <u>iba a</u> ver a unos parientes (que nunca había visitado) <u>iba a</u> visitar a unos parientes	1	
26	(a Lola le da miedo) <u>viajar en</u> avión	1	**Refuse** miedo viajar en avión **Refuse** da miedo en avión **Refuse** avión ***tc*** **Refuse** parece que…etc.
27	turismo	1	**Refuse** cuando…etc. **Refuse** turismo como yo
28	(estará/estaré con ellos durante) dos semanas	1	
29	(para) ver (los) monumentos	1	
30	una reserva de <u>animales</u> (salvajes)	1	

Note: For questions with 2 interchangeable answers: 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)

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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. This Detailed Mark Scheme provides specific guidance but in cases not covered, see General Marking Principles, Section 1.10.

In this section, take into account the whole of the candidate's answer. We are still applying the sound-alike rule.

READ SECTION 3: GENERAL MARKING PRINCIPLES

FOR ANSWERS NOT COVERED BY MARK SCHEME, ANNOTATION TOOL MAY BE USED, e.g. INV or BOD

REFUSE DIRECT SPEECH HOWEVER IT IS PRESENTED.

Section 3 Exercise 1

1 Mark available per question for True or False + 1 Mark available for correction of each False statement.

First award marks for the True/False element and then award marks for the justification of the False statements.

True/False element: all 5 statements appear on screen. Enter mark as appropriate for correct identification of each statement as True or False.

- **If neither True nor False is 'ticked' for a question, enter N/R (no response)**.
- **If both True and False are 'ticked' (and there is no clarification of candidate's 'final' answer), enter 0.**

Justification for false statements: only the 3 False statements appear on screen.

- **If the candidate correctly identified the statement as False, mark the justification and enter the mark.**
- **If True is 'ticked',** award N/R (or 0 if justification is provided)
- **If True and False are both 'ticked' (and there is no clarification of candidate's 'final' answer),** award 0 (ignore any justification)
- **If neither True nor False is 'ticked'**, mark justification and enter mark (no mark awarded for True/False element)

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Question	Answer	Marks	Guidance
	TRUE / **FALSE** ☐ ✓ ✓ ☐ ☐ ✓ ✓ ☐ ☐ ✓		
31	FALSO	**1**	See grid above for marking True/False element
32	VERDADERO	**1**	See grid above for marking True/False element
33	FALSO	**1**	See grid above for marking True/False element
34	VERDADERO	**1**	See grid above for marking True/False element
35	FALSO	**1**	See grid above for marking True/False element

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JUSTIFICATION
ACCEPT: <u>wrong genders throughout</u>

IN EACH CASE, CHECK FALSO IS TICKED

Question	Answer	Marks	Guidance
31	apareció por primera vez (en noviembre) en (los cines de) España	1	**REFUSE MERE ADDITION OF NEGATIVE** **Refuse** salió primero en noviembre
33	le/la/lo/se gustaría pasar más tiempo con ellos/sus hijos se siente triste cuando no ve a sus hijos (frecuentemente)	1	**REFUSE MERE ADDITION OF NEGATIVE** **Refuse** <u>me</u>…etc.
35	al principio encuentran difícil su nueva vida	1	**REFUSE MERE ADDITION OF NEGATIVE**

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Section 3 Exercise 2

ACCEPT: wrong genders throughout

Question	Answer	Marks	Guidance
36	presentaba programas (de televisión) carrera de televisión	**1**	
37	después del nacimiento de su hija	**1**	**Refuse** después…bien
38	fue a una escuela de cocina	**1**	**Refuse** entonces…etc. **Refuse** fue…mejor
39	pone/elige/son recetas que le/la/lo gustan	**1**	**Refuse** recetas que me gustan **Refuse** pongo…etc. **Refuse** *answers without verb (e.g. pone)* **Refuse** pone recetas que se gustan *(it means something else)*
40	(mucha gente quiere) saber cuáles son los mejores ingredientes	**1**	**Refuse** mucha gente me…ingredientes
41	(durante) poco tiempo	**1**	
42	(Sonia) va a empezar un servicio de platos preparados (para llevar a casa)	**1**	**Refuse** platos preparados ***tc***

Note: For questions with 2 interchangeable answers: 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)

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SPANISH **0530/41**

Paper 4 Writing **October/November 2017**

MARK SCHEME

Maximum Mark: 50

Published

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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3 General Marking Principles

3.1 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.

3.2 For Questions 2 and 3, if the candidate has written an answer in the space provided for that purpose, you should ignore anything written anywhere else, unless:

(a)	there is an indication from the candidate that other material should be considered.
(b)	the candidate has continued their answer outside the space provided.
(c)	there is no answer in the space provided.

3.3 Annotation used in the Mark Scheme:

(a)	tc = ‘tout court’ and means that on its own the material is not sufficient to score the mark.
(b)	BOD = benefit of the doubt and is used to indicate that the Examiner has considered the answer/that part of the answer and judged it to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.

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3.4 No response and '0' marks

There is a NR (No Response) option in **RM Assessor**.

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.

3.5 **Optional questions**: You must mark all questions attempted by the candidate. Where a question has not been attempted then NR must be entered. (For Question 3 only, after marking the question(s) the candidate has answered, NR is populated automatically when you click on 'Complete'.) Where the candidate attempts more than one of the alternatives in Question 3, RM Assessor will automatically only aggregate the candidate's best result.

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Question	Answer	Marks

Question 1

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

(i) Select the most correct items up to a maximum of 5. Award 1 mark for each correct item up to a maximum of 5. Stop ticking once 5 items have been rewarded.

(ii) On Question 1, award marks for items wherever the candidate has written them.

(iii) **If the candidate offers more than one word per line, award a mark for each acceptable item** (e.g. where a candidate has linked two words as in *cepillo de dentífrica* = 1 tick; however *cepillo y dentífrica* (candidate intends this as two items) = 2 ticks).

(iv) The pictures provided on the question paper are only suggestions.

(v) Mark for communication. Tolerate inaccuracies, provided the message is clear. Ignore any definite / indefinite article, possessive adjective, etc. Ignore any verbs.

(vi) If spelling is questionable, start by referring to the detailed mark scheme. Refer to the bullet points below if no decision on the spelling you have encountered is recorded there.
- 'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer?
- Look-alike test: does what the candidate has written look like the correct answer, e.g. one letter missing but no other word created.
- If the first part of the word is correct, small errors in what comes next are less likely to impede communication (unless they suggest another meaning).
- Where letters are transposed, the word is likely to communicate (unless another word has been created).

(vii) Once marking proper starts, if there are five clearly acceptable items, award marks wherever these are in the list. This approach may allow questionable versions to be ignored.

(viii) Refuse all nouns which are repeated and which do not have a separate meaning:
- *pantalones, pantalones cortos*: award one mark to each item
- *pantalones pequeños, pantalones azules*: award one mark for the first *pantalones*

(ix) Reject misspelt words which suggest a word with a quite different meaning. Where nouns are usually plural, accept the singular and vice versa.

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Question	Answer	Marks
1	**Estás en la sala de estar. Haz una lista de 8 cosas que hay en la sala de estar.**	**5**

flores		**REJECT**	
foto		plates	
libro			
mesa			
periódico			
sofá			
teléfono			
televisión			
ventana			

Total for Question 1: 5 marks

Question	Answer	Marks
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 (i) Place the appropriate 'numbered' tick as close as possible to each relevant communication point in the body of the answer. (ii) Award ticks flexibly across the tasks for each piece of relevant information conveyed, up to a maximum of 10. HOWEVER, each of the 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 • **Look for a verb (finite or infinitive) before awarding a mark.** Lists without a verb will not score. • **See Appendix II for rules on how to decide whether a verb is accurate enough** to convey meaning. • **For language other than verbs, use 'rules' in Question 1**: look alike, sound alike, etc. • **Misplaced adjectives, negatives and adverbs will not usually compromise communication.** (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 • *Ella es alta y delgada y grande y nerviosa.* (*1 verb, therefore treat as list of 4 items: place one tick over 'grande' (third item in list) and another tick over 'nerviosa' (fourth item in list*)) • *Ella es alta. Es delgada. Tiene el pelo moreno.* (*3 verbs therefore each piece of information can score a separate communication mark*)	

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>2</td><td>(vi) Only reward each piece of information once, e.g. es fantástica cannot score both as description and reason for liking; es fantástica y sus clases son fantásticas can both be rewarded as fantástica(s) describes different nouns; ella me ayuda a hacer mis deberes and me ayuda todos los días can both be rewarded as they each contain a different extra detail (a hacer mis deberes and todos los días).

(vii) Do not penalise factual errors.

(viii) What the candidate writes may not follow the order of the tasks on the question paper – this is fine.</td><td></td></tr>
<tr><td></td><td>
<table>
<tr><th>Tick</th><th>Accept</th></tr>
<tr><td>✓1</td><td>¿Cuándo y con quién vas al cine?
REWARD: any statement relating to when and with whom the candidate usually goes to the cinema</td></tr>
<tr><td>✓2</td><td>¿Qué tipo de película prefieres ver? ¿Por qué?
REWARD: any statement relating to which sort of film the candidate prefers

REWARD: any reason why, even if it is not clear which sort of film the candidate prefers</td></tr>
<tr><td>✓3</td><td>Describe a tu actor/actriz favorito/a.
REWARD: any detail describing the candidate’s favourite actor/actress</td></tr>
<tr><td>✓4</td><td>¿Te gustaría ser actor/actriz en el futuro? ¿Por qué?
REWARD: any statement relating to whether or not the candidate would like to be an actor/actress in the future

REWARD: any reason why, even if it is not clear whether or not the candidate would like to be an actor/actress</td></tr>
</table>
</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>2</td><td>

2.2: Award a mark out of 5 for Language

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)

<table>
<tr><td>5</td><td>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.</td></tr>
<tr><td>4</td><td>Basic vocabulary and structure.
Some awareness of verb usage, but inconsistent.
The writing is sufficiently accurate for meaning to be conveyed.</td></tr>
<tr><td>3</td><td>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.</td></tr>
<tr><td>2</td><td>A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td></tr>
<tr><td>1</td><td>Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</td></tr>
<tr><td>0</td><td>One or two disjointed words or short phrases may be recognisable.</td></tr>
</table>

*Consider the whole answer when awarding mark for language

Total for Communication: 10 marks
Total for Language: 5 marks
Total for Question 2: 15 marks

</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3</td><td>
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 10 for Verbs, according to the instructions in 3.2.
award a mark out of 10 for Other linguistic features, according to the instructions in 3.3.

For question-specific guidance, see later in this mark scheme.

<u>3.1: Award a mark out of 10 for Communication</u>

(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 (in the body of the answer).

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

(iii) Look for a verb (finite or infinitive) before awarding a mark for communication. See Appendix II for rules on how to decide whether a verb is accurate enough to convey meaning.

(iv) Add up the ticks to give a mark out of 10 for Communication.
</td><td></td></tr>
</table>

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3</td><td>

3.2: Award a mark out of 8 for accurate use of Verbs

When awarding ticks for Verbs, please refer back to the question in order to establish which tense is appropriate for the response. **For question-specific guidance, see later in this mark scheme.**

(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) Place the tick so that it does not obscure the accent/tilde.
(iii) 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)

<table>
<tr><th>Number of ticks</th><th>Mark</th></tr>
<tr><td>18+</td><td>8</td></tr>
<tr><td>16,17</td><td>7</td></tr>
<tr><td>14,15</td><td>6</td></tr>
<tr><td>12,13</td><td>5</td></tr>
<tr><td>10,11</td><td>4</td></tr>
<tr><td>8,9</td><td>3</td></tr>
<tr><td>6,7</td><td>2</td></tr>
<tr><td>4,5</td><td>1</td></tr>
<tr><td>0,1,2,3</td><td>0</td></tr>
</table>

</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3</td><td>
How to award ticks for accurate use of Verbs (Question 3):

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

<table>
<tr><th>Tick</th><th>No tick</th><th>Note</th></tr>
<tr><td>Yo soy (✓)</td><td></td><td></td></tr>
<tr><td>He hecho (✓)</td><td></td><td></td></tr>
<tr><td>Los profesores son (✓) amables</td><td>Los professores son amables (no tick)</td><td>incorrect subject means tick cannot be awarded for verb</td></tr>
</table>
Use of gerund
<table>
<tr><th>Tick</th><th>No tick</th><th>Note</th></tr>
<tr><td>Estoy escribiendo (✓)</td><td></td><td>Continuous forms of estar and gerund are awarded 1 tick</td></tr>
<tr><td>Llevo (✓) dos años estudiando (✓)</td><td></td><td>Use of gerund other than in continuous form of verb using estar = 2 ticks</td></tr>
</table>
With direct and indirect object pronouns
<table>
<tr><th>Tick</th><th>No tick</th><th>Note</th></tr>
<tr><td>Juan lo vio (✓)</td><td></td><td></td></tr>
</table>
</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3</td><td>

Reflexive/passive

Tick	No tick	Note
Él se levanta (✓)	Él levantase (*no tick*)	
Ella se ha cortado (✓)		
La puerta estaba (✓) abierta		
Yo me lavo (✓) las manos	Yo me lavo (*no tick*) el coche	*lavar* 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 *(no tick)* leer (✓)		
Me quedan (✓) diez euros		

Impersonal *se*

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

Impersonal

Hay (✓) patatas		
Es (✓) interesante		

</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3</td><td>

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 *(no tick)* 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

Verb which requires preposition

Tick	No tick	Note
Ayudo (✓) a lavar (✓) el coche		
Ayudo (✓) lavar el coche		preposition is required for *lavar* to be awarded a tick
Ayudo (✓) con lavar el coche		incorrect use of *con* means that *lavar* cannot receive a tick

</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3</td><td>
Verb which requires personal a
<table>
<tr><th>Tick</th><th>No tick</th><th>Note</th></tr>
<tr><td>Veo (✓) a mi amigo</td><td>Veo (no tick) mi amigo</td><td>personal a is required for veo to be awarded a tick</td></tr>
</table>
Correct verb within meaningless statement
<table>
<tr><th>Tick</th><th>No tick</th><th>Note</th></tr>
<tr><td>El camino es (✓) largo</td><td>El camino es (no tick) inteligente</td><td>Do not reward correct verb in a meaningless statement</td></tr>
</table>
</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3</td><td>

(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 (*no tick*) salir (✓)		
Quiero (✓) salire (*no tick*)		
Voy a (✓) estudiar (✓)		
Empecé a (✓) llorar (✓)		
Empecé *(no tick)* llorar (✓)		

(e) Participle (past or present)

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

</td><td></td></tr>
</table>

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Question	Answer	Marks
3	**(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 • Esta tarde mi amigo puede (✓) jugar (✓) al fútbol. En mi ciudad se puede *(no tick)* nadar (✓) – puede is in the third person singular in both sentences, so scores the first time but not the second time	
	3.3: Award a mark out of 12 for Other linguistic features (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 (Appendix I)). (ii) Use the highlighter marking tool to highlight the first new use of any correct usage. Use the highlighter marking tool to underline a creditable attempt at a structure. This annotation is intended to help you arrive at an appropriate mark. Therefore, the kinds of things you highlight/underline will vary according to the quality of work, e.g. for a mark of 7/8 to be awarded the assumption is that 'spelling of common words, genders, adjectival agreements and basic prepositions are almost always correct' so annotation will focus on the degree of success with more complex language. (iii) Consider the extent to which the following are used correctly and appropriately when assessing the candidate's control of structures: • 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) • Object pronouns (me ha dicho; me lo dio) and 'strong' pronouns • Conjunctions other than *y* and linking words (e.g. sin embargo, por lo tanto, por eso) • Prepositions – Time, Place etc. • Negatives • Adverbs • Use of por and para • Adjectives, including possessives and demonstratives. Also comparatives and superlatives • Expressions of quantity • Appropriate use of *politesses* in the letter.	

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3</td><td>

Grade descriptors for Other linguistic features (Question 3)

<table>
<tr><td>11–12</td><td>• 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.</td></tr>
<tr><td>9–10</td><td>• 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.</td></tr>
<tr><td>7–8</td><td>• 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.</td></tr>
<tr><td>5–6</td><td>• Attempts more than basic structures.
• On balance, the work is more accurate than inaccurate.
• Straightforward vocabulary relevant to the task.</td></tr>
<tr><td>3–4</td><td>• Reliant on basic structures.
• Some examples of correct language. Meaning usually conveyed.
• Basic vocabulary.</td></tr>
<tr><td>1–2</td><td>• A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td></tr>
<tr><td>0</td><td>• One or two disjointed words or short phrases may be recognisable.</td></tr>
</table>

^^subordinate clauses, linking words, object pronouns, comparative adjectives/adverbs, strong negatives usually error free.
*spelling of common words, genders, adjectival agreements and basic prepositions are almost always correct.

Total for Communication: 10 marks
Total for Verbs: 8 marks
Total for Other linguistic features: 12 marks
Total for Question 3: 30 marks

</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3(a)</td><td>

Email to a friend about the holidays that you spent at his/her house

3.1: Award a mark out of 10 for Communication – see generic guidance above

<table>
<tr><th>Tick</th><th>Accept</th><th>Mark</th></tr>
<tr><td>✓1</td><td>Da tu opinión sobre la casa de tu amigo/amiga.

For 2 communication marks allow anything sensible in an appropriate tense
Expect opinions/emotions/explanations</td><td>2</td></tr>
<tr><td>✓2</td><td>Durante tu visita, ¿cuáles fueron las actividades que más te gustaron?

Insist on past tense for 2 communication marks</td><td>2</td></tr>
<tr><td>✓3</td><td>¿Qué piensas de la vida en España?

For 2 communication marks allow anything sensible in an appropriate tense
Expect opinions/emotions/explanations</td><td>2</td></tr>
<tr><td>✓4</td><td>¿Qué fue lo primero que hiciste al volver a casa?

Insist on past tense for 2 communication marks</td><td>2</td></tr>
<tr><td>✓5</td><td>¿Cuándo vas a visitar a tu amigo/amiga otra vez?

For 2 communication marks allow anything sensible in an appropriate tense</td><td>2</td></tr>
</table>

</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3(a)</td><td>

3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above

<table>
<tr><th>Communication point</th><th>For Verbs, accept:</th></tr>
<tr><td>1</td><td>Present / Preterite / Imperfect / Perfect (if used correctly in context)</td></tr>
<tr><td>2</td><td>Preterite / Imperfect / Perfect (if used correctly in context)</td></tr>
<tr><td>3</td><td>Present</td></tr>
<tr><td>4</td><td>Preterite / Imperfect / Perfect (if used correctly in context)</td></tr>
<tr><td>5</td><td>Present / Conditional / Future (if used correctly in context)</td></tr>
</table>

3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above

</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3(b)</td><td>

Article about experiences while spending a year abroad
3.1: Award a mark out of 10 for Communication – see generic guidance above

<table>
<tr><th>Tick</th><th>Accept</th><th>Mark</th></tr>
<tr><td>✓1</td><td>¿Cómo es el país donde estás pasando el año?

For 2 communication marks allow anything sensible in an appropriate tense</td><td>2</td></tr>
<tr><td>✓2</td><td>Describe las dificultades que tuviste en los primeros meses.

Insist on past tense for 2 communication marks</td><td>2</td></tr>
<tr><td>✓3</td><td>¿Qué hiciste para hacer nuevos amigos?

Insist on past tense for 2 communication marks</td><td>2</td></tr>
<tr><td>✓4</td><td>¿Qué es lo que más te gusta del nuevo país? Explica por qué.

For 2 communication marks allow anything sensible in an appropriate tense
Award the marks for either the description or the explanation
Expect opinions/emotions/explanations</td><td>2</td></tr>
<tr><td>✓5</td><td>¿En qué país te gustaría vivir en el futuro? ¿Por qué?

For 2 communication marks allow anything sensible in an appropriate tense
Award the marks for either the description or the explanation
Expect opinions/emotions/explanations</td><td>2</td></tr>
</table>

</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3(b)</td><td>

3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above

<table>
<tr><th>Communication point</th><th>For Verbs, accept:</th></tr>
<tr><td>1</td><td>Present</td></tr>
<tr><td>2</td><td>Preterite / Imperfect / Perfect (if used correctly in context)</td></tr>
<tr><td>3</td><td>Preterite / Imperfect / Perfect (if used correctly in context)</td></tr>
<tr><td>4</td><td>Present</td></tr>
<tr><td>5</td><td>Conditional / Future</td></tr>
</table>

3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above

</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3(c)</td><td>

"Ayer mis padres recibieron una carta de mi colegio. Mis padres no estaban contentos y querían hablar conmigo sobre el problema…"

3.1: Award a mark out of 10 for Communication – see generic guidance above

<table>
<tr><th>Tick</th><th>Accept</th><th>Mark</th></tr>
<tr><td>✓1</td><td>¿Cuál era el contenido de la carta?

Insist on past tense for 2 communication marks</td><td>2</td></tr>
<tr><td>✓2</td><td>¿Qué hicieron tus padres?

Insist on past tense for 2 communication marks</td><td>2</td></tr>
<tr><td>✓3</td><td>¿Cómo te sentiste?

For 2 communication marks allow anything sensible in an appropriate tense
Expect opinions/emotions/explanations</td><td>2</td></tr>
<tr><td>✓4</td><td>Explica por qué.

For 2 communication marks allow anything sensible in an appropriate tense
Expect opinions/emotions/explanations</td><td>2</td></tr>
<tr><td>✓5</td><td>¿Qué vas a hacer tú para solucionar el problema?

For 2 communication marks allow anything sensible in an appropriate tense</td><td>2</td></tr>
</table>

</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3(c)</td><td>

3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above

<table>
<tr><th>Communication point</th><th>For Verbs, accept:</th></tr>
<tr><td>1</td><td>Preterite / Imperfect / Perfect (if used correctly in context)</td></tr>
<tr><td>2</td><td>Preterite / Imperfect / Perfect (if used correctly in context)</td></tr>
<tr><td>3</td><td>Preterite / Imperfect / Perfect (if used correctly in context)</td></tr>
<tr><td>4</td><td>Preterite / Imperfect / Perfect / Present (if used correctly in context)</td></tr>
<tr><td>5</td><td>Future / Present (if used correctly in context)</td></tr>
</table>

3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above

</td><td></td></tr>
</table>

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Appendix I

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. This is extremely rare.

A 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.

See separate document for more detailed guidance on irrelevant material.

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A <u>QUESTION 3 ONLY</u>: Where <u>THE VERB IS APPROPRIATE IN THE MEANING IT CONVEYS AND THE TIME FRAME IS APPROPRIATE</u>, 2 communication marks are awarded in the following cases.

(i)	**For 2 communication marks: accept a Present where a Future context is apparent**	
	El año que viene voy a España = 2 for communication (but see also B (i) for further information)	(*voy* receives a tick for verb)
(ii)	**For 2 communication marks: accept the use of a Future when a Conditional would be correct and vice versa**	
(iii)	**For 2 communication marks: accept a 'phonetic version' of the correct time frame**	
	He passado las vacaciones = 2 for communication *E pasado las vacaciones* = 2 for communication *Mi madre necessita mi ayuda* = 2 for communication *Nececito ir a la tienda* = 2 for communication *He apprendido mucho* = 2 for communication *Mi tía tienne un club* = 2 for communication *He organisado una fiesta* = 2 for communication *Boy a ir al centro* = 2 for communication	(*Empezó a juego* = 1 for communication – *juego* is not phonetic) *Yo quierro jugar al fútbol* = 0 for communication (doublé 'r' is not a phonetic rendering of single 'r') *Yo prefiero llavar los platos* = 0 for communication (double 'll' is not a phonetic rendering of single 'l')
(iv)	**For 2 communication marks: accept the use of any past tense when a past is required, even when a different past tense would be grammatically correct or appropriate**	
	Allow Perfect, Imperfect, Pluperfect or Preterite. Ignore inconsistency in the use of the Imperfect and Preterite if it occurs.	

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(v)	**Errors of accent:**	
	For 2 communication marks, **insist** on the accent on verbs which require it	*Yo comi* = 1 for communication (as an attempted preterite tense) *Esperabamos* = 1 for communication (as an attempted imperfect tense)
	For 2 communication marks, tolerate a grave accent for an acute accent	*Yo comì* = 2 for communication
(vi)	**In complex sentences, reward communication based on the verb in the subordinate clause and reward according to the normal rules (it is the information in the subordinate clause which fulfils the task)**	
	Mi amigo dijo que tenía dolor de cabeza = 2 for communication (in addition both verbs can receive a tick) *Mi amigo dice* (wrong tense) *que tenía dolor de cabeza* = 2 for communication (in addition second verb can receive a tick)	However, *Mi amigo dijo que tiene dolor de cabeza* = 1 for communication (see B (vii)) (in addition first verb can receive a tick) *Mi amigo dijo que él dolor de cabeza* = 0 for communication (no verb in subordinate clause) (first verb can receive a tick)
	Creía que estaba enfermo = 2 for communicataion (in addition both verbs receive a tick)	However: *Creía que llueve* = 1 for communication (see B (vii)) *Creía que tenía enfermo* = 0 for communication (see B (vii)) (In addition, in both cases, first verb can receive a tick)
(vii)	**Use of a verb in the indicative where a subjunctive would be expected: award 2 communication marks**	
	No creo que haya muchas personas allí = 2 for communication (plus both verbs receive a tick) *No creo que hay muchas personas allí* = 2 for communication (plus first verb receives a tick)	

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B <u>QUESTIONS 2 AND 3</u>: Where <u>THE VERB IS APPROPRIATE IN THE MEANING IT CONVEYS</u> but is flawed in the following ways, the message is partially conveyed, and 1 communication mark will be awarded.

(i)	**The candidate has produced a correct spelling of an <u>inappropriate</u> form/part/tense of an <u>appropriate</u> verb: award 1 communication mark**	
	He vender el libro = 1 for communication *La gente están contenta* = 1 for communication *Yo trabaje durante las vacaciones* = 1 for communication *Yo voy pasaré* = 1 for communication	No ticks are scored for these verbs
	Task: what do you want to eat for lunch? **Candidate writes:** *Quiero comeré la fruta* = 1 for communication	*Quiero* = tick for verb
	Task: what will you do next year? **Candidate writes:** *El año <u>pasado</u> voy a España* = 1 for communication *El año <u>pasado</u> voy a viajar en España* = 1 for communication *El año <u>que viene</u> yo iba a España* = 1 for communication *El año que viene me gusto jugar al tenis* = 1 for communication	…*voy a*… verb is not rewarded as there is no future context (eg *El año que viene*…) <u>and</u> there is discordance/confusion between the verb and the time indicator that the candidate has used …*voy a viajar*… scores 2 ticks for verbs (*voy a*, *viajar*) as the task requires a future and, despite the use of *pasado*, there is no doubt about the tense of the verb and the tense of the verb agrees with the tense that is required …*iba*… verb does not receive a tick …*me gusto*… verb does not receive a tick
	El año que viene yo vaya al centro = 1 for communication (*ir* is an appropriate verb, *vaya* is a form of the verb *ir* (subjunctive))	*El año que viene yo vaye al centro* = 0 for communication (*vaye* is not any part of the verb *ir*)

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(ii)	**The candidate has produced a <u>phonetic</u> spelling of an <u>inappropriate</u> form/part/tense of an <u>appropriate</u> verb: award 1 communication mark**	
	Task: what did you enjoy doing on holiday? **Candidate writes:** *Me gustta el tenis* = 1 for communication (phonetic version of the incorrect tense (*me gusta*) of an appropriate verb)	*Me gutsa (el tenis) (gutsa* is not any form/part/tense (nor a phonetic version thereof) of the verb *gustar)*
	Task: what happened at school today? **Candidate writes:** *Apprendo mucho* = 1 for communication (phonetic version of an incorrect part/tense (*aprendo*) of an appropriate verb)	*Apriendo mucho* = 0 for communication (*apriendo* is not any form/part/tense (nor a phonetic version thereof) of the verb *aprender*)
(iii)	**Use of *ser* when *estar* would be correct and vice versa: award 1 communication mark**	
	Soy en acuerdo con el proyecto = 1 *Soy esperando tu carta* = 1 *Era con su hijo* = 1 *Mis hermanas son en la casa* = 1 *Estaba una experiencia maravillosa* = 1 *Estoy un buen estudiante* = 1 *Tu carta está interesante* = 1 *Estará una buena idea* = 1	

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(iv)	**Mis-use of *haber, hacer*, *tener* and *ser/estar* in idiomatic phrases/simple descriptions: award 1 communication mark**	
	Era/Estaba miedo = 1 *Era/Estaba sed* = 1 *Era/Estaba hambre* = 1 *Era/Estaba cinco años* = 1 *Estaba muy frío en mi casa* = 1 *¿Está playas cerca de tu ciudad?* = 1	(no tick for verb) (no tick for verb) (no tick for verb) (no tick for verb) (no tick for verb) (no tick for verb) **However:** *Ella es el pelo negro* = 0 *Tenía cansado* = 0 *Tenía enfermo* = 0
(v)	**The following commonly seen inappropriate usages: award 1 communication mark**	
	Accept for 1 mark *Miré un accidente* for *Vi un accidente* *Yo gusta la música* for *Me gusta la música* *Escuché un ruido* for *Oí un ruido* *En Madrid hay calor* for *En Madrid hace calor*	**Refuse** *Tenía un tiempo muy bueno* for *Lo pasé bien* *He mirado para mi chaqueta* for *He buscado mi chaqueta*
(vi)	**The following commonly seen mis-usages: award 1 communication mark**	
	Me gusto mi casa *Me prefiero los gatos* *Me vivo en el centro* *Me llamo es (Ana)*	*Me llama es (Ana)* = 0 as nothing of worth is communicated *Me llama (Ana)* when the candidate is trying to give his/her own name = 0
(vii)	**In complex sentences, consider the verb in the subordinate clause when awarding the mark for communication and reward according to the normal rules** (see also A (vi))	
	Mi amigo dijo que tiene dolor de cabeza = 1 for communication	The subordinate clause, *tiene dolor de cabeza,* contains an appropriate verb in the wrong time frame which is awarded 1 communication mark (in addition, first verb receives a tick)
	Creía que llueve = 1 for communication	The subordinate clause, *que llueve,* contains an appropriate verb in the wrong time frame which is awarded 1 communication mark according to the usual rules) (in addition, first verb receives a tick)

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(viii)	**Errors of accent on verbs: award one communication mark** (see also A (v))	
	Yo comi patatas = 1 for communication (an attempted preterite tense) *Íre a Francia* = 1 for communication (an attempted future tense) *Estába en España* = 1 for communication (an attempted imperfect tense)	

C <u>QUESTIONS 2 AND 3</u>: Award 0 communication marks in the following cases.

(i)	**No attempt at a (real) verb = 0 for communication**	
	yo pie al instituto = 0 for communication *yo caminata mi perro* = 0 for communication *llove* = 0 for communication *yo prefier ir al colegio* = 0 for communication	
(ii)	**The verb attempted delivers a message different from the desired one = 0 for communication**	
	mi padre tiene profesor for *mi padre es profesor* = 0 for communication *llora* for *llueve* = 0 for communication	
(iii)	**The attempt at the verb is not a part/form of an appropriate verb or a phonetic rendition thereof = 0 for communication**	
	El año que viene yo viajer en el centro = 0 for communication (*viajer* is not any part of the verb *viajar*) *Yo buscé mis gafas* = 0 for communication (*buscé* is not any part of the verb *buscar*) *Me gutsa (el tenis)* = 0 for communication (*gutsa* is not any part of the verb *gustar*)	

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Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

SPANISH **0530/42**

Paper 4 Writing **October/November 2017**

MARK SCHEME

Maximum Mark: 50

Published

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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3 General Marking Principles

3.1 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.

3.2 For Questions 2 and 3, if the candidate has written an answer in the space provided for that purpose, you should ignore anything written anywhere else, unless:

(a)	there is an indication from the candidate that other material should be considered.
(b)	the candidate has continued their answer outside the space provided.
(c)	there is no answer in the space provided.

3.3 Annotation used in the Mark Scheme:

(a)	tc = ‘tout court’ and means that on its own the material is not sufficient to score the mark.
(b)	BOD = benefit of the doubt and is used to indicate that the Examiner has considered the answer/that part of the answer and judged it to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.

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3.4 No response and '0' marks

There is a NR (No Response) option in **RM Assessor**.

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.

3.5 **Optional questions**: You must mark all questions attempted by the candidate. Where a question has not been attempted then NR must be entered. (For Question 3 only, after marking the question(s) the candidate has answered, NR is populated automatically when you click on 'Complete'.) Where the candidate attempts more than one of the alternatives in Question 3, RM Assessor will automatically only aggregate the candidate's best result.

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Question	Answer	Marks

Question 1

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

(i) Select the most correct items up to a maximum of 5. Award 1 mark for each correct item up to a maximum of 5. Stop ticking once 5 items have been rewarded.

(ii) On Question 1, award marks for items wherever the candidate has written them.

(iii) **If the candidate offers more than one word per line, award a mark for each acceptable item** (e.g. where a candidate has linked two words as in *cepillo de dentífrica* = 1 tick; however *cepillo y dentífrica* (candidate intends this as two items) = 2 ticks).

(iv) The pictures provided on the question paper are only suggestions.

(v) Mark for communication. Tolerate inaccuracies, provided the message is clear. Ignore any definite / indefinite article, possessive adjective, etc. Ignore any verbs.

(vi) If spelling is questionable, start by referring to the detailed mark scheme. Refer to the bullet points below if no decision on the spelling you have encountered is recorded there.
- 'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer?
- Look-alike test: does what the candidate has written look like the correct answer, e.g. one letter missing but no other word created.
- If the first part of the word is correct, small errors in what comes next are less likely to impede communication (unless they suggest another meaning).
- Where letters are transposed, the word is likely to communicate (unless another word has been created).

(vii) Once marking proper starts, if there are five clearly acceptable items, award marks wherever these are in the list. This approach may allow questionable versions to be ignored.

(viii) Refuse all nouns which are repeated and which do not have a separate meaning:
- *pantalones, pantalones cortos*: award one mark to each item
- *pantalones pequeños, pantalones azules*: award one mark for the first *pantalones*

(ix) Reject misspelt words which suggest a word with a quite different meaning. Where nouns are usually plural, accept the singular and vice versa.

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>1</td><td>Estás en la cocina. Haz una lista de 8 cosas que hay en la cocina.
<table>
<tr><td>botella</td><td></td><td>REJECT</td><td></td></tr>
<tr><td>huevos</td><td></td><td>telephono</td><td></td></tr>
<tr><td>mesa</td><td></td><td>photo</td><td></td></tr>
<tr><td>nevera</td><td></td><td>ventaja</td><td></td></tr>
<tr><td>pan</td><td></td><td>libre</td><td></td></tr>
<tr><td>pimienta</td><td></td><td></td><td></td></tr>
<tr><td>plato</td><td></td><td></td><td></td></tr>
<tr><td>sal</td><td></td><td></td><td></td></tr>
<tr><td>silla</td><td></td><td></td><td></td></tr>
<tr><td>vaso</td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
</table>
Total for Question 1: 5 marks</td><td>5</td></tr>
</table>

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Question	Answer	Marks
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.**	
	¿El campo o la ciudad? **2.1: Award a mark out of 10 for Communication** (i) Place the appropriate 'numbered' tick as close as possible to each relevant communication point in the body of the answer. (ii) Award ticks flexibly across the tasks for each piece of relevant information conveyed, up to a maximum of 10. HOWEVER, each of the 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 • **Look for a verb (finite or infinitive) before awarding a mark.** Lists without a verb will not score. • **See Appendix II for rules on how to decide whether a verb is accurate enough** to convey meaning. • **For language other than verbs, use 'rules' in Question 1**: look alike, sound alike, etc. • **Misplaced adjectives, negatives and adverbs will not usually compromise communication.** (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 • *Ella es alta y delgada y grande y nerviosa.* (*1 verb, therefore treat as list of 4 items: place one tick over 'grande' (third item in list) and another tick over 'nerviosa' (fourth item in list)*) • *Ella es alta. Es delgada. Tiene el pelo moreno.* (*3 verbs therefore each piece of information can score a separate communication mark*)	

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>2</td><td>(vi) Only reward each piece of information once, e.g. es fantástica cannot score both as description and reason for liking; es fantástica y sus clases son fantásticas can both be rewarded as fantástica(s) describes different nouns; ella me ayuda a hacer mis deberes and me ayuda todos los días can both be rewarded as they each contain a different extra detail (a hacer mis deberes and todos los días).

(vii) Do not penalise factual errors.

(viii) What the candidate writes may not follow the order of the tasks on the question paper – this is fine.</td><td></td></tr>
<tr><td></td><td>
<table>
<tr><th>Tick</th><th>Accept</th></tr>
<tr><td>✓1</td><td>Describe la región donde vives.
REWARD: any statement describing the area where the candidate lives</td></tr>
<tr><td>✓2</td><td>¿Prefieres el campo o la ciudad? ¿Por qué?
REWARD: any statement relating to whether the candidate prefers the countryside or the town

REWARD: any reason why, even if it is not clear which the candidate prefers</td></tr>
<tr><td>✓3</td><td>¿Qué es lo malo de vivir en el campo?
REWARD: any statement relating to the downsides of living in the countryside</td></tr>
<tr><td>✓4</td><td>¿En qué país te gustaría vivir en el futuro? ¿Por qué?
REWARD: any statement relating to which country the candidate would like to live in in the future

REWARD: any reason why, even if it is not clear which country the candidate would like to live in</td></tr>
</table>
</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>2</td><td>

2.2: Award a mark out of 5 for Language

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)

<table>
<tr><td>5</td><td>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.</td></tr>
<tr><td>4</td><td>Basic vocabulary and structure.
Some awareness of verb usage, but inconsistent.
The writing is sufficiently accurate for meaning to be conveyed.</td></tr>
<tr><td>3</td><td>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.</td></tr>
<tr><td>2</td><td>A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td></tr>
<tr><td>1</td><td>Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</td></tr>
<tr><td>0</td><td>One or two disjointed words or short phrases may be recognisable.</td></tr>
</table>

*Consider the whole answer when awarding mark for language

Total for Communication: 10 marks
Total for Language: 5 marks
Total for Question 2: 15 marks

</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3</td><td>
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 10 for Verbs, according to the instructions in 3.2.
award a mark out of 10 for Other linguistic features, according to the instructions in 3.3.

For question-specific guidance, see later in this mark scheme.

<u>3.1: Award a mark out of 10 for Communication</u>

(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 (in the body of the answer).

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

(iii) Look for a verb (finite or infinitive) before awarding a mark for communication. See Appendix II for rules on how to decide whether a verb is accurate enough to convey meaning.

(iv) Add up the ticks to give a mark out of 10 for Communication.
</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3</td><td>

3.2: Award a mark out of 8 for accurate use of Verbs

When awarding ticks for Verbs, please refer back to the question in order to establish which tense is appropriate for the response. **For question-specific guidance, see later in this mark scheme.**

(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) Place the tick so that it does not obscure the accent/tilde.
(iii) 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)

<table>
<tr><th>Number of ticks</th><th>Mark</th></tr>
<tr><td>18+</td><td>8</td></tr>
<tr><td>16,17</td><td>7</td></tr>
<tr><td>14,15</td><td>6</td></tr>
<tr><td>12,13</td><td>5</td></tr>
<tr><td>10,11</td><td>4</td></tr>
<tr><td>8,9</td><td>3</td></tr>
<tr><td>6,7</td><td>2</td></tr>
<tr><td>4,5</td><td>1</td></tr>
<tr><td>0,1,2,3</td><td>0</td></tr>
</table>

</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3</td><td>
How to award ticks for accurate use of Verbs (Question 3):

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

<table>
<tr><th>Tick</th><th>No tick</th><th>Note</th></tr>
<tr><td>Yo soy (✓)</td><td></td><td></td></tr>
<tr><td>He hecho (✓)</td><td></td><td></td></tr>
<tr><td>Los profesores son (✓) amables</td><td>Los professores son amables (no tick)</td><td>incorrect subject means tick cannot be awarded for verb</td></tr>
</table>
Use of gerund
<table>
<tr><th>Tick</th><th>No tick</th><th>Note</th></tr>
<tr><td>Estoy escribiendo (✓)</td><td></td><td>Continuous forms of estar and gerund are awarded 1 tick</td></tr>
<tr><td>Llevo (✓) dos años estudiando (✓)</td><td></td><td>Use of gerund other than in continuous form of verb using estar = 2 ticks</td></tr>
</table>
With direct and indirect object pronouns
<table>
<tr><th>Tick</th><th>No tick</th><th>Note</th></tr>
<tr><td>Juan lo vio (✓)</td><td></td><td></td></tr>
</table>
</td><td></td></tr>
</table>

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Question	Answer	Marks
3		

Reflexive/passive

Tick	No tick	Note
Él se levanta (✓)	Él levantase (*no tick*)	
Ella se ha cortado (✓)		
La puerta estaba (✓) abierta		
Yo me lavo (✓) las manos	Yo me lavo (*no tick*) el coche	*lavar* 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 *(no tick)* leer (✓)		
Me quedan (✓) diez euros		

Impersonal *se*

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

Impersonal

Hay (✓) patatas		
Es (✓) interesante		

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3</td><td>

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 *(no tick)* 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

Verb which requires preposition

Tick	No tick	Note
Ayudo (✓) a lavar (✓) el coche		
Ayudo (✓) lavar el coche		preposition is required for *lavar* to be awarded a tick
Ayudo (✓) con lavar el coche		incorrect use of *con* means that *lavar* cannot receive a tick

</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3</td><td>
Verb which requires personal a
<table>
<tr><th>Tick</th><th>No tick</th><th>Note</th></tr>
<tr><td>Veo (✓) a mi amigo</td><td>Veo (no tick) mi amigo</td><td>personal a is required for veo to be awarded a tick</td></tr>
</table>
Correct verb within meaningless statement
<table>
<tr><th>Tick</th><th>No tick</th><th>Note</th></tr>
<tr><td>El camino es (✓) largo</td><td>El camino es (no tick) inteligente</td><td>Do not reward correct verb in a meaningless statement</td></tr>
</table>
</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3</td><td>

(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 (*no tick*) salir (✓)		
Quiero (✓) salire (*no tick*)		
Voy a (✓) estudiar (✓)		
Empecé a (✓) llorar (✓)		
Empecé *(no tick)* llorar (✓)		

(e) Participle (past or present)

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

</td><td></td></tr>
</table>

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Question	Answer	Marks
3	**(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 • Esta tarde mi amigo puede (✓) jugar (✓) al fútbol. En mi ciudad se puede *(no tick)* nadar (✓) – puede is in the third person singular in both sentences, so scores the first time but not the second time	
	3.3: Award a mark out of 12 for Other linguistic features (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 (Appendix I)). (ii) Use the highlighter marking tool to highlight the first new use of any correct usage. Use the highlighter marking tool to underline a creditable attempt at a structure. This annotation is intended to help you arrive at an appropriate mark. Therefore, the kinds of things you highlight/underline will vary according to the quality of work, e.g. for a mark of 7/8 to be awarded the assumption is that 'spelling of common words, genders, adjectival agreements and basic prepositions are almost always correct' so annotation will focus on the degree of success with more complex language. (iii) Consider the extent to which the following are used correctly and appropriately when assessing the candidate's control of structures: • 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) • Object pronouns (me ha dicho; me lo dio) and 'strong' pronouns • Conjunctions other than *y* and linking words (e.g. sin embargo, por lo tanto, por eso) • Prepositions – Time, Place, etc. • Negatives • Adverbs • Use of por and para • Adjectives, including possessives and demonstratives. Also comparatives and superlatives • Expressions of quantity • Appropriate use of *politesses* in the letter.	

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3</td><td>

Grade descriptors for Other linguistic features (Question 3)

11–12	• 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	• 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	• 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	• Attempts more than basic structures. • On balance, the work is more accurate than inaccurate. • Straightforward vocabulary relevant to the task.
3–4	• Reliant on basic structures. • Some examples of correct language. Meaning usually conveyed. • Basic vocabulary.
1–2	• A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.
0	• One or two disjointed words or short phrases may be recognisable.

^^subordinate clauses, linking words, object pronouns, comparative adjectives/adverbs, strong negatives usually error free.
*spelling of common words, genders, adjectival agreements and basic prepositions are almost always correct.

Total for Communication: 10 marks
Total for Verbs: 8 marks
Total for Other linguistic features: 12 marks
Total for Question 3: 30 marks

</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3(a)</td><td>

Email to a friend about the school club that you are a member of

3.1: Award a mark out of 10 for Communication – see generic guidance above

<table>
<tr><th>Tick</th><th>Accept</th><th>Mark</th></tr>
<tr><td>✓1</td><td>¿Cuándo te hiciste miembro del club?

Insist on past tense for 2 communication marks</td><td>2</td></tr>
<tr><td>✓2</td><td>La semana pasada, ¿en qué actividades del club participaste?

Insist on past tense for 2 communication marks</td><td>2</td></tr>
<tr><td>✓3</td><td>¿Cómo es el/la profesor(a) que organiza el club?

For 2 communication marks allow anything sensible in an appropriate tense</td><td>2</td></tr>
<tr><td>✓4</td><td>¿Recomendarías este club a tu amigo/amiga? ¿Por qué?

Insist on past tense for 2 communication marks
Award the marks for explanation
Expect opinions/emotions/explanations</td><td>2</td></tr>
<tr><td>✓5</td><td>¿Por qué es importante el tiempo libre para los jóvenes?

For 2 communication marks allow anything sensible in an appropriate tense
Expect opinions/emotions/explanations</td><td>2</td></tr>
</table>

</td><td></td></tr>
</table>

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3(a)</td><td>

3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above

<table>
<tr><th>Communication point</th><th>For Verbs, accept:</th></tr>
<tr><td>1</td><td>Preterite</td></tr>
<tr><td>2</td><td>Preterite / Imperfect / Perfect (if used correctly in context)</td></tr>
<tr><td>3</td><td>Present</td></tr>
<tr><td>4</td><td>Present / Preterite / Imperfect / Perfect (if used correctly in context)</td></tr>
<tr><td>5</td><td>Present</td></tr>
</table>

3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above

</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3(b)</td><td>

Article about videogames

3.1: Award a mark out of 10 for Communication – see generic guidance above

<table>
<tr><th>Tick</th><th>Accept</th><th>Mark</th></tr>
<tr><td>✓1</td><td>¿Cuántos años tenías cuando empezaste a jugar a los videojuegos?

Insist on past tense for 2 communication marks</td><td>2</td></tr>
<tr><td>✓2</td><td>¿Cuándo y con quién jugaste a un videojuego la última vez?

Insist on past tense for 2 communication marks</td><td>2</td></tr>
<tr><td>✓3</td><td>¿Cuánto dinero gastas en videojuegos?

For 2 communication marks allow anything sensible in an appropriate tense</td><td>2</td></tr>
<tr><td>✓4</td><td>En tu opinión, ¿cuáles son las ventajas de este pasatiempo?

For 2 communication marks allow anything sensible in an appropriate tense
Expect opinions/emotions/explanations</td><td>2</td></tr>
<tr><td>✓5</td><td>¿Qué piensan tus padres de los videojuegos?

For 2 communication marks allow anything sensible in an appropriate tense
Expect opinions/emotions/explanations</td><td>2</td></tr>
</table>

</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3(b)</td><td>

3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above

<table>
<tr><th>Communication point</th><th>For Verbs, accept:</th></tr>
<tr><td>1</td><td>Preterite/Imperfect</td></tr>
<tr><td>2</td><td>Preterite</td></tr>
<tr><td>3</td><td>Present</td></tr>
<tr><td>4</td><td>Present</td></tr>
<tr><td>5</td><td>Present</td></tr>
</table>

3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above

</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3(c)</td><td>

"Estaba viajando en el tren cuando me dormí y me pasé la parada…"

3.1: Award a mark out of 10 for Communication – see generic guidance above

<table>
<tr><th>Tick</th><th>Accept</th><th>Mark</th></tr>
<tr><td>✓1</td><td>¿Adónde ibas?

Insist on past tense for 2 communication marks</td><td>2</td></tr>
<tr><td>✓2</td><td>Explica por qué.

For 2 communication marks allow anything sensible in an appropriate tense
Expect opinions/emotions/explanations</td><td>2</td></tr>
<tr><td>✓3</td><td>¿Qué hiciste cuando te diste cuenta de tu error?

Insist on past tense for 2 communication marks</td><td>2</td></tr>
<tr><td>✓4</td><td>¿Cómo llegaste a tu destino?

Insist on past tense for 2 communication marks</td><td>2</td></tr>
<tr><td>✓5</td><td>¿Cómo te sentiste después de esta experiencia?

For 2 communication marks allow anything sensible in an appropriate tense
Expect opinions/emotions/explanations</td><td>2</td></tr>
</table>

</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3(c)</td><td>

3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above

<table>
<tr><th>Communication point</th><th>For Verbs, accept:</th></tr>
<tr><td>1</td><td>Preterite / Imperfect / Perfect (if used correctly in context)</td></tr>
<tr><td>2</td><td>Preterite / Imperfect / Perfect (if used correctly in context)</td></tr>
<tr><td>3</td><td>Preterite / Imperfect / Perfect (if used correctly in context)</td></tr>
<tr><td>4</td><td>Preterite / Imperfect / Perfect / Present (if used correctly in context)</td></tr>
<tr><td>5</td><td>Future / Present (if used correctly in context)</td></tr>
</table>

3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above

</td><td></td></tr>
</table>

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Appendix I

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. This is extremely rare.

A 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.

See separate document for more detailed guidance on irrelevant material.

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A <u>QUESTION 3 ONLY</u>: Where <u>THE VERB IS APPROPRIATE IN THE MEANING IT CONVEYS AND THE TIME FRAME IS APPROPRIATE</u>, 2 communication marks are awarded in the following cases.

(i)	**For 2 communication marks: accept a Present where a Future context is apparent**	
	El año que viene voy a España = 2 for communication (but see also B (i) for further information)	(*voy* receives a tick for verb)
(ii)	**For 2 communication marks: accept the use of a Future when a Conditional would be correct and vice versa**	
(iii)	**For 2 communication marks: accept a 'phonetic version' of the correct time frame**	
	He passado las vacaciones = 2 for communication *E pasado las vacaciones* = 2 for communication *Mi madre necessita mi ayuda* = 2 for communication *Nececito ir a la tienda* = 2 for communication *He apprendido mucho* = 2 for communication *Mi tía tienne un club* = 2 for communication *He organisado una fiesta* = 2 for communication *Boy a ir al centro* = 2 for communication	(*Empezó a juego* = 1 for communication – *juego* is not phonetic) *Yo quierro jugar al fútbol* = 0 for communication (doublé 'r' is not a phonetic rendering of single 'r') *Yo prefiero llavar los platos* = 0 for communication (double 'll' is not a phonetic rendering of single 'l')
(iv)	**For 2 communication marks: accept the use of any past tense when a past is required, even when a different past tense would be grammatically correct or appropriate**	
	Allow Perfect, Imperfect, Pluperfect or Preterite. Ignore inconsistency in the use of the Imperfect and Preterite if it occurs.	

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(v)	**Errors of accent:**	
	For 2 communication marks, **insist** on the accent on verbs which require it	*Yo comi* = 1 for communication (as an attempted preterite tense) *Esperabamos* = 1 for communication (as an attempted imperfect tense)
	For 2 communication marks, tolerate a grave accent for an acute accent	*Yo comì* = 2 for communication
(vi)	**In complex sentences, reward communication based on the verb in the subordinate clause and reward according to the normal rules (it is the information in the subordinate clause which fulfils the task)**	
	Mi amigo dijo que tenía dolor de cabeza = 2 for communication (in addition both verbs can receive a tick) *Mi amigo dice* (wrong tense) *que tenía dolor de cabeza* = 2 for communication (in addition second verb can receive a tick)	However, *Mi amigo dijo que tiene dolor de cabeza* = 1 for communication (see B (vii)) (in addition first verb can receive a tick) *Mi amigo dijo que él dolor de cabeza* = 0 for communication (no verb in subordinate clause) (first verb can receive a tick)
	Creía que estaba enfermo = 2 for communicataion (in addition both verbs receive a tick)	However: *Creía que llueve* = 1 for communication (see B (vii)) *Creía que tenía enfermo* = 0 for communication (see B (vii)) (In addition, in both cases, first verb can receive a tick)
(vii)	**Use of a verb in the indicative where a subjunctive would be expected: award 2 communication marks**	
	No creo que haya muchas personas allí = 2 for communication (plus both verbs receive a tick) *No creo que hay muchas personas allí* = 2 for communication (plus first verb receives a tick)	

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B <u>QUESTIONS 2 AND 3</u>: Where <u>THE VERB IS APPROPRIATE IN THE MEANING IT CONVEYS</u> but is flawed in the following ways, the message is partially conveyed, and 1 communication mark will be awarded.

(i)	**The candidate has produced a correct spelling of an <u>inappropriate</u> form/part/tense of an <u>appropriate</u> verb: award 1 communication mark**	
	He vender el libro = 1 for communication *La gente están contenta* = 1 for communication *Yo trabaje durante las vacaciones* = 1 for communication *Yo voy pasaré* = 1 for communication	No ticks are scored for these verbs
	Task: what do you want to eat for lunch? **Candidate writes:** *Quiero comeré la fruta* = 1 for communication	*Quiero* = tick for verb
	Task: what will you do next year? **Candidate writes:** *El año <u>pasado</u> voy a España* = 1 for communication *El año <u>pasado</u> voy a viajar en España* = 1 for communication *El año <u>que viene</u> yo iba a España* = 1 for communication *El año que viene me gusto jugar al tenis* = 1 for communication	*…voy a…* verb is not rewarded as there is no future context (eg *El año que viene*…) <u>and</u> there is discordance/confusion between the verb and the time indicator that the candidate has used *…voy a viajar…* scores 2 ticks for verbs (*voy a*, *viajar*) as the task requires a future and, despite the use of *pasado*, there is no doubt about the tense of the verb and the tense of the verb agrees with the tense that is required *…iba…* verb does not receive a tick *…me gusto…* verb does not receive a tick
	El año que viene yo vaya al centro = 1 for communication (*ir* is an appropriate verb, *vaya* is a form of the verb *ir* (subjunctive))	*El año que viene yo vaye al centro* = 0 for communication (*vaye* is not any part of the verb *ir*)

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(ii)	**The candidate has produced a <u>phonetic</u> spelling of an <u>inappropriate</u> form/part/tense of an <u>appropriate</u> verb: award 1 communication mark**	
	Task: what did you enjoy doing on holiday? **Candidate writes:** *Me gustta el tenis* = 1 for communication (phonetic version of the incorrect tense (*me gusta*) of an appropriate verb)	*Me gutsa (el tenis) (gutsa* is not any form/part/tense (nor a phonetic version thereof) of the verb *gustar)*
	Task: what happened at school today? **Candidate writes:** *Apprendo mucho* = 1 for communication (phonetic version of an incorrect part/tense (*aprendo*) of an appropriate verb)	*Apriendo mucho* = 0 for communication (*apriendo* is not any form/part/tense (nor a phonetic version thereof) of the verb *aprender*)
(iii)	**Use of *ser* when *estar* would be correct and vice versa: award 1 communication mark**	
	Soy en acuerdo con el proyecto = 1 *Soy esperando tu carta* = 1 *Era con su hijo* = 1 *Mis hermanas son en la casa* = 1 *Estaba una experiencia maravillosa* = 1 *Estoy un buen estudiante* = 1 *Tu carta está interesante* = 1 *Estará una buena idea* = 1	

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(iv)	**Mis-use of *haber, hacer*, *tener* and *ser/estar* in idiomatic phrases/simple descriptions: award 1 communication mark**	
	Era/Estaba miedo = 1 *Era/Estaba sed* = 1 *Era/Estaba hambre* = 1 *Era/Estaba cinco años* = 1 *Estaba muy frío en mi casa* = 1 *¿Está playas cerca de tu ciudad?* = 1	(no tick for verb) (no tick for verb) (no tick for verb) (no tick for verb) (no tick for verb) (no tick for verb) **However:** *Ella es el pelo negro* = 0 *Tenía cansado* = 0 *Tenía enfermo* = 0
(v)	**The following commonly seen inappropriate usages: award 1 communication mark**	
	Accept for 1 mark *Miré un accidente* for *Vi un accidente* *Yo gusta la música* for *Me gusta la música* *Escuché un ruido* for *Oí un ruido* *En Madrid hay calor* for *En Madrid hace calor*	**Refuse** *Tenía un tiempo muy bueno* for *Lo pasé bien* *He mirado para mi chaqueta* for *He buscado mi chaqueta*
(vi)	**The following commonly seen mis-usages: award 1 communication mark**	
	Me gusto mi casa *Me prefiero los gatos* *Me vivo en el centro* *Me llamo es (Ana)*	*Me llama es (Ana)* = 0 as nothing of worth is communicated *Me llama (Ana)* when the candidate is trying to give his/her own name = 0
(vii)	**In complex sentences, consider the verb in the subordinate clause when awarding the mark for communication and reward according to the normal rules** (see also A (vi))	
	Mi amigo dijo que tiene dolor de cabeza = 1 for communication	The subordinate clause, *tiene dolor de cabeza,* contains an appropriate verb in the wrong time frame which is awarded 1 communication mark (in addition, first verb receives a tick)
	Creía que llueve = 1 for communication	The subordinate clause, *que llueve,* contains an appropriate verb in the wrong time frame which is awarded 1 communication mark according to the usual rules) (in addition, first verb receives a tick)

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(viii)	**Errors of accent on verbs: award one communication mark** (see also A (v))	
	Yo comi patatas = 1 for communication (an attempted preterite tense) *Íre a Francia* = 1 for communication (an attempted future tense) *Estába en España* = 1 for communication (an attempted imperfect tense)	

C <u>QUESTIONS 2 AND 3</u>: Award 0 communication marks in the following cases.

(i)	**No attempt at a (real) verb = 0 for communication**	
	yo pie al instituto = 0 for communication *yo caminata mi perro* = 0 for communication *llove* = 0 for communication *yo prefier ir al colegio* = 0 for communication	
(ii)	**The verb attempted delivers a message different from the desired one = 0 for communication**	
	mi padre tiene profesor for *mi padre es profesor* = 0 for communication *llora* for *llueve* = 0 for communication	
(iii)	**The attempt at the verb is not a part/form of an appropriate verb or a phonetic rendition thereof = 0 for communication**	
	El año que viene yo viajer en el centro = 0 for communication (*viajer* is not any part of the verb *viajar*) *Yo buscé mis gafas* = 0 for communication (*buscé* is not any part of the verb *buscar*) *Me gutsa (el tenis)* = 0 for communication (*gutsa* is not any part of the verb *gustar*)	

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Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

SPANISH **0530/43**

Paper 4 Writing **October/November 2017**

MARK SCHEME

Maximum Mark: 50

Published

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 International will not enter into discussions about these mark schemes.

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

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3 General Marking Principles

3.1 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.

3.2 For Questions 2 and 3, if the candidate has written an answer in the space provided for that purpose, you should ignore anything written anywhere else, unless:

(a)	there is an indication from the candidate that other material should be considered.
(b)	the candidate has continued their answer outside the space provided.
(c)	there is no answer in the space provided.

3.3 Annotation used in the Mark Scheme:

(a)	tc = ‘tout court’ and means that on its own the material is not sufficient to score the mark.
(b)	BOD = benefit of the doubt and is used to indicate that the Examiner has considered the answer/that part of the answer and judged it to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.

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3.4 No response and '0' marks

There is a NR (No Response) option in **RM Assessor**.

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.

3.5 **Optional questions**: You must mark all questions attempted by the candidate. Where a question has not been attempted then NR must be entered. (For Question 3 only, after marking the question(s) the candidate has answered, NR is populated automatically when you click on 'Complete'.) Where the candidate attempts more than one of the alternatives in Question 3, RM Assessor will automatically only aggregate the candidate's best result.

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Question	Answer	Marks

Question 1

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

(i) Select the most correct items up to a maximum of 5. Award 1 mark for each correct item up to a maximum of 5. Stop ticking once 5 items have been rewarded.

(ii) On Question 1, award marks for items wherever the candidate has written them.

(iii) **If the candidate offers more than one word per line, award a mark for each acceptable item** (e.g. where a candidate has linked two words as in *cepillo de dentífrica* = 1 tick; however *cepillo y dentífrica* (candidate intends this as two items) = 2 ticks).

(iv) The pictures provided on the question paper are only suggestions.

(v) Mark for communication. Tolerate inaccuracies, provided the message is clear. Ignore any definite / indefinite article, possessive adjective, etc. Ignore any verbs.

(vi) If spelling is questionable, start by referring to the detailed mark scheme. Refer to the bullet points below if no decision on the spelling you have encountered is recorded there.
- 'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer?
- Look-alike test: does what the candidate has written look like the correct answer, e.g. one letter missing but no other word created.
- If the first part of the word is correct, small errors in what comes next are less likely to impede communication (unless they suggest another meaning).
- Where letters are transposed, the word is likely to communicate (unless another word has been created).

(vii) Once marking proper starts, if there are five clearly acceptable items, award marks wherever these are in the list. This approach may allow questionable versions to be ignored.

(viii) Refuse all nouns which are repeated and which do not have a separate meaning:
- *pantalones, pantalones cortos*: award one mark to each item
- *pantalones pequeños, pantalones azules*: award one mark for the first *pantalones*

(ix) Reject misspelt words which suggest a word with a quite different meaning. Where nouns are usually plural, accept the singular and vice versa.

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Question	Answer	Marks
1	**Estás en la cocina. Haz una lista de 8 cosas que hay en la cocina.**	**5**

botella		**REJECT**	
huevos		tele**ph**ono	
mesa		**ph**oto	
nevera		venta**ja**	
pan		libr**e**	
pimienta			
plato			
sal			
silla			
vaso			

Total for Question 1: 5 marks

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Question	Answer	Marks
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.**	
	¿El campo o la ciudad? **2.1: Award a mark out of 10 for Communication** (i) Place the appropriate 'numbered' tick as close as possible to each relevant communication point in the body of the answer. (ii) Award ticks flexibly across the tasks for each piece of relevant information conveyed, up to a maximum of 10. HOWEVER, each of the 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 • **Look for a verb (finite or infinitive) before awarding a mark.** Lists without a verb will not score. • **See Appendix II for rules on how to decide whether a verb is accurate enough** to convey meaning. • **For language other than verbs, use 'rules' in Question 1**: look alike, sound alike, etc. • **Misplaced adjectives, negatives and adverbs will not usually compromise communication.** (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 • *Ella es alta y delgada y grande y nerviosa.* (*1 verb, therefore treat as list of 4 items: place one tick over 'grande' (third item in list) and another tick over 'nerviosa' (fourth item in list)*) • *Ella es alta. Es delgada. Tiene el pelo moreno.* (*3 verbs therefore each piece of information can score a separate communication mark*)	

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>2</td><td>(vi) Only reward each piece of information once, e.g. es fantástica cannot score both as description and reason for liking; es fantástica y sus clases son fantásticas can both be rewarded as fantástica(s) describes different nouns; ella me ayuda a hacer mis deberes and me ayuda todos los días can both be rewarded as they each contain a different extra detail (a hacer mis deberes and todos los días).

(vii) Do not penalise factual errors.

(viii) What the candidate writes may not follow the order of the tasks on the question paper – this is fine.</td><td></td></tr>
<tr><td></td><td>
<table>
<tr><th>Tick</th><th>Accept</th></tr>
<tr><td>✓1</td><td>Describe la región donde vives.
REWARD: any statement describing the area where the candidate lives</td></tr>
<tr><td>✓2</td><td>¿Prefieres el campo o la ciudad? ¿Por qué?
REWARD: any statement relating to whether the candidate prefers the countryside or the town

REWARD: any reason why, even if it is not clear which the candidate prefers</td></tr>
<tr><td>✓3</td><td>¿Qué es lo malo de vivir en el campo?
REWARD: any statement relating to the downsides of living in the countryside</td></tr>
<tr><td>✓4</td><td>¿En qué país te gustaría vivir en el futuro? ¿Por qué?
REWARD: any statement relating to which country the candidate would like to live in in the future

REWARD: any reason why, even if it is not clear which country the candidate would like to live in</td></tr>
</table>
</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>2</td><td>

2.2: Award a mark out of 5 for Language

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)

<table>
<tr><td>5</td><td>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.</td></tr>
<tr><td>4</td><td>Basic vocabulary and structure.
Some awareness of verb usage, but inconsistent.
The writing is sufficiently accurate for meaning to be conveyed.</td></tr>
<tr><td>3</td><td>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.</td></tr>
<tr><td>2</td><td>A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td></tr>
<tr><td>1</td><td>Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</td></tr>
<tr><td>0</td><td>One or two disjointed words or short phrases may be recognisable.</td></tr>
</table>

*Consider the whole answer when awarding mark for language

Total for Communication: 10 marks
Total for Language: 5 marks
Total for Question 2: 15 marks

</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3</td><td>
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 10 for Verbs, according to the instructions in 3.2.
award a mark out of 10 for Other linguistic features, according to the instructions in 3.3.

For question-specific guidance, see later in this mark scheme.

<u>3.1: Award a mark out of 10 for Communication</u>

(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 (in the body of the answer).

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

(iii) Look for a verb (finite or infinitive) before awarding a mark for communication. See Appendix II for rules on how to decide whether a verb is accurate enough to convey meaning.

(iv) Add up the ticks to give a mark out of 10 for Communication.
</td><td></td></tr>
</table>

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3</td><td>

3.2: Award a mark out of 8 for accurate use of Verbs

When awarding ticks for Verbs, please refer back to the question in order to establish which tense is appropriate for the response. **For question-specific guidance, see later in this mark scheme.**

(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) Place the tick so that it does not obscure the accent/tilde.
(iii) 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)

<table>
<tr><th>Number of ticks</th><th>Mark</th></tr>
<tr><td>18+</td><td>8</td></tr>
<tr><td>16,17</td><td>7</td></tr>
<tr><td>14,15</td><td>6</td></tr>
<tr><td>12,13</td><td>5</td></tr>
<tr><td>10,11</td><td>4</td></tr>
<tr><td>8,9</td><td>3</td></tr>
<tr><td>6,7</td><td>2</td></tr>
<tr><td>4,5</td><td>1</td></tr>
<tr><td>0,1,2,3</td><td>0</td></tr>
</table>

</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3</td><td>

How to award ticks for accurate use of Verbs (Question 3):

(a) Subject (noun or pronoun) + any finite verb
- **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.**

<table>
<tr><th>Tick</th><th>No tick</th><th>Note</th></tr>
<tr><td>Yo soy (✓)</td><td></td><td></td></tr>
<tr><td>He hecho (✓)</td><td></td><td></td></tr>
<tr><td>Los profesores son (✓) amables</td><td>Los professores son amables (no tick)</td><td>incorrect subject means tick cannot be awarded for verb</td></tr>
</table>

Use of gerund

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

With direct and indirect object pronouns

<table>
<tr><th>Tick</th><th>No tick</th><th>Note</th></tr>
<tr><td>Juan lo vio (✓)</td><td></td><td></td></tr>
</table>

</td><td></td></tr>
</table>

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Question	Answer	Marks
3		

Reflexive/passive

Tick	No tick	Note
Él se levanta (✓)	Él levantase (*no tick*)	
Ella se ha cortado (✓)		
La puerta estaba (✓) abierta		
Yo me lavo (✓) las manos	Yo me lavo (*no tick*) el coche	*lavar* 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 *(no tick)* leer (✓)		
Me quedan (✓) diez euros		

Impersonal *se*

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

Impersonal

Hay (✓) patatas		
Es (✓) interesante		

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3</td><td>

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 *(no tick)* 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

Verb which requires preposition

Tick	No tick	Note
Ayudo (✓) a lavar (✓) el coche		
Ayudo (✓) lavar el coche		preposition is required for *lavar* to be awarded a tick
Ayudo (✓) con lavar el coche		incorrect use of *con* means that *lavar* cannot receive a tick

</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3</td><td>

Verb which requires personal *a*

Tick	No tick	Note
Veo (✓) a mi amigo	Veo *(no tick)* mi amigo	personal *a* is required for *veo* to be awarded a tick

Correct verb within meaningless statement

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

</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3</td><td>

(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 (*no tick*) salir (✓)		
Quiero (✓) salire (*no tick*)		
Voy a (✓) estudiar (✓)		
Empecé a (✓) llorar (✓)		
Empecé *(no tick)* llorar (✓)		

(e) Participle (past or present)

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

</td><td></td></tr>
</table>

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Question	Answer	Marks
3	**(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 • Esta tarde mi amigo puede (✓) jugar (✓) al fútbol. En mi ciudad se puede *(no tick)* nadar (✓) – puede is in the third person singular in both sentences, so scores the first time but not the second time	
	3.3: Award a mark out of 12 for Other linguistic features (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 (Appendix I)). (ii) Use the highlighter marking tool to highlight the first new use of any correct usage. Use the highlighter marking tool to underline a creditable attempt at a structure. This annotation is intended to help you arrive at an appropriate mark. Therefore, the kinds of things you highlight/underline will vary according to the quality of work, e.g. for a mark of 7/8 to be awarded the assumption is that 'spelling of common words, genders, adjectival agreements and basic prepositions are almost always correct' so annotation will focus on the degree of success with more complex language. (iii) Consider the extent to which the following are used correctly and appropriately when assessing the candidate's control of structures: • 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) • Object pronouns (me ha dicho; me lo dio) and 'strong' pronouns • Conjunctions other than *y* and linking words (e.g. sin embargo, por lo tanto, por eso) • Prepositions – Time, Place, etc. • Negatives • Adverbs • Use of por and para • Adjectives, including possessives and demonstratives. Also comparatives and superlatives • Expressions of quantity • Appropriate use of *politesses* in the letter.	

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3</td><td>

Grade descriptors for Other linguistic features (Question 3)

<table>
<tr><td>11–12</td><td>• 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.</td></tr>
<tr><td>9–10</td><td>• 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.</td></tr>
<tr><td>7–8</td><td>• 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.</td></tr>
<tr><td>5–6</td><td>• Attempts more than basic structures.
• On balance, the work is more accurate than inaccurate.
• Straightforward vocabulary relevant to the task.</td></tr>
<tr><td>3–4</td><td>• Reliant on basic structures.
• Some examples of correct language. Meaning usually conveyed.
• Basic vocabulary.</td></tr>
<tr><td>1–2</td><td>• A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td></tr>
<tr><td>0</td><td>• One or two disjointed words or short phrases may be recognisable.</td></tr>
</table>

^^subordinate clauses, linking words, object pronouns, comparative adjectives/adverbs, strong negatives usually error free.
*spelling of common words, genders, adjectival agreements and basic prepositions are almost always correct.

Total for Communication: 10 marks
Total for Verbs: 8 marks
Total for Other linguistic features: 12 marks
Total for Question 3: 30 marks

</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3(a)</td><td>

Email to a friend about the school club that you are a member of

3.1: Award a mark out of 10 for Communication – see generic guidance above

<table>
<tr><th>Tick</th><th>Accept</th><th>Mark</th></tr>
<tr><td>✓1</td><td>¿Cuándo te hiciste miembro del club?

Insist on past tense for 2 communication marks</td><td>2</td></tr>
<tr><td>✓2</td><td>La semana pasada, ¿en qué actividades del club participaste?

Insist on past tense for 2 communication marks</td><td>2</td></tr>
<tr><td>✓3</td><td>¿Cómo es el/la profesor(a) que organiza el club?

For 2 communication marks allow anything sensible in an appropriate tense</td><td>2</td></tr>
<tr><td>✓4</td><td>¿Recomendarías este club a tu amigo/amiga? ¿Por qué?

Insist on past tense for 2 communication marks
Award the marks for explanation
Expect opinions/emotions/explanations</td><td>2</td></tr>
<tr><td>✓5</td><td>¿Por qué es importante el tiempo libre para los jóvenes?

For 2 communication marks allow anything sensible in an appropriate tense
Expect opinions/emotions/explanations</td><td>2</td></tr>
</table>

</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3(a)</td><td>

3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above

<table>
<tr><th>Communication point</th><th>For Verbs, accept:</th></tr>
<tr><td>1</td><td>Preterite</td></tr>
<tr><td>2</td><td>Preterite / Imperfect / Perfect (if used correctly in context)</td></tr>
<tr><td>3</td><td>Present</td></tr>
<tr><td>4</td><td>Present / Preterite / Imperfect / Perfect (if used correctly in context)</td></tr>
<tr><td>5</td><td>Present</td></tr>
</table>

3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above

</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3(b)</td><td>

Article about videogames

3.1: Award a mark out of 10 for Communication – see generic guidance above

<table>
<tr><th>Tick</th><th>Accept</th><th>Mark</th></tr>
<tr><td>✓1</td><td>¿Cuántos años tenías cuando empezaste a jugar a los videojuegos?

Insist on past tense for 2 communication marks</td><td>2</td></tr>
<tr><td>✓2</td><td>¿Cuándo y con quién jugaste a un videojuego la última vez?

Insist on past tense for 2 communication marks</td><td>2</td></tr>
<tr><td>✓3</td><td>¿Cuánto dinero gastas en videojuegos?

For 2 communication marks allow anything sensible in an appropriate tense</td><td>2</td></tr>
<tr><td>✓4</td><td>En tu opinión, ¿cuáles son las ventajas de este pasatiempo?

For 2 communication marks allow anything sensible in an appropriate tense
Expect opinions/emotions/explanations</td><td>2</td></tr>
<tr><td>✓5</td><td>¿Qué piensan tus padres de los videojuegos?

For 2 communication marks allow anything sensible in an appropriate tense
Expect opinions/emotions/explanations</td><td>2</td></tr>
</table>

</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3(b)</td><td>

3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above

<table>
<tr><th>Communication point</th><th>For Verbs, accept:</th></tr>
<tr><td>1</td><td>Preterite/Imperfect</td></tr>
<tr><td>2</td><td>Preterite</td></tr>
<tr><td>3</td><td>Present</td></tr>
<tr><td>4</td><td>Present</td></tr>
<tr><td>5</td><td>Present</td></tr>
</table>

3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above

</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3(c)</td><td>

"Estaba viajando en el tren cuando me dormí y me pasé la parada…"

3.1: Award a mark out of 10 for Communication – see generic guidance above

<table>
<tr><th>Tick</th><th>Accept</th><th>Mark</th></tr>
<tr><td>✓1</td><td>¿Adónde ibas?

Insist on past tense for 2 communication marks</td><td>2</td></tr>
<tr><td>✓2</td><td>Explica por qué.

For 2 communication marks allow anything sensible in an appropriate tense
Expect opinions/emotions/explanations</td><td>2</td></tr>
<tr><td>✓3</td><td>¿Qué hiciste cuando te diste cuenta de tu error?

Insist on past tense for 2 communication marks</td><td>2</td></tr>
<tr><td>✓4</td><td>¿Cómo llegaste a tu destino?

Insist on past tense for 2 communication marks</td><td>2</td></tr>
<tr><td>✓5</td><td>¿Cómo te sentiste después de esta experiencia?

For 2 communication marks allow anything sensible in an appropriate tense
Expect opinions/emotions/explanations</td><td>2</td></tr>
</table>

</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3(c)</td><td>

3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above

<table>
<tr><th>Communication point</th><th>For Verbs, accept:</th></tr>
<tr><td>1</td><td>Preterite / Imperfect / Perfect (if used correctly in context)</td></tr>
<tr><td>2</td><td>Preterite / Imperfect / Perfect (if used correctly in context)</td></tr>
<tr><td>3</td><td>Preterite / Imperfect / Perfect (if used correctly in context)</td></tr>
<tr><td>4</td><td>Preterite / Imperfect / Perfect / Present (if used correctly in context)</td></tr>
<tr><td>5</td><td>Future / Present (if used correctly in context)</td></tr>
</table>

3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above

</td><td></td></tr>
</table>

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Appendix I

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. This is extremely rare.

A 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.

See separate document for more detailed guidance on irrelevant material.

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A <u>QUESTION 3 ONLY</u>: Where <u>THE VERB IS APPROPRIATE IN THE MEANING IT CONVEYS AND THE TIME FRAME IS APPROPRIATE</u>, 2 communication marks are awarded in the following cases.

(i)	**For 2 communication marks: accept a Present where a Future context is apparent**	
	El año que viene voy a España = 2 for communication (but see also B (i) for further information)	(*voy* receives a tick for verb)
(ii)	**For 2 communication marks: accept the use of a Future when a Conditional would be correct and vice versa**	
(iii)	**For 2 communication marks: accept a 'phonetic version' of the correct time frame**	
	He passado las vacaciones = 2 for communication *E pasado las vacaciones* = 2 for communication *Mi madre necessita mi ayuda* = 2 for communication *Nececito ir a la tienda* = 2 for communication *He apprendido mucho* = 2 for communication *Mi tía tienne un club* = 2 for communication *He organisado una fiesta* = 2 for communication *Boy a ir al centro* = 2 for communication	(*Empezó a juego* = 1 for communication – *juego* is not phonetic) *Yo quierro jugar al fútbol* = 0 for communication (doublé 'r' is not a phonetic rendering of single 'r') *Yo prefiero llavar los platos* = 0 for communication (double 'll' is not a phonetic rendering of single 'l')
(iv)	**For 2 communication marks: accept the use of any past tense when a past is required, even when a different past tense would be grammatically correct or appropriate**	
	Allow Perfect, Imperfect, Pluperfect or Preterite. Ignore inconsistency in the use of the Imperfect and Preterite if it occurs.	

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(v)	**Errors of accent:**	
	For 2 communication marks, **insist** on the accent on verbs which require it	*Yo comi* = 1 for communication (as an attempted preterite tense) *Esperabamos* = 1 for communication (as an attempted imperfect tense)
	For 2 communication marks, tolerate a grave accent for an acute accent	*Yo comì* = 2 for communication
(vi)	**In complex sentences, reward communication based on the verb in the subordinate clause and reward according to the normal rules (it is the information in the subordinate clause which fulfils the task)**	
	Mi amigo dijo que tenía dolor de cabeza = 2 for communication (in addition both verbs can receive a tick) *Mi amigo dice* (wrong tense) *que tenía dolor de cabeza* = 2 for communication (in addition second verb can receive a tick)	However, *Mi amigo dijo que tiene dolor de cabeza* = 1 for communication (see B (vii)) (in addition first verb can receive a tick) *Mi amigo dijo que él dolor de cabeza* = 0 for communication (no verb in subordinate clause) (first verb can receive a tick)
	Creía que estaba enfermo = 2 for communicataion (in addition both verbs receive a tick)	However: *Creía que llueve* = 1 for communication (see B (vii)) *Creía que tenía enfermo* = 0 for communication (see B (vii)) (In addition, in both cases, first verb can receive a tick)
(vii)	**Use of a verb in the indicative where a subjunctive would be expected: award 2 communication marks**	
	No creo que haya muchas personas allí = 2 for communication (plus both verbs receive a tick) *No creo que hay muchas personas allí* = 2 for communication (plus first verb receives a tick)	

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B <u>QUESTIONS 2 AND 3</u>: Where <u>THE VERB IS APPROPRIATE IN THE MEANING IT CONVEYS</u> but is flawed in the following ways, the message is partially conveyed, and 1 communication mark will be awarded.

(i)	**The candidate has produced a correct spelling of an <u>inappropriate</u> form/part/tense of an <u>appropriate</u> verb: award 1 communication mark**	
	He vender el libro = 1 for communication *La gente están contenta* = 1 for communication *Yo trabaje durante las vacaciones* = 1 for communication *Yo voy pasaré* = 1 for communication	No ticks are scored for these verbs
	Task: what do you want to eat for lunch? **Candidate writes:** *Quiero comeré la fruta* = 1 for communication	*Quiero* = tick for verb
	Task: what will you do next year? **Candidate writes:** *El año <u>pasado</u> voy a España* = 1 for communication *El año <u>pasado</u> voy a viajar en España* = 1 for communication *El año <u>que viene</u> yo iba a España* = 1 for communication *El año que viene me gusto jugar al tenis* = 1 for communication	*…voy a…* verb is not rewarded as there is no future context (eg *El año que viene*…) <u>and</u> there is discordance/confusion between the verb and the time indicator that the candidate has used *…voy a viajar…* scores 2 ticks for verbs (*voy a*, *viajar*) as the task requires a future and, despite the use of *pasado*, there is no doubt about the tense of the verb and the tense of the verb agrees with the tense that is required *…iba…* verb does not receive a tick *…me gusto…* verb does not receive a tick
	El año que viene yo vaya al centro = 1 for communication (*ir* is an appropriate verb, *vaya* is a form of the verb *ir* (subjunctive))	*El año que viene yo vaye al centro* = 0 for communication (*vaye* is not any part of the verb *ir*)

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(ii)	**The candidate has produced a <u>phonetic</u> spelling of an <u>inappropriate</u> form/part/tense of an <u>appropriate</u> verb: award 1 communication mark**	
	Task: what did you enjoy doing on holiday? **Candidate writes:** *Me gustta el tenis* = 1 for communication (phonetic version of the incorrect tense (*me gusta*) of an appropriate verb)	*Me gutsa (el tenis) (gutsa* is not any form/part/tense (nor a phonetic version thereof) of the verb *gustar)*
	Task: what happened at school today? **Candidate writes:** *Apprendo mucho* = 1 for communication (phonetic version of an incorrect part/tense (*aprendo*) of an appropriate verb)	*Apriendo mucho* = 0 for communication (*apriendo* is not any form/part/tense (nor a phonetic version thereof) of the verb *aprender*)
(iii)	**Use of *ser* when *estar* would be correct and vice versa: award 1 communication mark**	
	Soy en acuerdo con el proyecto = 1 *Soy esperando tu carta* = 1 *Era con su hijo* = 1 *Mis hermanas son en la casa* = 1 *Estaba una experiencia maravillosa* = 1 *Estoy un buen estudiante* = 1 *Tu carta está interesante* = 1 *Estará una buena idea* = 1	

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(iv)	**Mis-use of *haber, hacer*, *tener* and *ser/estar* in idiomatic phrases/simple descriptions: award 1 communication mark**	
	Era/Estaba miedo = 1 *Era/Estaba sed* = 1 *Era/Estaba hambre* = 1 *Era/Estaba cinco años* = 1 *Estaba muy frío en mi casa* = 1 *¿Está playas cerca de tu ciudad?* = 1	(no tick for verb) (no tick for verb) (no tick for verb) (no tick for verb) (no tick for verb) (no tick for verb) **However:** *Ella es el pelo negro* = 0 *Tenía cansado* = 0 *Tenía enfermo* = 0
(v)	**The following commonly seen inappropriate usages: award 1 communication mark**	
	Accept for 1 mark *Miré un accidente* for *Vi un accidente* *Yo gusta la música* for *Me gusta la música* *Escuché un ruido* for *Oí un ruido* *En Madrid hay calor* for *En Madrid hace calor*	**Refuse** *Tenía un tiempo muy bueno* for *Lo pasé bien* *He mirado para mi chaqueta* for *He buscado mi chaqueta*
(vi)	**The following commonly seen mis-usages: award 1 communication mark**	
	Me gusto mi casa *Me prefiero los gatos* *Me vivo en el centro* *Me llamo es (Ana)*	*Me llama es (Ana)* = 0 as nothing of worth is communicated *Me llama (Ana)* when the candidate is trying to give his/her own name = 0
(vii)	**In complex sentences, consider the verb in the subordinate clause when awarding the mark for communication and reward according to the normal rules** (see also A (vi))	
	Mi amigo dijo que tiene dolor de cabeza = 1 for communication	The subordinate clause, *tiene dolor de cabeza,* contains an appropriate verb in the wrong time frame which is awarded 1 communication mark (in addition, first verb receives a tick)
	Creía que llueve = 1 for communication	The subordinate clause, *que llueve,* contains an appropriate verb in the wrong time frame which is awarded 1 communication mark according to the usual rules) (in addition, first verb receives a tick)

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(viii)	**Errors of accent on verbs: award one communication mark** (see also A (v))	
	Yo comi patatas = 1 for communication (an attempted preterite tense) *Íre a Francia* = 1 for communication (an attempted future tense) *Estába en España* = 1 for communication (an attempted imperfect tense)	

C <u>QUESTIONS 2 AND 3</u>: Award 0 communication marks in the following cases.

(i)	**No attempt at a (real) verb = 0 for communication**	
	yo pie al instituto = 0 for communication *yo caminata mi perro* = 0 for communication *llove* = 0 for communication *yo prefier ir al colegio* = 0 for communication	
(ii)	**The verb attempted delivers a message different from the desired one = 0 for communication**	
	mi padre tiene profesor for *mi padre es profesor* = 0 for communication *llora* for *llueve* = 0 for communication	
(iii)	**The attempt at the verb is not a part/form of an appropriate verb or a phonetic rendition thereof = 0 for communication**	
	El año que viene yo viajer en el centro = 0 for communication (*viajer* is not any part of the verb *viajar*) *Yo buscé mis gafas* = 0 for communication (*buscé* is not any part of the verb *buscar*) *Me gutsa (el tenis)* = 0 for communication (*gutsa* is not any part of the verb *gustar*)	

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Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

CANDIDATE NAME									
CENTRE NUMBER						CANDIDATE NUMBER				

9313829391

SPANISH **0530/11**

Paper 1 Listening **October/November 2017**

Approx. 45 minutes

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces at the top of this page.
Write in dark blue or black pen.
Do not use staples, paper clips, glue or correction fluid.
DO **NOT** WRITE IN ANY BARCODES.

Answer **all** questions.

The number of marks is given in brackets [ ] at the end of each question or part question.

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

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Sección 1

Ejercicio 1 Preguntas 1–8

En esta sección del examen vas a oír una serie de observaciones o diálogos cortos que podrías oír en países donde se habla español.

Para cada pregunta indica tu respuesta escribiendo una X en la casilla correcta.

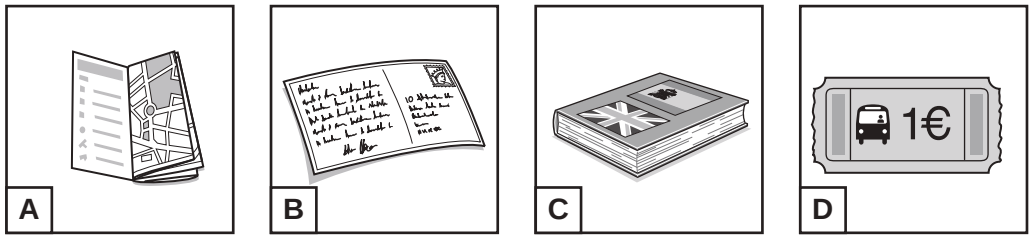
Vas a oír cada observación o diálogo dos veces.

Llegas a un aeropuerto en España. Tu amiga te está esperando.

1 Tu amiga te dice:

¿Qué te va a comprar tu amiga?

A	
B	
C	
D	

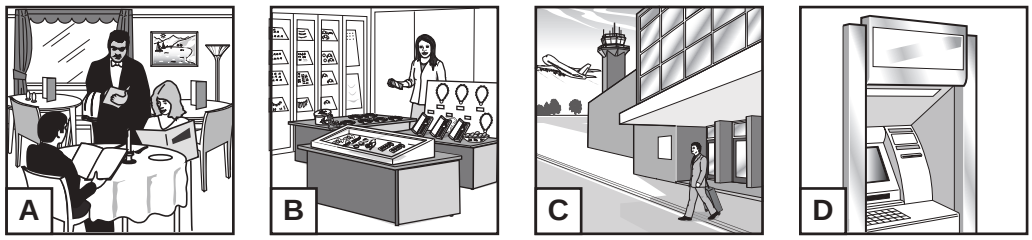


[1]

2 Quieres ir a los servicios. Tu amiga dice:

¿Qué hay cerca de los servicios?

A	
B	
C	
D	

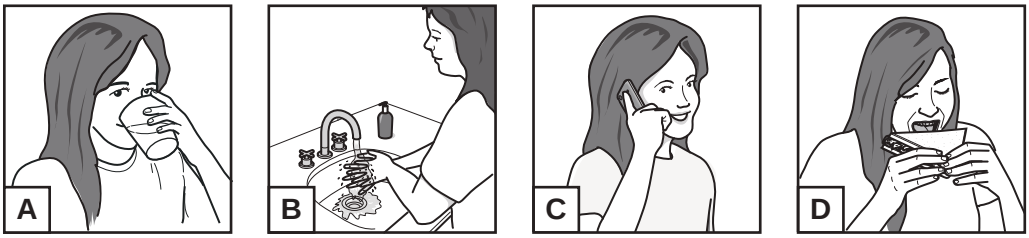


[1]

3 Tu amiga te dice:

¿Qué quiere hacer tu amiga?

A	
B	
C	
D	

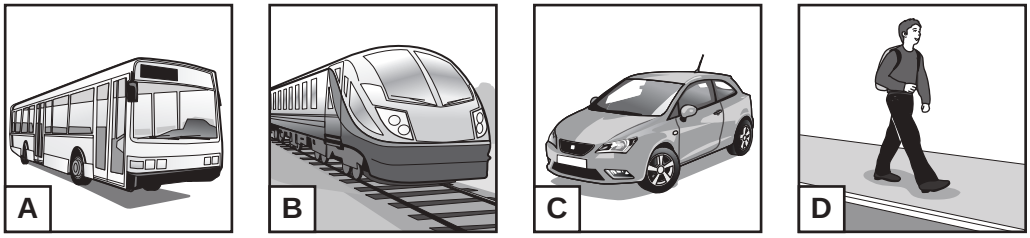


[1]

4 Después, tu amiga te dice:

¿Cómo vais a ir a la casa de tu amiga?

A	
B	
C	
D	

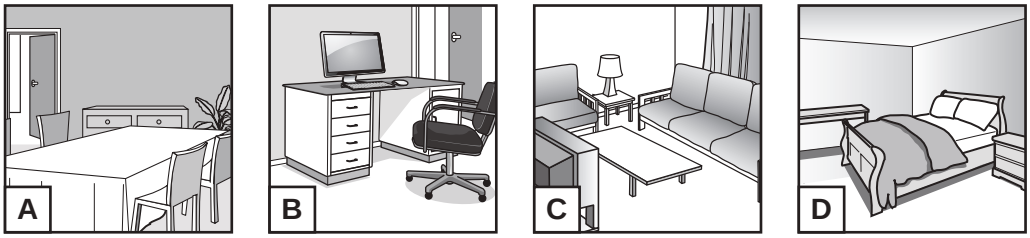


[1]

5 Cuando llegáis a la casa, el padre de tu amiga te dice:

¿Dónde tienes que dejar la maleta?

A	
B	
C	
D	



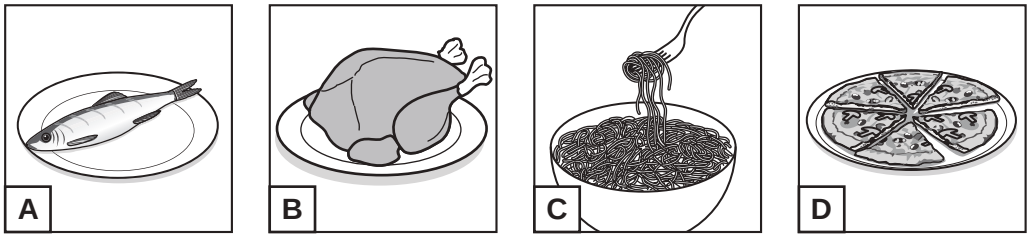
[1]

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6 El padre de tu amiga dice:

¿Qué vais a comer?

A	
B	
C	
D	

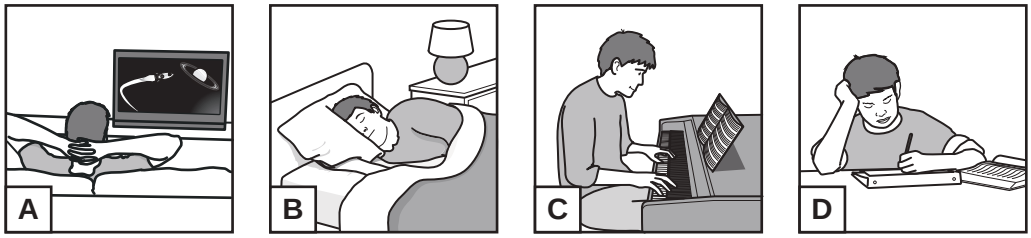


[1]

7 Tu amiga te dice:

¿Qué está haciendo el hermano de tu amiga?

A	
B	
C	
D	

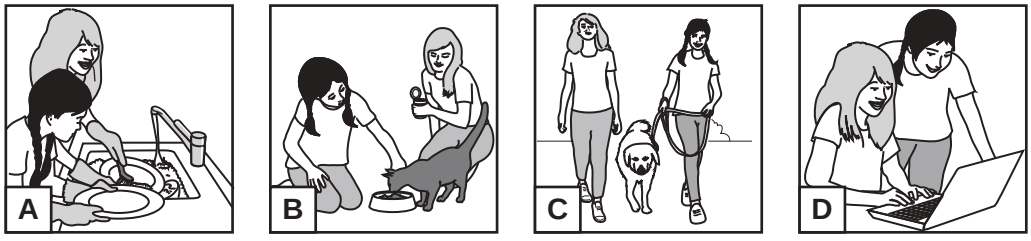


[1]

8 Tu amiga dice:

¿Qué vais a hacer ahora?

A	
B	
C	
D	



[1]

[Total: 8]

Ejercicio 2 Preguntas 9–15

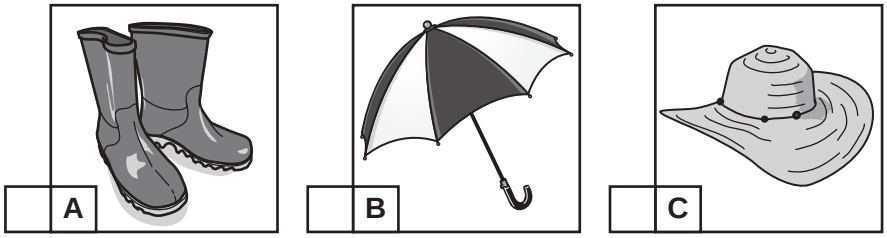
Vas a oír a una guía que explica cómo va a ser un paseo por el campo.

Escúchala con atención y completa la ficha **en español**. Habrá una pausa durante lo que dice la guía.

Vas a oír la información dos veces, pero antes tienes unos segundos para leer las preguntas.

Paseo por el campo

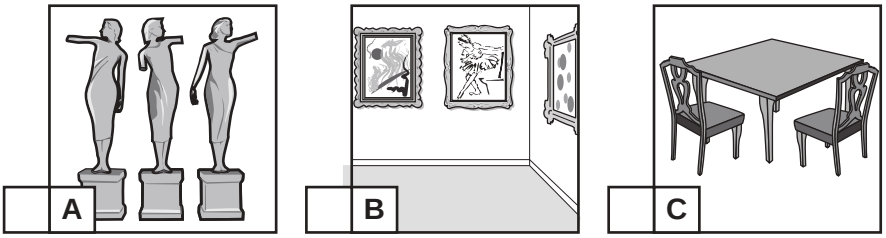
9 Todos tienen que llevar: *(indica **1** respuesta)*



[1]

10 Para llegar al castillo hay que caminar ..... minutos. [1]

11 Lo que se recomienda ver en el castillo: *(indica **1** respuesta)*

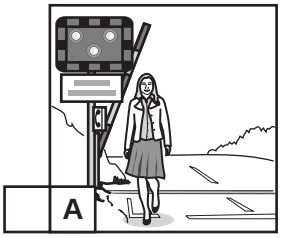


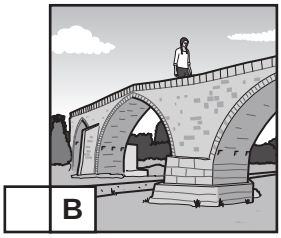
[1]

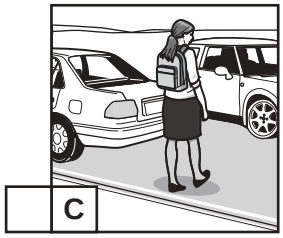
12 Después de salir del castillo, el grupo va a caminar al lado del ..... . [1]

[PAUSA]

13 Al final del camino hay que cruzar: *(indica **1** respuesta)*

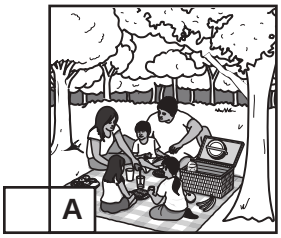

A

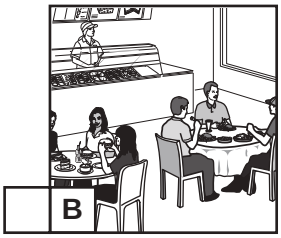

B

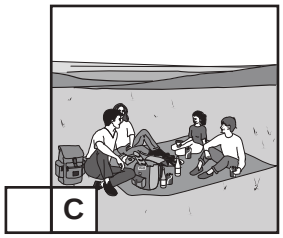

C

[1]

14 Lugar donde el grupo va a comer: *(indica **1** respuesta)*

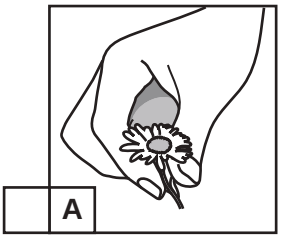

A

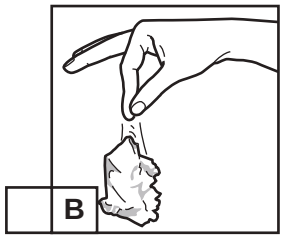

B

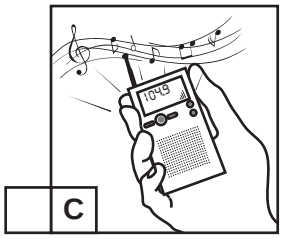

C

[1]

15 Está prohibido: *(indica **1** respuesta)*


A


B


C

[1]

[Total: 7]

Sección 2

Ejercicio 1 Pregunta 16

Vas a oír la opinión de cuatro jóvenes sobre la ropa que llevan. Escucha lo que dicen con atención y escribe una X en la casilla si la afirmación es **Verdad**.

Hay que marcar **solo 6** casillas (XXXXXX).

Vas a oír lo que dicen dos veces, pero antes tienes unos segundos para leer las afirmaciones.

	VERDAD
Ana	
(a) En el colegio de Ana, está permitido llevar pantalones.	☐
(b) Ana usa pantalones el sábado y el domingo.	☐
(c) En verano, por el calor, Ana prefiere llevar vestidos.	☐
Guillermo	
(d) Guillermo siente mucho el frío.	☐
(e) Guillermo tiene que llevar corbata al colegio.	☐
(f) Para Guillermo es difícil tener la camisa limpia.	☐
Violeta	
(g) Violeta se hace sus propios vestidos.	☐
(h) A Violeta le gusta mucho el color azul.	☐
(i) Si hace frío Violeta lleva una falda de lana.	☐
Luis	
(j) Luis puede ponerse vaqueros para ir al colegio.	☐
(k) Luis corta los vaqueros para poder llevarlos en verano.	☐
(l) Luis se compra vaqueros cada seis meses.	☐

[Total: 6]

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Ejercicio 2 Preguntas 17–25

Vas a oír una entrevista con Manuela, una chica que habla sobre la revista que ella hace en Internet. Escúchala con atención y contesta a las preguntas. Habrá una pausa durante la entrevista.

Primera parte: Preguntas 17 a 21. En cada frase hay algo que no corresponde a lo que se dice en la entrevista. Escucha la entrevista y escribe la palabra correcta **en español**.

Vas a oír la primera parte de la entrevista dos veces, pero antes tienes unos segundos para leer las preguntas 17 a 21.

17 Manuela compraba una revista distinta cada ~~**mes**~~. .....[1]

18 Para ahorrar, Manuela empezó a ~~**comprar**~~ cosas en Internet. .....[1]

19 Manuela quería compartir sus ~~**experiencias**~~ con otros jóvenes. .....[1]

20 Los amigos de Manuela saben mucho de ~~**fútbol**~~. .....[1]

21 Comenzar la revista fue ~~**lento**~~. .....[1]

[PAUSA]

Segunda parte: Preguntas 22 a 25. Vas a oír la segunda parte de la entrevista dos veces. Escúchala y contesta a las preguntas **en español**. Tienes unos segundos para leer las preguntas.

22 ¿Cuál de las secciones querían hacer **todos** los miembros del equipo?

.....[1]

23 Aparte de los contenidos, ¿qué más ponen para hacer la revista atractiva?

.....[1]

24 Según Manuela, ¿por qué es tan popular su revista?

.....[1]

25 ¿Qué puedes ganar esta semana?

.....[1]

[Total: 9]

Sección 3



Ejercicio 1 Preguntas 26–31

Vas a oír una entrevista con Javier, un patinador sobre hielo.

Escúchala con atención y contesta a las preguntas escribiendo una X en la casilla correcta.

Habrá una pausa durante la entrevista.

Vas a oír la entrevista dos veces, pero antes tienes unos segundos para leer las preguntas.

26 Según la madre de Javier, él tenía que…

A		ser como su padre.
B		dedicarse al fútbol.
C		practicar algún deporte.
D		descansar en las vacaciones. [1]

27 ¿Por qué Javier eligió el patinaje como profesión?

A		porque alguien dijo que podía llegar a ser muy bueno
B		porque a su novia le gustaba el patinaje
C		porque no tenía un buen trabajo
D		porque quería seguir el consejo de sus amigos [1]

28 Cuando Javier está patinando le parece que…

A		está volando.
B		está esquiando.
C		está corriendo.
D		está soñando. [1]

[PAUSA]

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29 La vida de Javier cambió porque…

A		fue el último en el campeonato de 2012.
B		participó en un programa de televisión.
C		se casó con su compañera de patinaje.
D		tuvo un accidente en la Argentina. [1]

30 Cuando Javier se hizo famoso…

A		siguió teniendo una vida normal.
B		hizo muchos amigos nuevos.
C		dejó de viajar en autobús.
D		tuvo dificultad para acostumbrarse. [1]

31 Gracias a su trabajo en publicidad, Javier…

A		empezó a comer comida vegetariana.
B		consiguió productos deportivos baratos.
C		viajó a muchos lugares diferentes.
D		abrió una tienda de relojes. [1]

[Total: 6]

Ejercicio 2 Preguntas 32–40

Vas a oír una entrevista con Valeria, una maestra en una escuela española que organizó un proyecto cultural con un pueblo africano.

Escúchala con atención y contesta a las preguntas **en español**.

Habrá dos pausas durante la entrevista.

Vas a oír la entrevista dos veces, pero antes tienes unos segundos para leer las preguntas.

32 ¿De qué habló Valeria con un vecino del pueblo que visitó?

.....[1]

33 ¿Cómo describe Valeria su experiencia en el pueblo?

.....[1]

34 ¿Qué deben desarrollar los alumnos de Valeria estudiando otra cultura?

.....[1]

[PAUSA]

35 ¿Qué pensaron los otros maestros de la idea de Valeria?

.....[1]

36 ¿Qué aprendieron los alumnos en clase de educación física?

.....[1]

37 ¿Para qué servían los vídeos?

.....[1]

[PAUSA]

38 ¿Cómo pintaron los alumnos las imágenes del muro?

.....[1]

39 ¿De qué tratan los libros que se van a mandar a los alumnos africanos?

.....[1]

40 ¿Cuál es la opinión de los alumnos sobre el proyecto?

.....[1]

[Total: 9]

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Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

CANDIDATE NAME									
CENTRE NUMBER						CANDIDATE NUMBER				

4046441680

SPANISH **0530/12**

Paper 1 Listening **October/November 2017**

Approx. 45 minutes

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces at the top of this page.
Write in dark blue or black pen.
Do not use staples, paper clips, glue or correction fluid.
DO **NOT** WRITE IN ANY BARCODES.

Answer **all** questions.

The number of marks is given in brackets [ ] at the end of each question or part question.

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Sección 1

Ejercicio 1 Preguntas 1–8

En esta sección del examen vas a oír una serie de observaciones o diálogos cortos que podrías oír en países donde se habla español.

Para cada pregunta indica tu respuesta escribiendo una X en la casilla correcta.

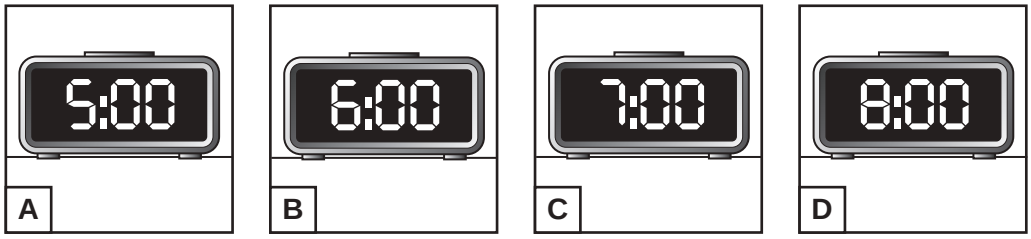
Vas a oír cada observación o diálogo dos veces.

Estás de vacaciones en España.

1 En un centro comercial oyes:

¿A qué hora cierra el centro comercial?

A	
B	
C	
D	

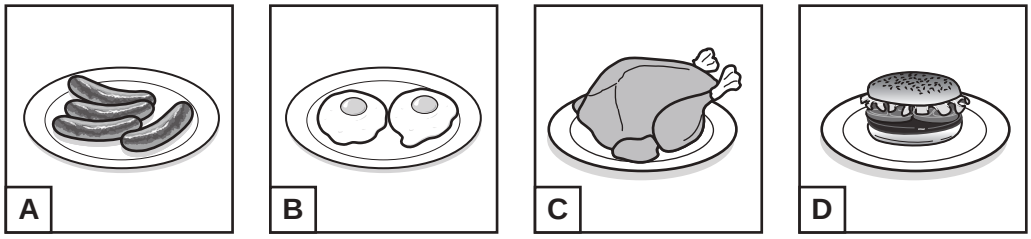


[1]

2 Estás en un restaurante. El camarero te dice:

¿Qué te recomienda el camarero?

A	
B	
C	
D	



[1]

3 En una tienda de recuerdos, la empleada te dice:

¿Cuánto cuesta el libro?

A		€4
B		€4.50
C		€5
D		€5.50

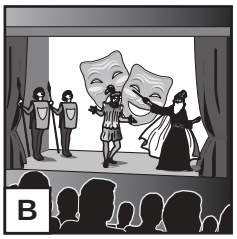
[1]

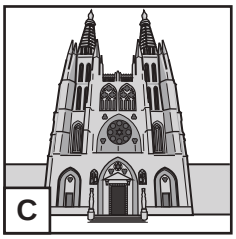
4 Quieres visitar algo de interés. Una persona te dice:

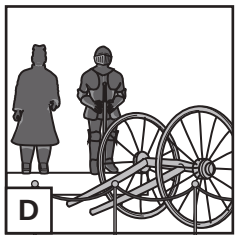
¿Qué puedes visitar?

A	
B	
C	
D	







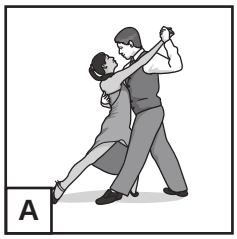


[1]

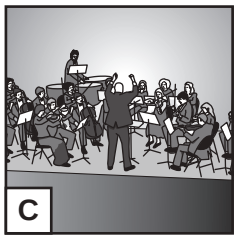
5 En la oficina de turismo, la empleada te dice:

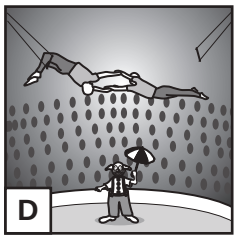
¿Qué espectáculo hay esta noche?

A	
B	
C	
D	







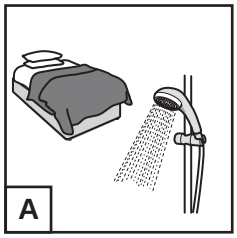


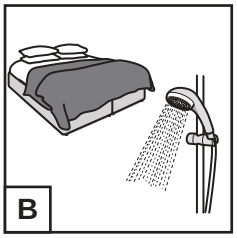
[1]

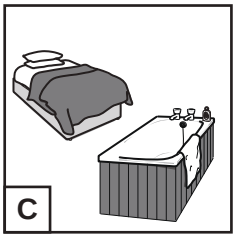
6 En el hotel, el recepcionista te dice:

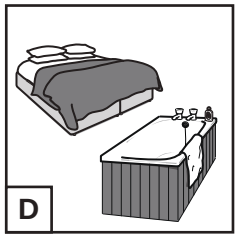
¿Qué tipo de habitación tienes?

A	
B	
C	
D	







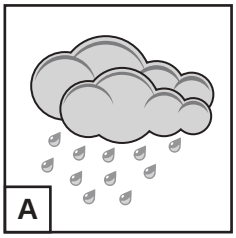


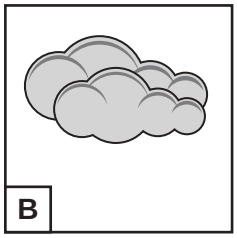
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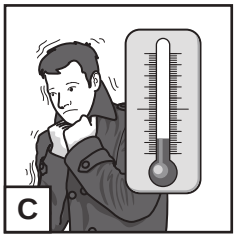
7 En el hotel, escuchas en la televisión:

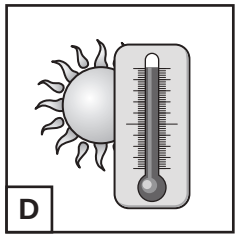
¿Qué tiempo va a hacer mañana?

A	
B	
C	
D	







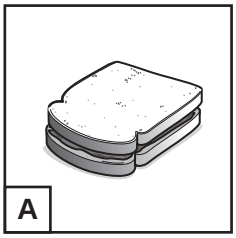


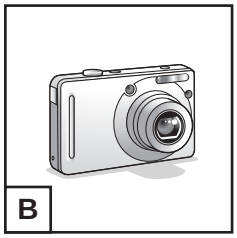
[1]

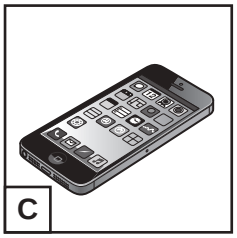
8 En la catedral, el guía te dice:

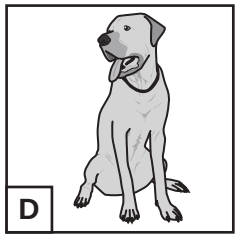
¿Qué está prohibido?

A	
B	
C	
D	









[1]

[Total: 8]

Ejercicio 2 Preguntas 9–15

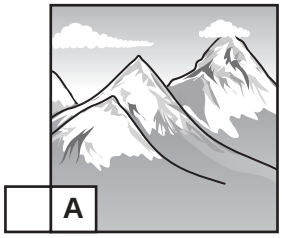
Vas a oír un anuncio sobre un nuevo parque de aventuras.

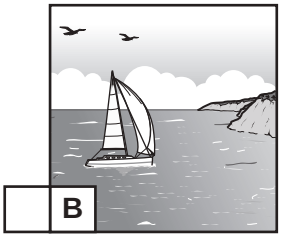
Escúchalo con atención y completa la ficha **en español**. Habrá una pausa durante el anuncio.

Vas a oír el anuncio dos veces, pero antes tienes unos segundos para leer las preguntas.

El nuevo parque de aventuras

9 El nuevo parque de aventuras está al lado de: *(indica **1** respuesta)*

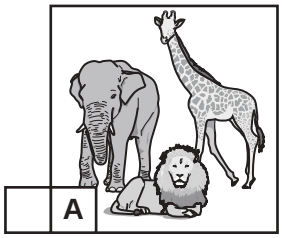

A

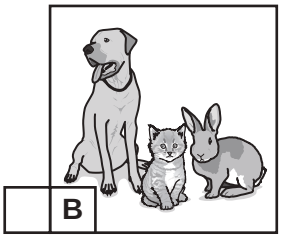

B

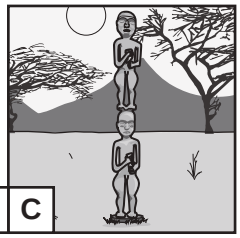

C

[1]

10 En el parque puedes ver: *(indica **1** respuesta)*

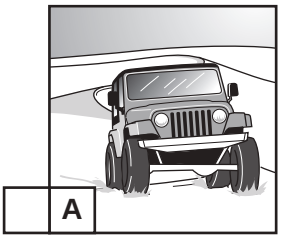

A

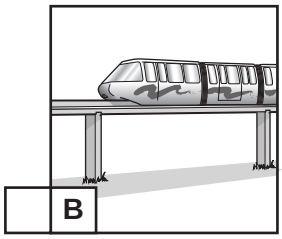

B

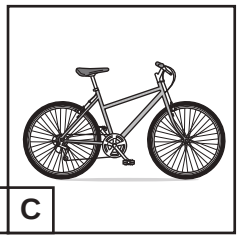

C

[1]

11 Puedes pasear por el parque en: *(indica **1** respuesta)*

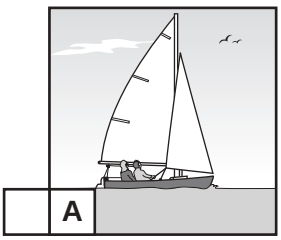

A

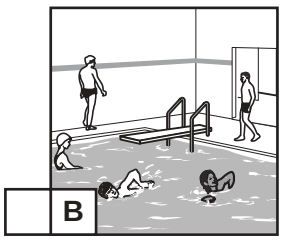

B

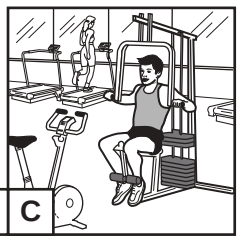

C

[1]

12 Hay cursos de: *(indica **1** respuesta)*


A


B

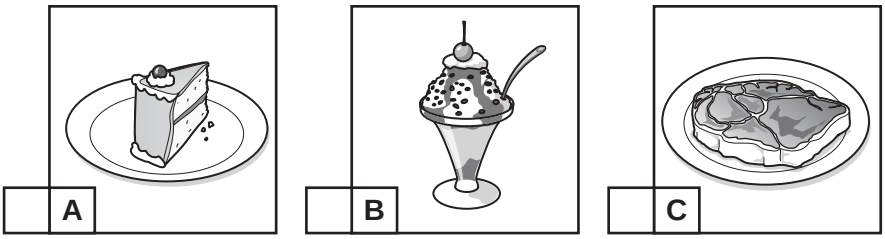

C

[1]

[PAUSA]

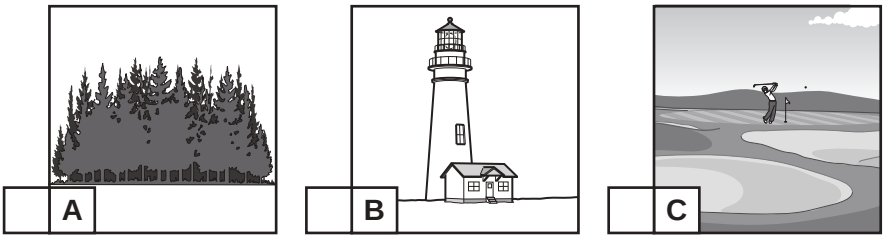
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13 El restaurante es famoso por: *(indica **1** respuesta)*



[1]

14 Desde el balcón del restaurante puedes ver: *(indica **1** respuesta)*



[1]

15 El parque está cerrado todos los …… .

[1]

[Total: 7]

Sección 2

Ejercicio 1 Pregunta 16

Vas a oír la opinión de cuatro jóvenes sobre los idiomas extranjeros. Escucha lo que dicen con atención y escribe una X en la casilla si la afirmación es **Verdad**.

Hay que marcar **solo 6** casillas (XXXXXX).

Vas a oír lo que dicen dos veces, pero antes tienes unos segundos para leer las afirmaciones.

Julia	**VERDAD**
(a) Julia habla tres idiomas distintos.	☐
(b) Julia encuentra traducir difícil.	☐
(c) Julia quiere aprender más idiomas.	☐
Ramón	
(d) Ramón disfruta aprendiendo idiomas.	☐
(e) Ramón va a clases de inglés.	☐
(f) A Ramón le gustaría vivir en otro país.	☐
Estefanía	
(g) Estefanía tiene un buen empleo.	☐
(h) Para Estefanía, hablar español es suficiente.	☐
(i) Estefanía quiere viajar al extranjero.	☐
Manuel	
(j) Manuel está en la universidad.	☐
(k) A Manuel le interesa el comercio.	☐
(l) Para Manuel, aprender chino es fácil.	☐

[Total: 6]

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Ejercicio 2 Preguntas 17–25

Vas a oír una entrevista con Felipe, un profesor que cuenta cómo organizó un proyecto con estudiantes en la India. Escúchala con atención y contesta a las preguntas. Habrá una pausa durante la entrevista.

Primera parte: Preguntas 17 a 21. En cada frase hay algo que no corresponde a lo que se dice en la entrevista. Escucha la entrevista y escribe la palabra correcta **en español**.

Vas a oír la primera parte de la entrevista dos veces, pero antes tienes unos segundos para leer las preguntas 17 a 21.

17 Felipe enseña ~~**deportes**~~ en el colegio. .....[1]

18 Los libros decían ~~**demasiado**~~ sobre la India. .....[1]

19 Un ~~**hermano**~~ de Felipe trabajaba como voluntario. .....[1]

20 Felipe llamaba a Juan usando el ~~**móvil**~~. .....[1]

21 Los estudiantes encontraban el proyecto ~~**divertido**~~. .....[1]

[PAUSA]

Segunda parte: Preguntas 22 a 25. Vas a oír la segunda parte de la entrevista dos veces. Escúchala y contesta a las preguntas **en español**. Tienes unos segundos para leer las preguntas.

22 Los alumnos de Felipe, ¿cómo pensaban que era el colegio de la India?

.....[1]

23 Sobre todo, ¿qué querían saber los alumnos de Felipe?

.....[1]

24 ¿Cómo hacen el viaje al colegio los chicos en la India?

.....[1]

25 Cuando hace calor, ¿dónde tienen las lecciones los chicos en la India?

.....[1]

[Total: 9]

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Sección 3

Ejercicio 1 Preguntas 26–31

Vas a oír una entrevista con Mónica Valle, campeona de natación en España.

Escúchala con atención y contesta a las preguntas escribiendo una X en la casilla correcta.

Habrá una pausa durante la entrevista.

Vas a oír la entrevista dos veces, pero antes tienes unos segundos para leer las preguntas.

26 Mónica decidió que la natación sería su profesión cuando…

A		tenía siete años.
B		fue campeona de Europa.
C		ganó la competición española.
D		cumplió 20 años. [1]

27 Según Mónica, para ser buen deportista…

A		lo más importante es ser muy ambicioso.
B		necesitas tener mucha disciplina.
C		tienes que ser muy fuerte.
D		hay que aceptar perder con calma. [1]

28 Mónica piensa que tiene suerte porque…

A		recibe ayuda de su familia.
B		tiene bastante tiempo libre.
C		viaja a otros países.
D		recibe mucho dinero. [1]

[PAUSA]

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29 Muchas personas no saben que Mónica…

A		trabaja con un equipo.
B		tiene una dieta vegetariana.
C		compite en otros deportes.
D		vive parte del año en Alemania. [1]

30 En el futuro, Mónica quiere…

A		participar en un programa de televisión.
B		entrenar a otros deportistas.
C		estudiar algo relacionado con el deporte.
D		trabajar en algo diferente. [1]

31 Mónica aconseja a los jóvenes deportistas…

A		elegir un deporte que realmente les guste.
B		no perder el tiempo con otros pasatiempos.
C		llevar ropa de marca.
D		no olvidar a la gente que los ama. [1]

[Total: 6]

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[Turn over

Ejercicio 2 Preguntas 32–40

Vas a oír una entrevista con Esteban, un chico que habla sobre su proyecto “Juguetes para todos”.

Escúchala con atención y contesta a las preguntas **en español**.

Habrá dos pausas durante la entrevista.

Vas a oír la entrevista dos veces, pero antes tienes unos segundos para leer las preguntas.

32 ¿En qué hospital trabajan los jóvenes del proyecto “Juguetes para todos”?

.....[1]

33 ¿Qué quiere conseguir Esteban con su proyecto?

.....[1]

34 ¿Cuándo estuvo enfermo el hermano de Esteban?

.....[1]

35 Pocos días después de recibir sus regalos, ¿cómo estaban los niños?

.....[1]

[PAUSA]

36 ¿Por qué organizan los voluntarios actividades diferentes?

.....[1]

37 ¿Cuál es la actividad favorita de Esteban?

.....[1]

[PAUSA]

38 ¿Por qué es importante que los niños lean en el hospital?

.....[1]

39 ¿Quién da juguetes para el proyecto?

.....[1]

40 ¿Qué espera Esteban lograr con su entrevista?

.....[1]

[Total: 9]

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CANDIDATE NAME									
CENTRE NUMBER						CANDIDATE NUMBER				

0503331787

SPANISH **0530/13**

Paper 1 Listening **October/November 2017**

Approx. 45 minutes

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces at the top of this page.
Write in dark blue or black pen.
Do not use staples, paper clips, glue or correction fluid.
DO **NOT** WRITE IN ANY BARCODES.

Answer **all** questions.

The number of marks is given in brackets [ ] at the end of each question or part question.

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This document consists of **11** printed pages and **1** blank page.

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CAMBRIDGE International Examinations

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Sección 1

Ejercicio 1 Preguntas 1–8

En esta sección del examen vas a oír una serie de observaciones o diálogos cortos que podrías oír en países donde se habla español.

Para cada pregunta indica tu respuesta escribiendo una X en la casilla correcta.

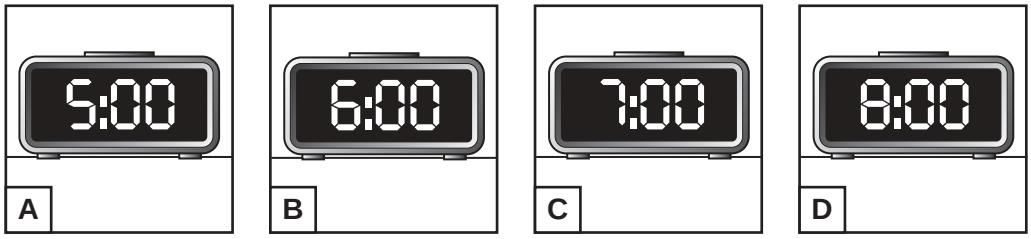
Vas a oír cada observación o diálogo dos veces.

Estás de vacaciones en España.

1 En un centro comercial oyes:

¿A qué hora cierra el centro comercial?

A	
B	
C	
D	

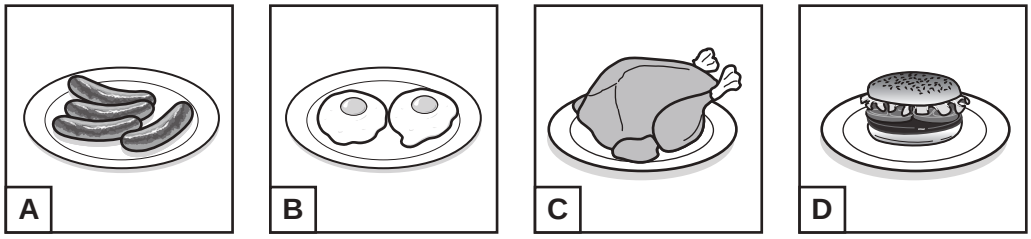


[1]

2 Estás en un restaurante. El camarero te dice:

¿Qué te recomienda el camarero?

A	
B	
C	
D	



[1]

3 En una tienda de recuerdos, la empleada te dice:

¿Cuánto cuesta el libro?

A		€4
B		€4.50
C		€5
D		€5.50

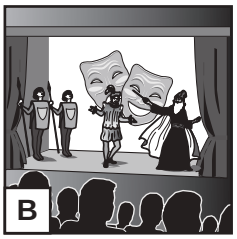
[1]

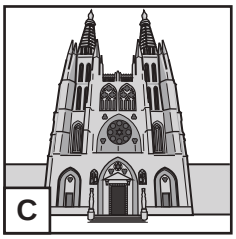
4 Quieres visitar algo de interés. Una persona te dice:

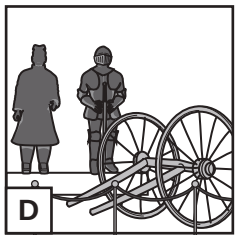
¿Qué puedes visitar?

A	
B	
C	
D	







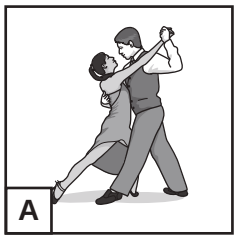


[1]

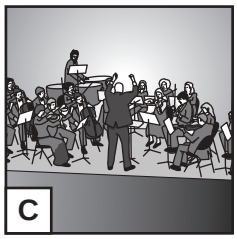
5 En la oficina de turismo, la empleada te dice:

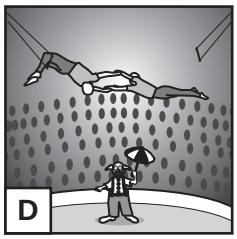
¿Qué espectáculo hay esta noche?

A	
B	
C	
D	







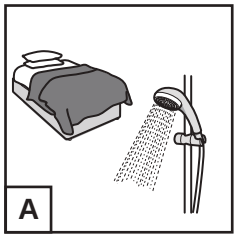


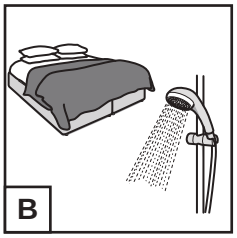
[1]

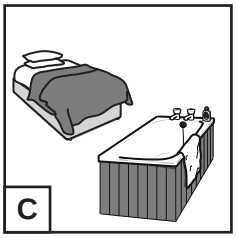
6 En el hotel, el recepcionista te dice:

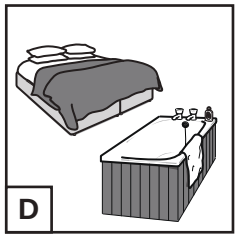
¿Qué tipo de habitación tienes?

A	
B	
C	
D	







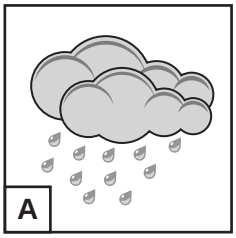


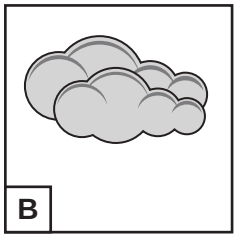
[1]

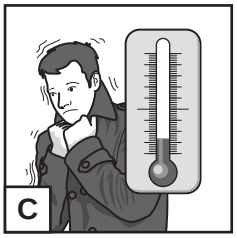
7 En el hotel, escuchas en la televisión:

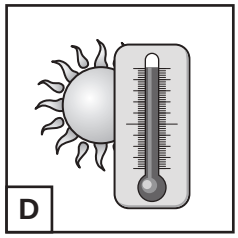
¿Qué tiempo va a hacer mañana?

A	
B	
C	
D	







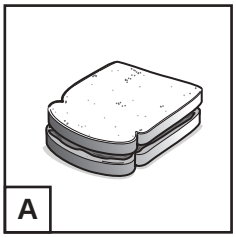


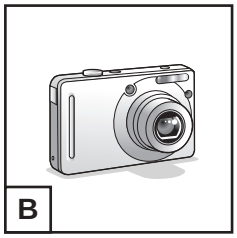
[1]

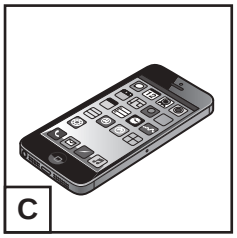
8 En la catedral, el guía te dice:

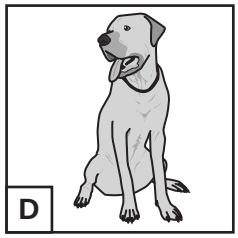
¿Qué está prohibido?

A	
B	
C	
D	









[1]

[Total: 8]

Ejercicio 2 Preguntas 9–15

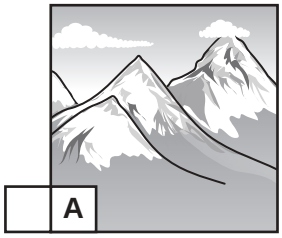
Vas a oír un anuncio sobre un nuevo parque de aventuras.

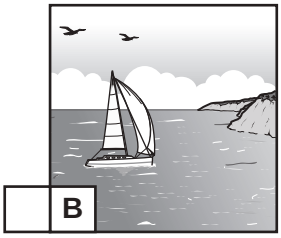
Escúchalo con atención y completa la ficha **en español**. Habrá una pausa durante el anuncio.

Vas a oír el anuncio dos veces, pero antes tienes unos segundos para leer las preguntas.

El nuevo parque de aventuras

9 El nuevo parque de aventuras está al lado de: *(indica **1** respuesta)*

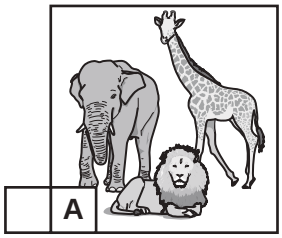

A

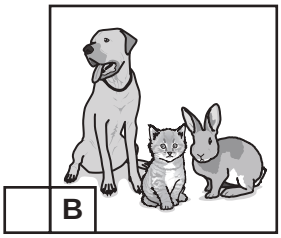

B

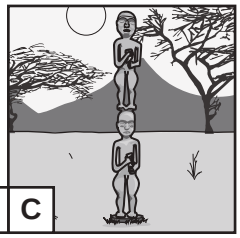

C

[1]

10 En el parque puedes ver: *(indica **1** respuesta)*

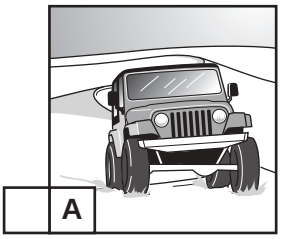

A

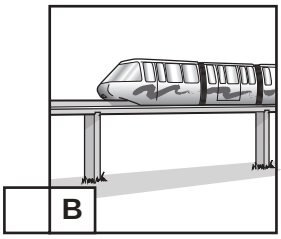

B

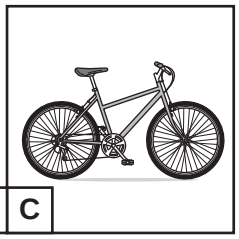

C

[1]

11 Puedes pasear por el parque en: *(indica **1** respuesta)*

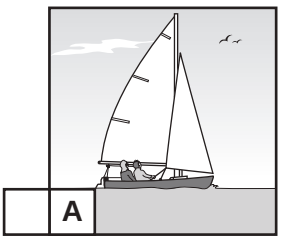

A

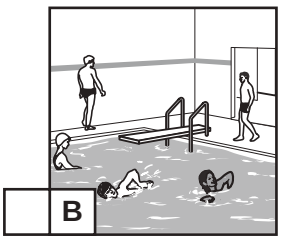

B

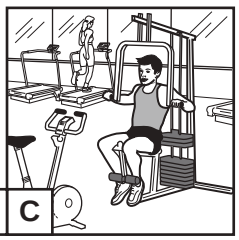

C

[1]

12 Hay cursos de: *(indica **1** respuesta)*


A

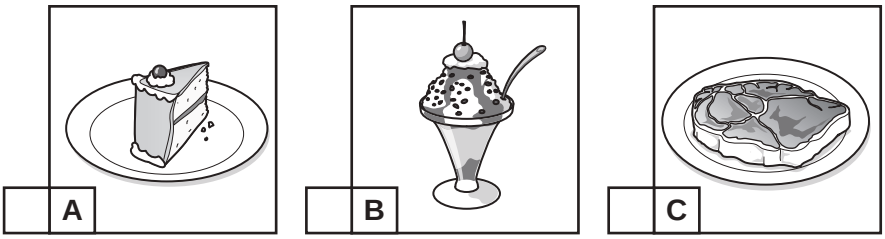

B


C

[1]

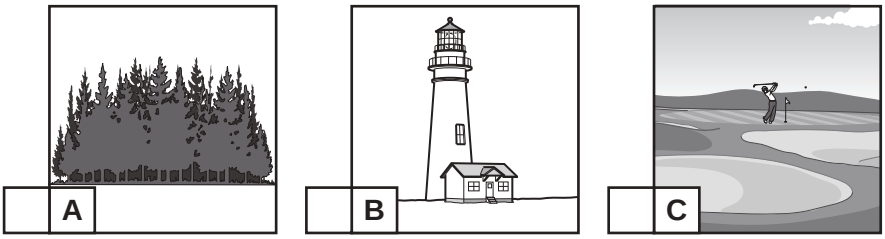
[PAUSA]

13 El restaurante es famoso por: *(indica **1** respuesta)*



[1]

14 Desde el balcón del restaurante puedes ver: *(indica **1** respuesta)*



[1]

15 El parque está cerrado todos los …… .

[1]

[Total: 7]

Sección 2

Ejercicio 1 Pregunta 16

Vas a oír la opinión de cuatro jóvenes sobre los idiomas extranjeros. Escucha lo que dicen con atención y escribe una X en la casilla si la afirmación es **Verdad**.

Hay que marcar **solo 6** casillas (XXXXXX).

Vas a oír lo que dicen dos veces, pero antes tienes unos segundos para leer las afirmaciones.

Julia	**VERDAD**
(a) Julia habla tres idiomas distintos.	☐
(b) Julia encuentra traducir difícil.	☐
(c) Julia quiere aprender más idiomas.	☐
Ramón	
(d) Ramón disfruta aprendiendo idiomas.	☐
(e) Ramón va a clases de inglés.	☐
(f) A Ramón le gustaría vivir en otro país.	☐
Estefanía	
(g) Estefanía tiene un buen empleo.	☐
(h) Para Estefanía, hablar español es suficiente.	☐
(i) Estefanía quiere viajar al extranjero.	☐
Manuel	
(j) Manuel está en la universidad.	☐
(k) A Manuel le interesa el comercio.	☐
(l) Para Manuel, aprender chino es fácil.	☐

[Total: 6]

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Ejercicio 2 Preguntas 17–25

Vas a oír una entrevista con Felipe, un profesor que cuenta cómo organizó un proyecto con estudiantes en la India. Escúchala con atención y contesta a las preguntas. Habrá una pausa durante la entrevista.

Primera parte: Preguntas 17 a 21. En cada frase hay algo que no corresponde a lo que se dice en la entrevista. Escucha la entrevista y escribe la palabra correcta **en español**.

Vas a oír la primera parte de la entrevista dos veces, pero antes tienes unos segundos para leer las preguntas 17 a 21.

17 Felipe enseña ~~**deportes**~~ en el colegio. .....[1]

18 Los libros decían ~~**demasiado**~~ sobre la India. .....[1]

19 Un ~~**hermano**~~ de Felipe trabajaba como voluntario. .....[1]

20 Felipe llamaba a Juan usando el ~~**móvil**~~. .....[1]

21 Los estudiantes encontraban el proyecto ~~**divertido**~~. .....[1]

[PAUSA]

Segunda parte: Preguntas 22 a 25. Vas a oír la segunda parte de la entrevista dos veces. Escúchala y contesta a las preguntas **en español**. Tienes unos segundos para leer las preguntas.

22 Los alumnos de Felipe, ¿cómo pensaban que era el colegio de la India?

.....[1]

23 Sobre todo, ¿qué querían saber los alumnos de Felipe?

.....[1]

24 ¿Cómo hacen el viaje al colegio los chicos en la India?

.....[1]

25 Cuando hace calor, ¿dónde tienen las lecciones los chicos en la India?

.....[1]

[Total: 9]

Sección 3

Ejercicio 1 Preguntas 26–31

Vas a oír una entrevista con Mónica Valle, campeona de natación en España.

Escúchala con atención y contesta a las preguntas escribiendo una X en la casilla correcta.

Habrá una pausa durante la entrevista.

Vas a oír la entrevista dos veces, pero antes tienes unos segundos para leer las preguntas.

26 Mónica decidió que la natación sería su profesión cuando…

A		tenía siete años.
B		fue campeona de Europa.
C		ganó la competición española.
D		cumplió 20 años. [1]

27 Según Mónica, para ser buen deportista…

A		lo más importante es ser muy ambicioso.
B		necesitas tener mucha disciplina.
C		tienes que ser muy fuerte.
D		hay que aceptar perder con calma. [1]

28 Mónica piensa que tiene suerte porque…

A		recibe ayuda de su familia.
B		tiene bastante tiempo libre.
C		viaja a otros países.
D		recibe mucho dinero. [1]

[PAUSA]

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29 Muchas personas no saben que Mónica…

A	☐	trabaja con un equipo.
B	☐	tiene una dieta vegetariana.
C	☐	compite en otros deportes.
D	☐	vive parte del año en Alemania. [1]

30 En el futuro, Mónica quiere…

A	☐	participar en un programa de televisión.
B	☐	entrenar a otros deportistas.
C	☐	estudiar algo relacionado con el deporte.
D	☐	trabajar en algo diferente. [1]

31 Mónica aconseja a los jóvenes deportistas…

A	☐	elegir un deporte que realmente les guste.
B	☐	no perder el tiempo con otros pasatiempos.
C	☐	llevar ropa de marca.
D	☐	no olvidar a la gente que los ama. [1]

[Total: 6]

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Ejercicio 2 Preguntas 32–40

Vas a oír una entrevista con Esteban, un chico que habla sobre su proyecto “Juguetes para todos”.

Escúchala con atención y contesta a las preguntas **en español**.

Habrá dos pausas durante la entrevista.

Vas a oír la entrevista dos veces, pero antes tienes unos segundos para leer las preguntas.

32 ¿En qué hospital trabajan los jóvenes del proyecto “Juguetes para todos”?

.....[1]

33 ¿Qué quiere conseguir Esteban con su proyecto?

.....[1]

34 ¿Cuándo estuvo enfermo el hermano de Esteban?

.....[1]

35 Pocos días después de recibir sus regalos, ¿cómo estaban los niños?

.....[1]

[PAUSA]

36 ¿Por qué organizan los voluntarios actividades diferentes?

.....[1]

37 ¿Cuál es la actividad favorita de Esteban?

.....[1]

[PAUSA]

38 ¿Por qué es importante que los niños lean en el hospital?

.....[1]

39 ¿Quién da juguetes para el proyecto?

.....[1]

40 ¿Qué espera Esteban lograr con su entrevista?

.....[1]

[Total: 9]

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CANDIDATE NAME									
CENTRE NUMBER						CANDIDATE NUMBER				

1260859008

SPANISH **0530/21**

Paper 2 Reading **October/November 2017**

1 hour

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces at the top of this page.
Write in dark blue or black pen.
Do not use staples, paper clips, glue or correction fluid.
DO **NOT** WRITE IN ANY BARCODES.

Answer **all** questions.

The number of marks is given in brackets [ ] at the end of each question or part question.

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This document consists of **14** printed pages and **2** blank pages.

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CAMBRIDGE International Examinations

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Sección 1

Ejercicio 1 Preguntas 1–5

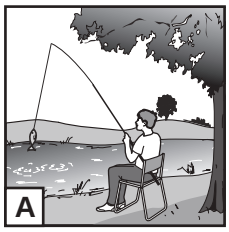
Para cada pregunta indica tu respuesta escribiendo una X en la casilla correcta.

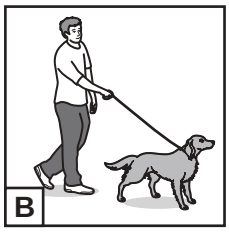
1 Tu amigo te manda un mensaje:

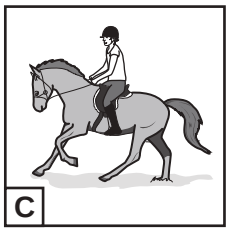
Voy a pescar.

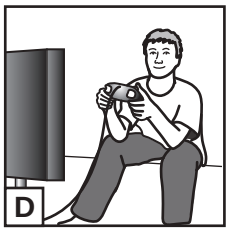
¿Qué va a hacer tu amigo?

A	
B	
C	
D	









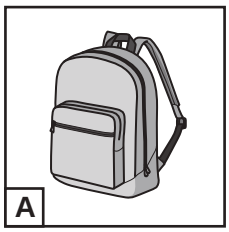
[1]

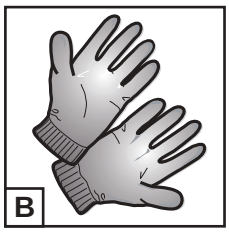
2 Lees en el periódico:

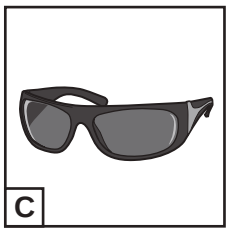
Hoy va a llover.

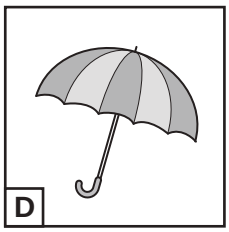
¿Qué necesitas llevar contigo hoy?

A	
B	
C	
D	









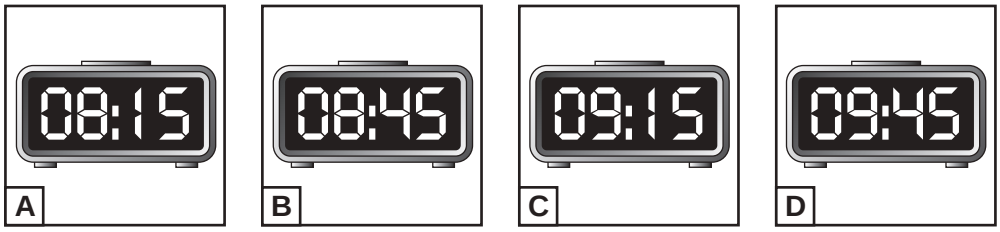
[1]

3 Ves esta información en Internet:

El primer autobús sale a las nueve menos cuarto.

¿A qué hora sale el primer autobús?

A	
B	
C	
D	



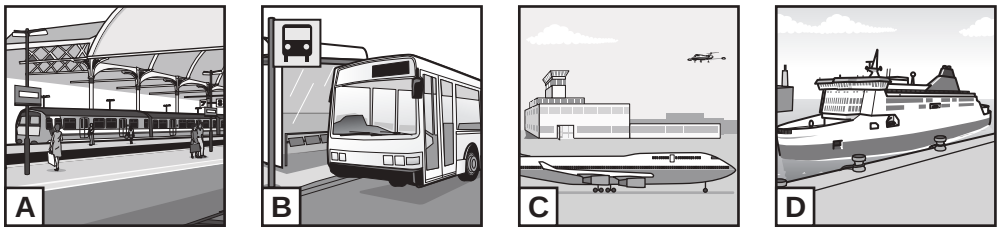
[1]

4 Tu amiga te manda un e-mail:

Voy a llegar en avión.

¿Dónde necesitas esperar a tu amiga?

A	
B	
C	
D	



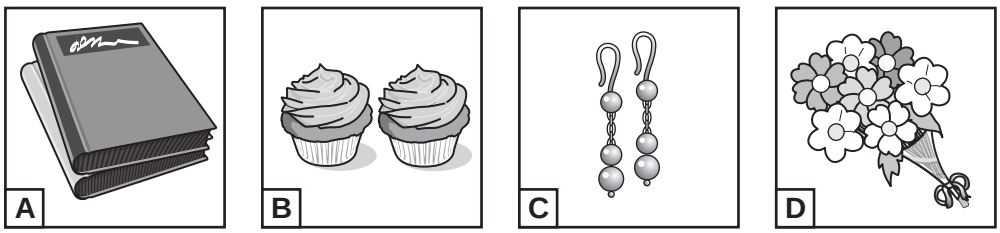
[1]

5 Tu prima te deja una nota:

¿Puedes comprar unas flores?

¿Qué tienes que comprar?

A	
B	
C	
D	

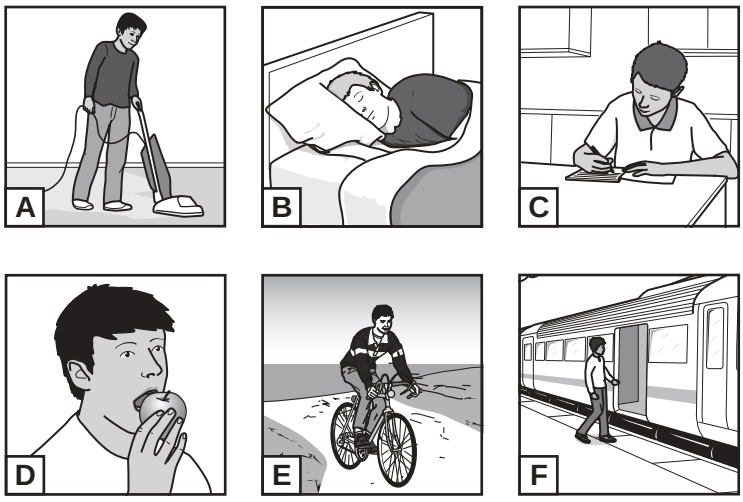


[1]

[Total: 5]

Ejercicio 2 Preguntas 6–10

Mira los dibujos.



Indica tu respuesta, colocando A, B, C, D, E o F en la casilla que corresponda.

6 Juan: “Estoy escribiendo una carta.” [1]

7 Pedro: “Voy a comer fruta.” [1]

8 Diego: “Me gustaría hacer un viaje en tren.” [1]

9 Sergio: “Tengo que pasar la aspiradora.” [1]

10 Carlos: “Quiero dormir un poco.” [1]

[Total: 5]

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Ejercicio 3 Preguntas 11–15

Lee este texto con atención. Para cada pregunta indica tu respuesta escribiendo una X en la casilla correcta.

Comentario personal: Mis hermanos

Nos habla **Raquel**…

En mi familia, con mis padres, somos seis. Tengo tres hermanos y yo soy la mayor. El menor se llama Javier y es el más deportista.

Tenemos un perro y a todos nos gusta. Los domingos lo bañamos en el jardín. El perro duerme en el garaje. Yo le doy comida dos veces al día. Mi padre pasea al perro en el parque. Al perro le gusta jugar con el balón de fútbol pero mis hermanos se enfadan porque a veces rompe el balón con los dientes.

11 Raquel tiene…

A		seis hermanos.
B		tres hermanos.
C		un hermano.

[1]

12 Javier es…

A		el más pequeño.
B		mayor que Raquel.
C		el que no practica deportes.

[1]

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13 Lavan al perro en…

A		el cuarto de baño.
B		el garaje.
C		el jardín.

[1]

14 El perro va de paseo con…

A		Raquel.
B		el padre de Raquel.
C		toda la familia.

[1]

15 A veces el perro…

A		rompe un balón.
B		rompe las flores en el jardín.
C		rompe una ventana.

[1]

[Total: 5]

Sección 2

Ejercicio 1 Preguntas 16–20

Lee este anuncio.

Apartamentos de vacaciones

Los nuevos apartamentos tienen una sala de estar con una vista maravillosa de las montañas. Además todos tienen tres dormitorios. El aire acondicionado hace las noches más frescas.

El cuarto de baño, con ducha, está al lado de la cocina que tiene una nevera grande y muchos armarios.

Los apartamentos del último piso tienen una terraza grande donde la gente puede tomar el sol pero no hay piscina.

Se puede ir a la playa caminando porque queda a solo dos minutos de los apartamentos.

Abajo hay un jardín grande. Es una zona muy segura con árboles altos, lugares para sentarse y juegos para niños.

Completa cada frase con una palabra de la lista.

bastante	broncearse	cerca	comedor
enfrente	jugando	nadar	poco
salón	trabajando		

16 Hay vistas preciosas desde el ..... . [1]

17 La cocina está ..... del baño. [1]

18 En la terraza uno puede ..... . [1]

19 Se necesita ..... tiempo para llegar a la playa. [1]

20 Los niños pueden pasar tiempo ..... en el jardín. [1]

[Total: 5]

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Dar la vuelta para el Ejercicio 2.

Ejercicio 2 Preguntas 21–30

Lee este e-mail y contesta a las preguntas **en español**.

¡Hola María!

Estoy de vacaciones con mi familia en esta ciudad maravillosa. Hace una semana que estoy aquí. Como ya sabes, quiero ser arquitecto y a mi padre le encantan los edificios modernos. Por eso los dos estamos visitando la parte nueva de la ciudad. En cambio, a mi madre y a mi hermana les gusta más la historia. Pasan todo el día en la parte antigua. Allí está la catedral; ¡es enorme!

Hace buen tiempo pero no demasiado calor así que es muy agradable caminar. La mayoría de los restaurantes tienen las mesas afuera y mientras estás cenando puedes escuchar a músicos por las calles que tocan la guitarra.

El único problema fue que mi hermana, Juana, se cayó en la calle y tuvo que ir al hospital. El hospital era muy moderno y, por suerte, no había mucha gente esperando.

Mañana pensamos dar un paseo en barco. Vamos a ir a una isla cercana porque además de un castillo muy antiguo, también hay una playa y se puede hacer buceo en el mar. Quiero ver los peces de colores que hay.

¡Lo estamos pasando fenomenal!

Miguel

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21 ¿Cuánto tiempo hace que Miguel llegó a la ciudad?

.....[1]

22 ¿Qué hay en la parte nueva de la ciudad?

.....[1]

23 ¿Por qué la madre y la hermana de Miguel prefieren la parte antigua?

.....[1]

24 ¿Cómo es la catedral?

.....[1]

25 ¿Dónde ponen muchos restaurantes las mesas?

.....[1]

26 ¿A quiénes puedes escuchar cuando cenas?

.....[1]

27 ¿Por qué la hermana de Miguel tuvo que ir al hospital?

.....[1]

28 ¿Por qué la visita de Juana al hospital fue corta?

.....[1]

29 ¿Cuándo dará Miguel un paseo en barco?

.....[1]

30 ¿Para qué quiere hacer buceo Miguel?

.....[1]

[Total: 10]

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[Turn over

Sección 3

Ejercicio 1 Preguntas 31–35

Lee este artículo e indica si las afirmaciones que siguen son verdaderas o falsas. **Si son FALSAS, escribe una frase en español para corregirlas.**

ATENCIÓN: hay 2 afirmaciones que son **VERDADERAS** y 3 afirmaciones que son **FALSAS**.

Actividades de verano

En el verano, como no tienen que ir al colegio, los niños están libres para disfrutar jugando con amigos. Sin embargo, el año pasado un grupo de jóvenes en el barrio de Santa Ana vio que después de unos días, los niños empezaban a aburrirse. Por eso el grupo decidió que para las vacaciones siguientes iba a hacer algo por esos niños y tuvo la idea de un programa de actividades entretenidas pero también para aprender algo. Una de los jóvenes, Elena, dijo: “Nos alegramos mucho porque al primer día asistieron casi 50 niños, ¡mucho más de lo que pensábamos!”

Los jóvenes organizaron actividades útiles. Cuando hacía buen tiempo, lo mejor era estar afuera todo el día. Una vez le dieron un par de guantes y una bolsa a cada niño para juntar la basura que había por todos lados, especialmente en los parques. Al mediodía los niños ya estaban cansados y tenían hambre. Era el momento de sacar los bocadillos que habían traído. Después de comer, hablaron sobre para qué servía lo que habían hecho y lo que querían hacer por la tarde.

Aunque era verano llovió varios días. El primer día de lluvia decidieron ir a la biblioteca local. Era increíble pero ninguno de los chicos la conocía aunque siempre habían vivido en ese barrio. Vieron que había libros de todo tipo y no solo cosas que tenían que estudiar en el colegio. Creían que todo iba a ser sobre temas serios y aburridos pero les gustó porque no fue así y muchos se llevaron libros prestados ese mismo día. También, algunos días eran “libres” y cada uno podía hacer lo que más le gustaba.

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Ejemplo:	**VERDADERO**	**FALSO**
Un grupo de padres vio que los niños se aburrían en el verano.		X

Un grupo de jóvenes vio que los niños se aburrían en el verano.

		VERDADERO	**FALSO**
31	El primer día del programa los jóvenes se preocuparon porque vinieron muchos niños.		

.....

		VERDADERO	**FALSO**
32	Los parques del barrio estaban muy sucios.		

.....

		VERDADERO	**FALSO**
33	Mientras comían, todos juntos hacían planes para las actividades siguientes.		

.....

		VERDADERO	**FALSO**
34	Los niños del barrio ya eran miembros de la biblioteca.		

.....

		VERDADERO	**FALSO**
35	La biblioteca era distinta de lo que los niños esperaban.		

.....

[Total: 8]

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Ejercicio 2 Preguntas 36–42

Lee este artículo y contesta a las preguntas **en español**.

El deporte: ¿diversión o competencia?

Soy Marcelo y el año pasado tuve un problema con mi equipo de fútbol. Estaba triste cuando el profesor del equipo del colegio se enfadaba después del partido. Me decía que no había jugado bien, y que no podía seguir la pelota porque no me entrenaba lo suficiente. Y mis compañeros lo apoyaban. El profesor también me recordaba que mis padres me tenían que llevar y traer del fútbol y que eso les tomaba mucho tiempo.

Me divierte jugar y correr y, sobre todo, me encanta cuando marco un gol de vez en cuando, pero tampoco me importa mucho perder. Cada fin de semana, iba a jugar pensando que oiría al profesor gritarme: “¡Muévete! ¡Corre! ¡Date prisa!” Finalmente, llegó el día en que ya no disfrutaba así que me dije que no iría más.

Cuando se lo conté a mi padre, me contestó que para él no era ningún trabajo llevarme al club en coche pero que si yo prefería, podía buscar otro lugar para jugar. Así podría jugar partidos sin preocuparme por ganar. Mi padre me dijo: “Estoy de acuerdo contigo en que ganar no es todo. En mi opinión, el equipo del colegio le daba poco valor a la amistad entre los jugadores.” Me quedé contento porque me di cuenta de que para mi padre lo importante era hacer deporte, porque era algo saludable. También debía divertirme y pasar tiempo con amigos.

Entonces buscamos un club de fútbol con nuestra actitud hacia la vida para poder practicar un deporte solo por diversión. Además, aunque a mí me gusta jugar, no voy a elegir el deporte como profesión. Ahora siento que realmente formo parte de un equipo en el que todos somos amigos y vamos al club para divertirnos. Estoy muy feliz con el cambio.

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36 ¿Cómo se sentía Marcelo cuando el profesor se enfadaba con él?

.....[1]

37 ¿Con quién estaban de acuerdo los otros jugadores del equipo?

.....[1]

38 Para Marcelo, ¿cuál es el mejor momento de un partido de fútbol?

.....[1]

39 ¿Cuándo Marcelo decidió dejar el equipo del colegio?

.....[1]

40 ¿Cuál fue la sugerencia del padre de Marcelo?

.....[1]

41 Para el padre de Marcelo, ¿qué error hacía el equipo del colegio?

.....[1]

42 ¿Por qué la decisión de Marcelo no afectará sus planes para el futuro?

.....[1]

[Total: 7]

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CANDIDATE NAME									
CENTRE NUMBER						CANDIDATE NUMBER				

9222278743 3

SPANISH **0530/22**

Paper 2 Reading **October/November 2017**

1 hour

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces at the top of this page.
Write in dark blue or black pen.
Do not use staples, paper clips, glue or correction fluid.
DO **NOT** WRITE IN ANY BARCODES.

Answer **all** questions.

The number of marks is given in brackets [ ] at the end of each question or part question.

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 **14** printed pages and **2** blank pages.

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Sección 1

Ejercicio 1 Preguntas 1–5

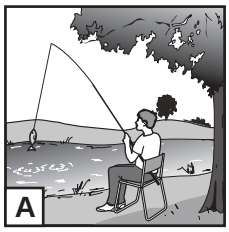
Para cada pregunta indica tu respuesta escribiendo una X en la casilla correcta.

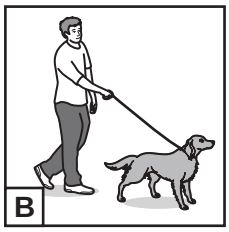
1 Tu amigo te manda un mensaje:

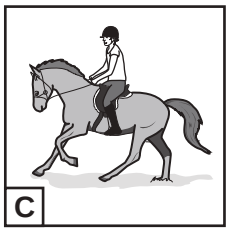
Voy a pasear al perro.

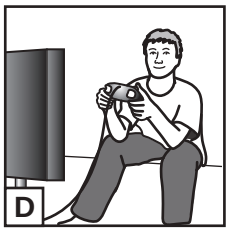
¿Qué va a hacer tu amigo?

A	
B	
C	
D	









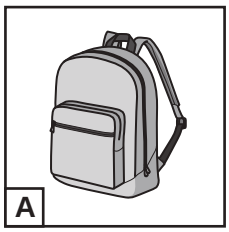
[1]

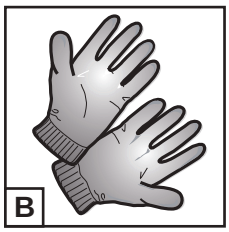
2 Lees en el periódico:

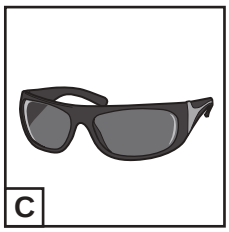
Hoy va a hacer frío.

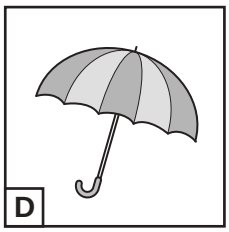
¿Qué necesitas llevar contigo hoy?

A	
B	
C	
D	









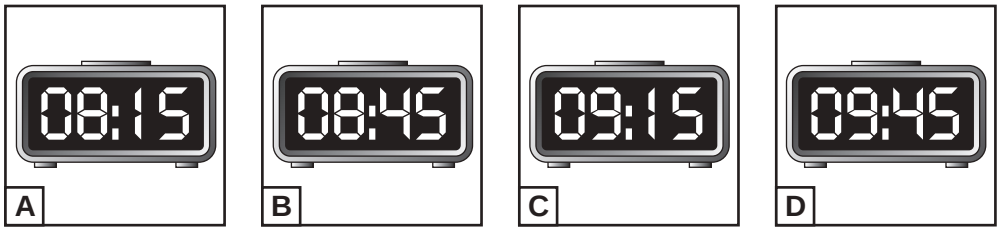
[1]

3 Ves esta información en Internet:

El primer autobús sale a las nueve y cuarto.

¿A qué hora sale el primer autobús?

A	
B	
C	
D	



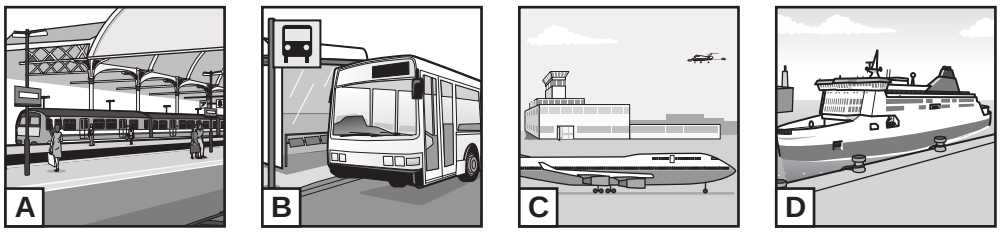
[1]

4 Tu amiga te manda un e-mail:

Voy a llegar en barco.

¿Dónde necesitas esperar a tu amiga?

A	
B	
C	
D	



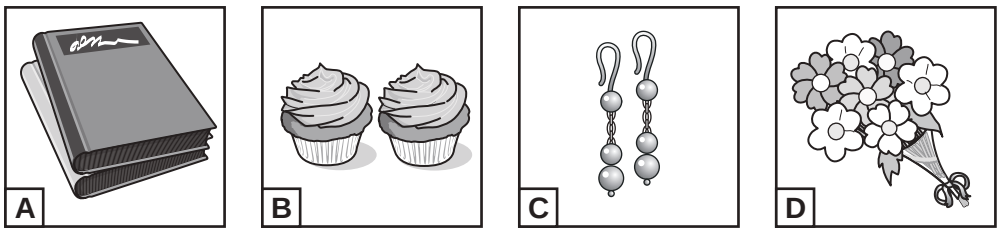
[1]

5 Tu prima te deja una nota:

¿Puedes comprar unos libros?

¿Qué tienes que comprar?

A	
B	
C	
D	



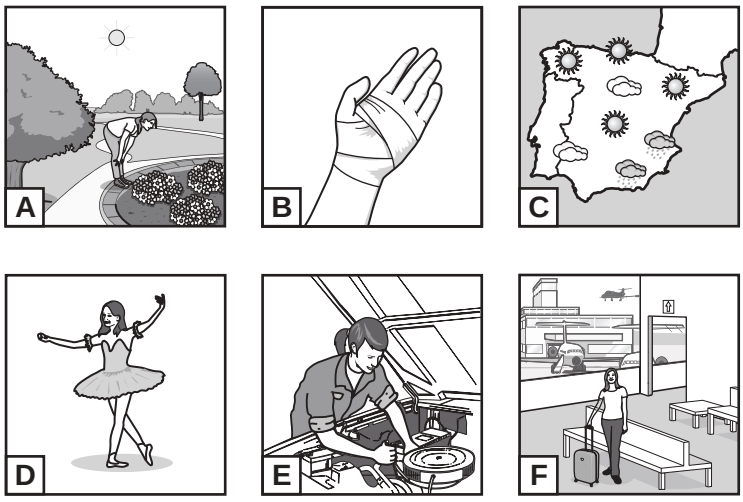
[1]

[Total: 5]

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Ejercicio 2 Preguntas 6–10

Mira los dibujos.



Indica tu respuesta, colocando A, B, C, D, E o F en la casilla que corresponda.

6 Elena: “Me duele la mano.” ☐ [1]

7 Federica: “Me gusta viajar a otros países.” ☐ [1]

8 Juana: “Me encanta la naturaleza.” ☐ [1]

9 Miguelina: “Quiero saber qué tiempo hará mañana.” ☐ [1]

10 Nadia: “Amo el baile clásico.” ☐ [1]

[Total: 5]

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Ejercicio 3 Preguntas 11–15

Lee este texto con atención. Para cada pregunta indica tu respuesta escribiendo una X en la casilla correcta.

Comentario personal: Mi vida en el campo

Nos habla **María Luisa**…

Soy una persona muy tranquila así que para mí el pueblo donde vivo es perfecto. Nací aquí y mis padres llevan muchos años aquí. Antes vivían en la ciudad pero después de casarse vinieron a vivir al pueblo.

Me encanta la vida aquí. Siempre hay algo que hacer y por eso me divierto mucho. Los fines de semana mis amigos y yo vamos al río donde nos sentamos a charlar. Mis tíos viven en la ciudad y vamos a verlos durante las vacaciones pero no me gusta quedarme con ellos. Preferiría ir al mar.

11 María Luisa es…

A		perezosa.
B		nerviosa.
C		tranquila.

[1]

12 Antes, los padres de María Luisa vivían…

A		en el pueblo.
B		en la ciudad.
C		en el extranjero.

[1]

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13 En el pueblo, María Luisa…

A	☐	lo pasa regular.
B	☐	lo pasa bien.
C	☐	lo pasa mal.

[1]

14 María Luisa y sus amigos van al río…

A	☐	a pescar.
B	☐	a hablar.
C	☐	a nadar.

[1]

15 Durante las vacaciones María Luisa preferiría…

A	☐	ir a la costa.
B	☐	quedarse en el pueblo.
C	☐	visitar a sus tíos.

[1]

[Total: 5]

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[Turn over

Sección 2

Ejercicio 1 Preguntas 16–20

Lee este anuncio.

Cursos de verano

Aquí te ofrecemos una gran variedad de cursos para el verano:

Recetas: Prepara platos típicos como los hacía la abuela, en el ambiente tradicional de un restaurante de la región.

Gimnasia: Ponte en forma haciendo ejercicios todos los días. Atención: las clases de gimnasia son únicamente para mayores de 21 años.

Música: Aprende a tocar la guitarra y a cantar los éxitos de tus grupos favoritos.

Jardín: Planta flores para hacer tu jardín más atractivo y aprende a cultivar verduras de todos tipos.

Hogar: Tu casa puede ser como la de las estrellas de cine. Puedes tener la casa de tus sueños utilizando métodos que son baratos y poco complicados.

Completa cada frase con una palabra de la lista.

adultos	aprenden	bonito	caros
cocinar	escriben	lavar	limpio
sencillos	todos		

16 Se pueden ..... platos en un restaurante. [1]

17 Las clases de gimnasia son para ..... . [1]

18 En los cursos de música se ..... canciones. [1]

19 Si vienes a la clase, tu jardín podrá ser más ..... . [1]

20 Se describen proyectos ..... para mejorar tu casa. [1]

[Total: 5]

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Dar la vuelta para el Ejercicio 2.

Ejercicio 2 Preguntas 21–30

Lee este e-mail de Daniel y la respuesta de Juan y contesta a las preguntas **en español**.

Hola Juan:

¿Qué tal? Bueno, ¡tengo mucho que contarte!

Cuando empezó el verano mis padres me mandaron a casa de mis abuelos. Al principio estaba bastante aburrido hasta que un día mi abuela me enseñó una colección de fotos de los años 60, de cuando ella y mi abuelo eran jóvenes.

Después subimos al ático donde mi abuela tenía todo guardado: discos, fotos, ropa… ¡Era increíble! Además mi abuelo aún tenía su moto de la época en el garaje.

Nunca creí que la música y la ropa de los años 60 serían tan interesantes. Como mis abuelos vieron que yo estaba encantado, me regalaron todo. ¡No me lo pude creer! El problema es que ahora no sé qué hacer con tantas cosas.

Tu amigo,
Daniel

Hola Daniel:

¡Eso es fantástico! ¿Por qué no abres una tienda de discos dedicada a los años 60? Hay muchas personas a las que les interesa esa época porque la música es buenísima. También podrías organizar fiestas con la música. Primero tienes que hacer un plan. Yo te puedo ayudar. Te voy a ver el fin de semana que viene, ¿vale?

Un abrazo,
Juan

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21 ¿Cuándo fue Daniel a casa de sus abuelos?

.....[1]

22 ¿Cómo lo pasó Daniel al principio?

.....[1]

23 ¿Qué fue lo primero que la abuela le mostró a Daniel?

.....[1]

24 ¿Qué tenía todavía el abuelo?

.....[1]

25 ¿Por qué los abuelos le dieron todo a Daniel?

.....[1]

26 ¿Qué piensa Juan de lo que Daniel le ha contado?

.....[1]

27 Según Juan, ¿qué tipo de tienda puede abrir Daniel?

.....[1]

28 Además de abrir una tienda, ¿qué otra cosa podría hacer Daniel?

.....[1]

29 Según Juan, ¿qué tiene que hacer Daniel primero?

.....[1]

30 ¿Cuándo se van a ver Daniel y Juan?

.....[1]

[Total: 10]

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Sección 3

Ejercicio 1 Preguntas 31–35

Lee este artículo e indica si las afirmaciones que siguen son verdaderas o falsas. **Si son FALSAS, escribe una frase en español para corregirlas.**

ATENCIÓN: hay 2 afirmaciones que son **VERDADERAS** y 3 afirmaciones que son **FALSAS**.

Hoy entrevistamos a la modelo española Carolina Muñoz, que desde hace seis meses vive en un apartamento en Nueva York.

Carolina, ¿por qué has elegido vivir en Nueva York?
Tengo un amigo que vive aquí y me invitó a pasar unas vacaciones en su casa. La verdad es que me encantó. Antes yo vivía en Los Ángeles; claro que las cosas aquí en Nueva York son muy diferentes. Por ejemplo, hace mucho más frío durante el invierno; me ha costado mucho acostumbrarme al clima. También los apartamentos en Nueva York no son grandes y me parece que el espacio es muy reducido.

Cuéntanos un poco sobre cómo empezaste tu carrera de modelo.
He tenido suerte porque conocía bien el mundo de los modelos. Mi madre también era modelo; comenzó su carrera a los 19 años y yo trabajé siempre con ella. Desde pequeña aparecía con ella en fotos en las revistas; fue una cosa muy natural para mí.

Y ¿qué piensas de tu carrera hasta ahora?
Bueno, ser modelo es algo increíble porque puedo viajar por el mundo. Sin embargo, pienso que empezar tan joven fue muy difícil porque tuve que pasar una gran parte de mi vida en aeropuertos. Así me quedó poco tiempo para jugar con los amigos o hacer otros pasatiempos.

Y ¿qué planes tienes para el futuro?
Pues, siempre quise trabajar en cine y ahora me han propuesto actuar en una película. Tengo muchas ganas porque soy una persona inteligente y actuar es un trabajo exigente. Sin embargo, ser modelo seguirá siendo mi actividad principal. Tengo amigos maravillosos en ese mundo y no los quiero perder.

Gracias por la entrevista, Carolina. Mucha suerte.

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Ejemplo:	**VERDADERO**	**FALSO**
Carolina Muñoz llegó a Nueva York el mes pasado.		X

Carolina Muñoz llegó a Nueva York hace seis meses.

		VERDADERO	**FALSO**
31	Carolina fue a Nueva York por una oferta de trabajo.		

.....

		VERDADERO	**FALSO**
32	Para Carolina fue difícil acostumbrarse a las temperaturas bajas de Nueva York.		

.....

		VERDADERO	**FALSO**
33	Carolina empezó a trabajar de modelo a la edad de 19 años.		

.....

		VERDADERO	**FALSO**
34	Viajar mucho cuando era joven tenía desventajas para Carolina.		

.....

		VERDADERO	**FALSO**
35	Carolina piensa que ser actriz será más fácil.		

.....

[Total: 8]

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[Turn over

Ejercicio 2 Preguntas 36–42

Lee este artículo y contesta a las preguntas **en español**.

Pontevedra: la ciudad del futuro

La ciudad de Pontevedra, en Venezuela, debido a la energía y las nuevas ideas de su alcalde, ya lleva el nombre de “ciudad del futuro”. El alcalde, Felipe Delgado, nos explica: “Siempre estamos pensando en nuestro futuro. Neveras que puedan enviar al supermercado la lista de la compra es solo uno de los cambios que se podrían ver en los próximos 10 o 20 años. Claro que por un lado, la gente quiere tener la más moderna tecnología. Por otro, quiere disfrutar de la vida de un pueblo pero viviendo en la ciudad, y eso no es fácil de conseguir. Nunca estamos satisfechos.”

El alcalde continúa, explicando el tema del transporte: “Todas las ciudades tienen problemas con atascos, ruido y contaminación. Por eso aquí en Pontevedra la gente está viajando de otra manera, compartiendo el coche. El futuro no está en ciudades sin coches sino en transporte poco ruidoso y limpio.”

Continúa Felipe: “Mi idea es tener una carretera inteligente controlada por ordenadores con coches que se conduzcan solos, sin conductor. Sin embargo, los ingenieros calculan que los coches sin conductor tardarán muchos años en llegar a nuestras calles.”

“También en todas las ciudades es esencial reducir la cantidad de comida que se transporta. Por eso en Pontevedra hemos empezado a cultivar la comida que necesitamos. En todas las ciudades hay zonas verdes. Aquí en Pontevedra hemos plantado tomates en lugar de flores en estas zonas verdes. Es muy lindo ver cómo todos se sirven libremente,” explica Felipe.

Por último, Felipe dice: “Contamos ya con una red de 30 jardines urbanos donde grupos de vecinos cultivan legumbres. Queremos tener más pero, como somos muchos, a menudo los vecinos tenemos dificultades para ponernos de acuerdo. De todas maneras muchas personas ya comen platos con verduras cultivadas dentro de la ciudad.”

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36 Según Felipe, ¿qué podrán hacer las neveras en el futuro?

.....[1]

37 ¿Qué le falta a la gente en una ciudad con mucha tecnología?

.....[1]

38 ¿Qué manera ha encontrado la gente en Pontevedra para mejorar el problema del tráfico?

.....[1]

39 Según los ingenieros, ¿cuándo habrá coches sin conductor en Pontevedra?

.....[1]

40 ¿Para qué se ha comenzado a cultivar comida en Pontevedra?

.....[1]

41 ¿Dónde se pueden encontrar tomates en Pontevedra?

.....[1]

42 Según Felipe, ¿cuál es el problema que a veces tienen los vecinos?

.....[1]

[Total: 7]

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CANDIDATE NAME									
CENTRE NUMBER						CANDIDATE NUMBER				

1951452242

SPANISH **0530/23**

Paper 2 Reading **October/November 2017**

1 hour

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces at the top of this page.
Write in dark blue or black pen.
Do not use staples, paper clips, glue or correction fluid.
DO **NOT** WRITE IN ANY BARCODES.

Answer **all** questions.

The number of marks is given in brackets [ ] at the end of each question or part question.

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Sección 1

Ejercicio 1 Preguntas 1–5

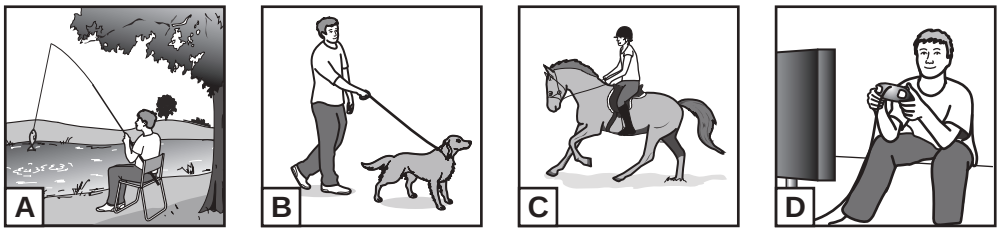
Para cada pregunta indica tu respuesta escribiendo una X en la casilla correcta.

1 Tu amigo te manda un mensaje:

Voy a montar a caballo.

¿Qué va a hacer tu amigo?

A	
B	
C	
D	



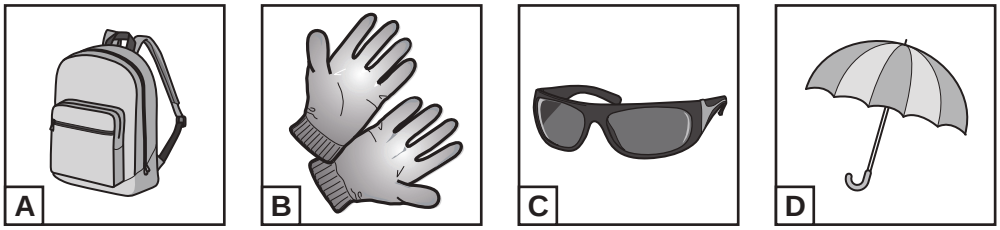
[1]

2 Lees en el periódico:

Hoy va a hacer sol.

¿Qué necesitas llevar contigo hoy?

A	
B	
C	
D	



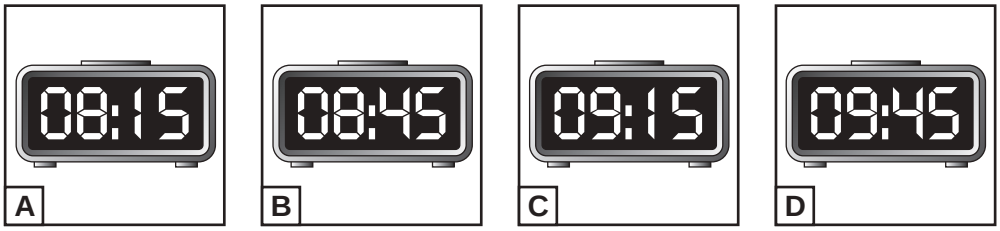
[1]

3 Ves esta información en Internet:

El primer autobús sale a las diez menos cuarto.

¿A qué hora sale el primer autobús?

A	
B	
C	
D	



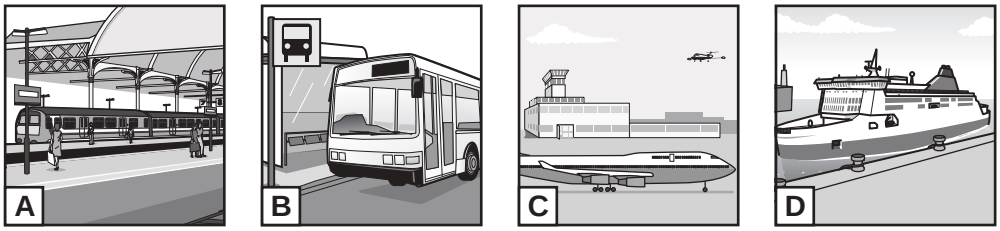
[1]

4 Tu amiga te manda un e-mail:

Voy a llegar en tren.

¿Dónde necesitas esperar a tu amiga?

A	
B	
C	
D	



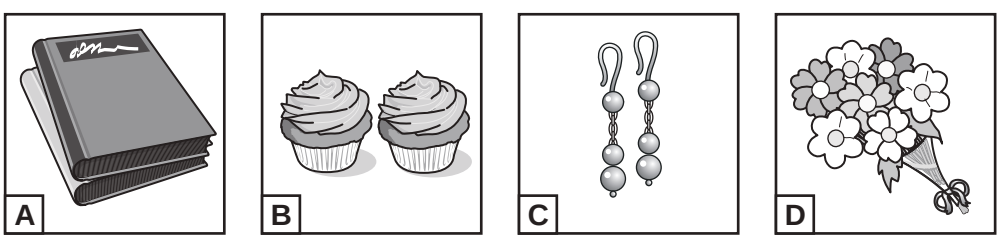
[1]

5 Tu prima te deja una nota:

¿Puedes comprar unos pasteles?

¿Qué tienes que comprar?

A	
B	
C	
D	



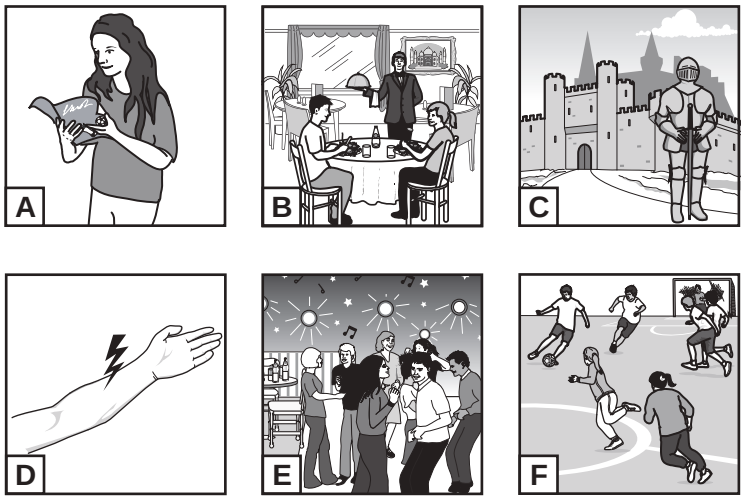
[1]

[Total: 5]

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Ejercicio 2 Preguntas 6–10

Mira los dibujos.



Indica tu respuesta, colocando A, B, C, D, E o F en la casilla que corresponda.

6 Marta: “Me duele el brazo.” [1]

7 Nadia: “Quiero leer una revista.” [1]

8 Adela: “Esta tarde voy a jugar al fútbol con mi equipo.” [1]

9 Isabel: “Necesito reservar una mesa.” [1]

10 Teresa: “Mi clase favorita es historia.” [1]

[Total: 5]

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[Turn over

Ejercicio 3 Preguntas 11–15

Lee este texto con atención. Para cada pregunta indica tu respuesta escribiendo una X en la casilla correcta.

Comentario personal: Las vacaciones de verano

Nos habla **Samuel**…

Este verano mis padres quieren pasar unas semanas en la montaña. Mis hermanos están encantados pero yo prefiero la playa. Mis padres dicen que en la montaña el aire es más sano. Sin embargo, con frecuencia hace frío y llueve allí. ¡Es horrible!

Como no nos gusta hacer camping, este fin de semana vamos a quedarnos en un apartamento en la playa con mis tíos. Voy a broncearme y lo vamos a pasar genial. Pienso que, después de este fin de semana, mis padres decidirán ir a la costa el año que viene.

11 Este año los padres de Samuel quieren ir de vacaciones…

A		a la montaña.
B		a la costa.
C		a la ciudad.

[1]

12 Los hermanos de Samuel están…

A		nerviosos.
B		contentos.
C		tristes.

[1]

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13 De la zona adonde quieren ir sus padres, a Samuel no le gusta…

A		el aire.
B		el alojamiento.
C		el clima.

[1]

14 Este fin de semana Samuel va a ir a…

A		un camping.
B		un hotel.
C		un apartamento.

[1]

15 En la playa Samuel va a…

A		hacer vela.
B		tomar el sol.
C		pasear.

[1]

[Total: 5]

Sección 2

Ejercicio 1 Preguntas 16–20

Lee este anuncio.

Se busca dependiente

- Tenemos un trabajo para un dependiente en nuestra zapatería que se encuentra en el centro de la ciudad.
- Nos gustaría emplear a una persona de entre 18 y 25 años.
- El nuevo empleado debe servir a los clientes, contestar el teléfono y responder a los mensajes electrónicos que recibimos todo el tiempo.
- El horario de trabajo es de lunes a viernes de 9.30 a 13.30 y de 17.00 a 20.00. Los sábados a partir de las 13.00 y los domingos estamos cerrados.
- Si está interesado, por favor envíe una carta antes del 12 de junio. En su carta debe incluir una foto e información sobre su último empleo.

Completa cada frase con una palabra de la lista.

abre	cierra	discos	escribir
frecuentemente	guapo	joven	llamar
raramente	zapatos		

16 En la tienda se venden ..... . [1]

17 Prefieren emplear a alguien ..... . [1]

18 Reciben mensajes electrónicos ..... . [1]

19 Los sábados por la tarde la tienda ..... . [1]

20 Las personas interesadas tienen que ..... a la tienda. [1]

[Total: 5]

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Dar la vuelta para el Ejercicio 2.

Ejercicio 2 Preguntas 21–30

Lee este e-mail y contesta a las preguntas **en español**.

Querida Cristina:

Llegué hace dos días a Australia, muy cansada y con dos maletas enormes. En el avión, las azafatas fueron muy amables, ofreciéndome comida y diferentes bebidas. Cuando no dormía, escuchaba música. Por eso no me aburría en absoluto.

Durante el viaje conocí a una chica española que también está viajando por el mundo antes de empezar a estudiar en la universidad. Se llama Lola y es muy simpática. Me dijo que estaba muy emocionada porque por fin iba a ver a unos parientes que nunca había visitado. Parece que a Lola le da miedo viajar en avión. No sé cómo lo aguantó porque el viaje es tan largo.

Cuando Lola vuelva a España va a estudiar turismo como yo en la universidad de mi ciudad. ¡Qué casualidad! Me ha dado su dirección de correo electrónico y vamos a escribirnos mensajes; vamos a quedar para salir.

En Australia me alojo en una casa con una familia: los padres y tres hijos adolescentes. Estaré con ellos durante dos semanas y luego viajaré a la capital para ver los monumentos. Pero lo que más quiero hacer antes de dejar Australia es ir a una reserva de animales salvajes.

Estefanía

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21 ¿Cuándo llegó Estefanía a Australia?

..... [1]

22 ¿Cómo fueron las azafatas?

..... [1]

23 ¿Por qué no se aburría Estefanía durante el vuelo?

..... [1]

24 ¿Cómo es la chica española que conoció Estefanía en el avión?

..... [1]

25 ¿Por qué estaba Lola tan emocionada por visitar Australia?

..... [1]

26 ¿De qué tiene miedo Lola?

..... [1]

27 ¿Qué van a estudiar Lola y Estefanía?

..... [1]

28 ¿Cuánto tiempo se alojará Estefanía en la casa con la familia?

..... [1]

29 ¿Por qué va a viajar Estefanía a la capital?

..... [1]

30 Sobre todo, ¿qué desea visitar Estefanía en Australia?

..... [1]

[Total: 10]

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[Turn over

Sección 3

Ejercicio 1 Preguntas 31–35

Lee este artículo e indica si las afirmaciones que siguen son verdaderas o falsas. **Si son FALSAS, escribe una frase en español para corregirlas.**

ATENCIÓN: hay 2 afirmaciones que son **VERDADERAS** y 3 afirmaciones que son **FALSAS**.

Cine español

El director de cine Rubén de la Maza se ha hecho famoso en el mundo gracias a su última película 'Hogar dulce hogar'. Esta película apareció por primera vez en noviembre en los cines de España, y en el resto de Europa en diciembre. Ahora también está en las pantallas de Latinoamérica, a causa de su éxito.

Rubén, ¿por qué decidiste trabajar en el mundo del cine?
Por las películas que vi de pequeño. Mi padre y yo íbamos al cine todos los domingos por la mañana, lo que me gustaba muchísimo. Cuando estaba en la universidad, mi afición por el cine continuó y veía las películas del momento regularmente con mis amigos. Desde entonces, dirigir películas siempre fue mi sueño.

¿Qué te parece la vida de director?
Me gusta mucho. Dirigir películas es mi pasión, aunque a veces es difícil. Tengo dos hijos pequeños y me gustaría pasar más tiempo con ellos. Me siento triste cuando no veo a mis hijos con frecuencia. Además mi mujer a veces se enfada porque estoy tanto tiempo fuera de casa.

Empezaste dirigiendo películas cortas. ¿Por qué películas largas ahora?
Bueno, es algo que he querido hacer toda mi vida, y finalmente lo he conseguido gracias al apoyo de mi mujer que siempre tiene confianza en mis ideas. He necesitado tres años para tener la película 'Hogar dulce hogar' en los cines.

¿De qué trata esta película?
Pues, de una familia que se va a vivir a otra parte del país. Compran una casa aislada en un pueblo muy diferente. Al principio, encuentran difícil su nueva vida, pero lo que quería mostrar es que, a pesar de las dificultades, con el tiempo todo mejora. Es una película de comedia pero también hay un poco de drama.

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Ejemplo:	**VERDADERO**	**FALSO**
Rubén es poco conocido fuera de España.		✘

Rubén se ha hecho famoso en el mundo.

.....

		VERDADERO	**FALSO**
31	La película 'Hogar dulce hogar' salió primero en América del Sur.		

.....

		VERDADERO	**FALSO**
32	De niño, Rubén iba regularmente al cine con su padre.		

.....

		VERDADERO	**FALSO**
33	A Rubén le da igual pasar poco tiempo con sus hijos.		

.....

		VERDADERO	**FALSO**
34	La mujer de Rubén le animó cuando hacía su primera película larga.		

.....

		VERDADERO	**FALSO**
35	La familia de la película se acostumbra rápidamente a su nueva vida.		

.....

[Total: 8]

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[Turn over

Ejercicio 2 Preguntas 36–42

Lee este artículo y contesta a las preguntas **en español**.

Recetas para conseguir una buena salud

En la actualidad, la buena dieta es un tema muy importante que preocupa a todos. Al principio de su carrera profesional la española Sonia Rodríguez presentaba programas de televisión pero ahora es una cocinera conocida por todo el mundo.

Antes, Sonia siempre comía comida rápida porque siempre estaba corriendo de una reunión a otra. Después del nacimiento de su hija, su vida cambió de dirección porque se dio cuenta de la importancia de comer bien. Sonia cuenta: “Cuando nació mi hija, Alexia, pasaba mucho tiempo pensando en los ingredientes que debía usar para su comida y en cómo cocinarlos de una manera sana.” Entonces Sonia fue a una escuela de cocina y dice que fue allí donde aprendió cómo cocinar mejor.

Durante los últimos años, Sonia ha escrito varios libros de recetas de cocina y ahora también escribe un blog. “Tengo muchos seguidores,” dice Sonia con alegría. “En mi blog, pongo recetas que me gustan y mucha gente me hace preguntas queriendo saber cuáles son los mejores ingredientes. Por supuesto, nunca me olvido del sabor: la comida tiene que ser deliciosa. Sin embargo, les digo que lo mejor para el cuerpo son los productos frescos y naturales cocinados durante poco tiempo.”

Hablando de sus planes futuros, Sonia dice: “Este verano voy a abrir una escuela donde enseñaré nuevos métodos a cocineros de alto nivel. Y para padres a quienes les falta tiempo para cocinar, voy a empezar un servicio de platos preparados para llevar a casa. Habrá platos principales – vegetarianos y de carne – y postres. Soy muy feliz, y no echo de menos mi vida en la televisión para nada.”

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36 ¿Qué trabajo hacía Sonia antes de hacerse cocinera?

..... [1]

37 ¿Cuándo comenzó Sonia a ver la alimentación como algo tan importante?

..... [1]

38 ¿Qué hizo Sonia para hacerse una mejor cocinera?

..... [1]

39 ¿Cómo elige Sonia las recetas para su blog?

..... [1]

40 ¿Qué busca la gente que le pide consejo a Sonia?

..... [1]

41 Según Sonia, ¿cómo se deben cocinar los productos frescos?

..... [1]

42 En el futuro, ¿por qué podrá ser más fácil comer bien en familia?

..... [1]

[Total: 7]

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CANDIDATE NAME									
CENTRE NUMBER						CANDIDATE NUMBER				

0747487059

SPANISH **0530/41**

Paper 4 Writing **October/November 2017**

1 hour

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces at the top of this page.
Write in dark blue or black pen.
Do not use staples, paper clips, glue or correction fluid.
DO **NOT** WRITE IN ANY BARCODES.

Answer **three** questions: Question **1**, Question **2 and** Question **3(a) or** Question **3(b) or** Question **3(c)**.

The number of marks is given in brackets [ ] at the end of each question or part question.

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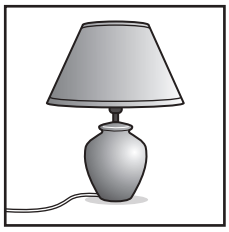
Sección 1

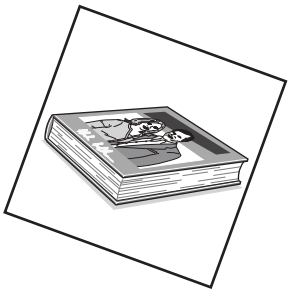
1 Estás en la sala de estar.

Haz una lista **en español** de **8** cosas que hay en la sala de estar.

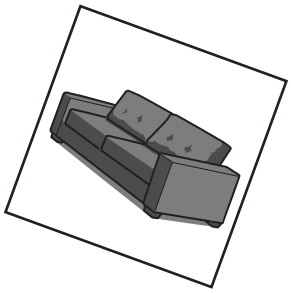


Ejemplo:





Ejemplo: Lámpara



1 _____

2 _____

3 _____

4 _____

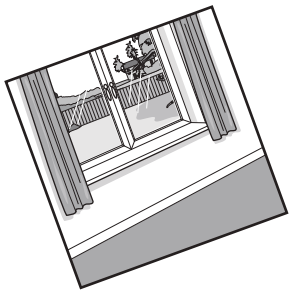
5 _____

6 _____

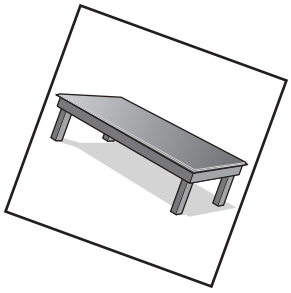
7 _____

8 _____













[Total: 5]

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2 El cine

- ¿Cuándo **y** con quién vas al cine?
- ¿Qué tipo de película prefieres ver? ¿Por qué?
- Describe a tu actor/actriz favorito/a.
- ¿Te gustaría ser actor/actriz en el futuro? ¿Por qué?

Debes escribir entre 80 y 90 palabras **en español**.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

[Total: 15]

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Dar la vuelta para la Sección 2.

Sección 2

3 Elige **uno** de estos temas.

Debes escribir entre 130 y 140 palabras en español.

(a) Pasaste las vacaciones en casa de tu amigo/amiga español(a).

Escribe un e-mail a este amigo/esta amiga.

- Da tu opinión sobre la casa de tu amigo/amiga.
- Durante tu visita, ¿cuáles fueron las actividades que más te gustaron?
- ¿Qué piensas de la vida en España?
- ¿Qué fue lo primero que hiciste al volver a casa?
- ¿Cuándo vas a visitar a tu amigo/amiga otra vez?

O

(b) Estás pasando un año en el extranjero.

Escribe un artículo sobre este tema.

- ¿Cómo es el país donde estás pasando el año?
- Describe las dificultades que tuviste en los primeros meses.
- ¿Qué hiciste para hacer nuevos amigos?
- ¿Qué es lo que más te gusta del nuevo país? Explica por qué.
- ¿En qué país te gustaría vivir en el futuro? ¿Por qué?

O

(c) "Ayer mis padres recibieron una carta de mi colegio. Mis padres no estaban contentos y querían hablar conmigo sobre el problema…"

Continúa la historia.

- ¿Cuál era el contenido de la carta?
- ¿Qué hicieron tus padres?
- ¿Cómo te sentiste? Explica por qué.
- ¿Qué vas a hacer tú para solucionar el problema?

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ESCRIBE TU RESPUESTA A LA PREGUNTA 3 AQUÍ

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Cambridge IGCSE

Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

CANDIDATE NAME									
CENTRE NUMBER						CANDIDATE NUMBER				

2917528344

SPANISH **0530/42**

Paper 4 Writing **October/November 2017**

1 hour

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces at the top of this page.
Write in dark blue or black pen.
Do not use staples, paper clips, glue or correction fluid.
DO **NOT** WRITE IN ANY BARCODES.

Answer **three** questions: Question **1**, Question **2 and** Question **3(a) or** Question **3(b) or** Question **3(c)**.

The number of marks is given in brackets [ ] at the end of each question or part question.

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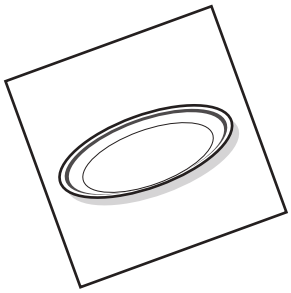
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Sección 1

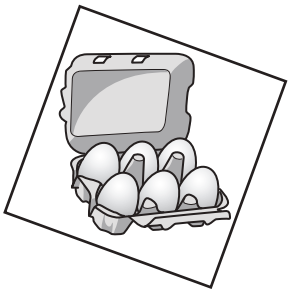
1 Estás en la cocina.

Haz una lista **en español** de **8** cosas que hay en la cocina.

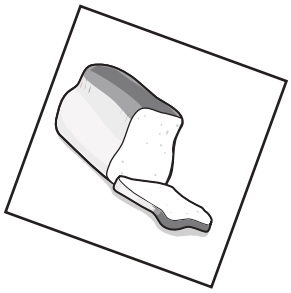


Ejemplo:





Ejemplo: Microondas



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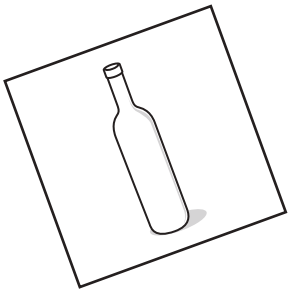
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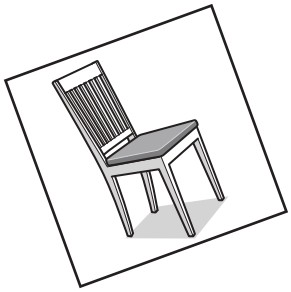
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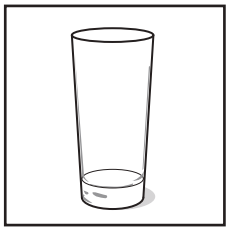
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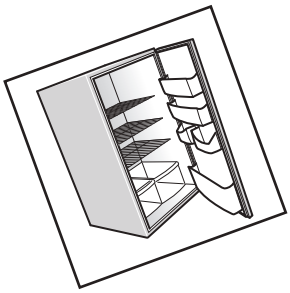












[Total: 5]

2 ¿El campo o la ciudad?

- Describe la región donde vives.
- ¿Prefieres el campo o la ciudad? ¿Por qué?
- ¿Qué es lo malo de vivir en el campo?
- ¿En qué país te gustaría vivir en el futuro? ¿Por qué?

Debes escribir entre 80 y 90 palabras **en español**.

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[Total: 15]

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Dar la vuelta para la Sección 2.

Sección 2

3 Elige **uno** de estos temas.

Debes escribir entre 130 y 140 palabras en español.

(a) Eres miembro de un club en tu colegio.

Escribe un e-mail a tu amigo/amiga español(a).

- ¿Cuándo te hiciste miembro del club?
- La semana pasada, ¿en qué actividades del club participaste?
- ¿Cómo es el/la profesor(a) que organiza el club?
- ¿Recomendarías este club a tu amigo/amiga? ¿Por qué?
- ¿Por qué es importante el tiempo libre para los jóvenes?

O

(b) Los videojuegos

Escribe un artículo sobre este tema.

- ¿Cuántos años tenías cuando empezaste a jugar a los videojuegos?
- ¿Cuándo y con quién jugaste a un videojuego la última vez?
- ¿Cuánto dinero gastas en videojuegos?
- En tu opinión, ¿cuáles son las ventajas de este pasatiempo?
- ¿Qué piensan tus padres de los videojuegos?

O

(c) "Estaba viajando en el tren cuando me dormí y me pasé la parada…"



Continúa la historia.

- ¿Adónde ibas? Explica por qué.
- ¿Qué hiciste cuando te diste cuenta de tu error?
- ¿Cómo llegaste a tu destino?
- ¿Cómo te sentiste después de esta experiencia?

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[Total: 30]

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CANDIDATE NAME	
CENTRE NUMBER	
CANDIDATE NUMBER	

SPANISH **0530/43**

Paper 4 Writing **October/November 2017**

1 hour

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces at the top of this page.
Write in dark blue or black pen.
Do not use staples, paper clips, glue or correction fluid.
DO **NOT** WRITE IN ANY BARCODES.

Answer **three** questions: Question **1**, Question **2 and** Question **3(a) or** Question **3(b) or** Question **3(c)**.

The number of marks is given in brackets [ ] at the end of each question or part question.

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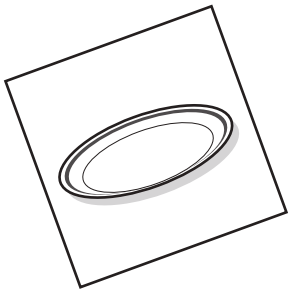
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Sección 1

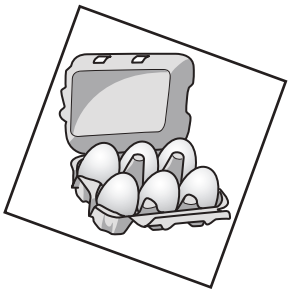
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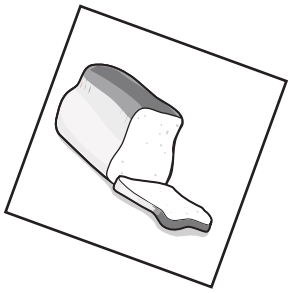


Ejemplo:





Ejemplo: Microondas



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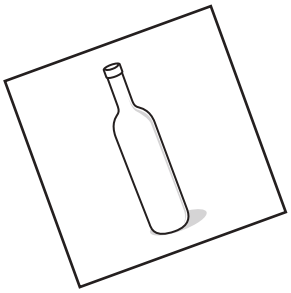
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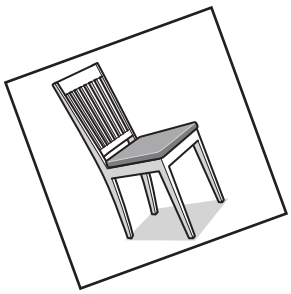
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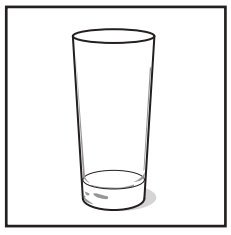
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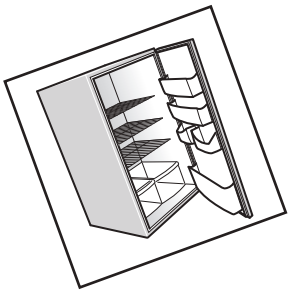












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2 ¿El campo o la ciudad?

- Describe la región donde vives.
- ¿Prefieres el campo o la ciudad? ¿Por qué?
- ¿Qué es lo malo de vivir en el campo?
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[Total: 15]

Dar la vuelta para la Sección 2.

Sección 2

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Debes escribir entre 130 y 140 palabras en español.

(a) Eres miembro de un club en tu colegio.

Escribe un e-mail a tu amigo/amiga español(a).

- ¿Cuándo te hiciste miembro del club?
- La semana pasada, ¿en qué actividades del club participaste?
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- ¿Recomendarías este club a tu amigo/amiga? ¿Por qué?
- ¿Por qué es importante el tiempo libre para los jóvenes?

O

(b) Los videojuegos

Escribe un artículo sobre este tema.

- ¿Cuántos años tenías cuando empezaste a jugar a los videojuegos?
- ¿Cuándo y con quién jugaste a un videojuego la última vez?
- ¿Cuánto dinero gastas en videojuegos?
- En tu opinión, ¿cuáles son las ventajas de este pasatiempo?
- ¿Qué piensan tus padres de los videojuegos?

O

(c) "Estaba viajando en el tren cuando me dormí y me pasé la parada…"



Continúa la historia.

- ¿Adónde ibas? Explica por qué.
- ¿Qué hiciste cuando te diste cuenta de tu error?
- ¿Cómo llegaste a tu destino?
- ¿Cómo te sentiste después de esta experiencia?

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SPANISH **0530/03**

Paper 3 Speaking Role Play Card One **October/November 2017**

Approx. 15 minutes

No Additional Materials are required.

2866152594

READ THESE INSTRUCTIONS FIRST

You must carry out the tasks specified in the situations overleaf. The roles to be played by the examiner and yourself are indicated. You have 15 minutes to prepare the situations.

The important thing is to convey the message.

You should remember that you are taking part in a **conversation**: you must respond to what the examiner says and not simply carry out the tasks supplied as though the examiner were not there.

Although it may not be specified, you are expected to include such details as “Good Morning”, “Thank you”, etc., as appropriate.

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A

Estudiante: tú mismo/a
Profesor(a): empleado/a de una frutería

Estás de vacaciones en España con tu familia. Vas a una frutería para comprar melones.

1 **(i)** Saluda al empleado / a la empleada; **y**

(ii) Dile lo que quieres.

2 Escucha lo que te dice y dile qué melones quieres.

3 Dile cuántos melones quieres.

4 Dile otra fruta que quieres comprar.

5 **(i)** Dale las gracias; **y**

(ii) Pregunta el precio.

B

Estudiante: tú mismo/a
Profesor(a): tu amigo/a español(a)

Tu amigo/amiga va a celebrar su fiesta de cumpleaños en el Hotel Luna. Llamas por teléfono a tu amigo/amiga para decirle que vas a llegar tarde a la fiesta.

1 **(i)** Saluda a tu amigo/amiga; **y**

(ii) Dile para qué llamas.

2 **(i)** Discúlpate; **y**

(ii) Explica por qué vas a llegar tarde a la fiesta.

3 Responde a lo que te pregunta.

4 Quieres saber en qué sala del hotel es la fiesta. Haz **una** pregunta apropiada.

5 Dile qué ropa vas a llevar a la fiesta. Menciona **dos** cosas.

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SPANISH **0530/03**

Paper 3 Speaking Role Play Card Two **October/November 2017**

Approx. 15 minutes

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

You must carry out the tasks specified in the situations overleaf. The roles to be played by the examiner and yourself are indicated. You have 15 minutes to prepare the situations.

The important thing is to convey the message.

You should remember that you are taking part in a **conversation**: you must respond to what the examiner says and not simply carry out the tasks supplied as though the examiner were not there.

Although it may not be specified, you are expected to include such details as “Good Morning”, “Thank you”, etc., as appropriate.

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A

Estudiante: tú mismo/a
Profesor(a): empleado/a de una frutería

Estás de vacaciones en España con tu familia. Vas a una frutería para comprar melones.

1 **(i)** Saluda al empleado / a la empleada; **y**

(ii) Dile lo que quieres.

2 Escucha lo que te dice y dile qué melones quieres.

3 Dile cuántos melones quieres.

4 Dile otra fruta que quieres comprar.

5 **(i)** Dale las gracias; **y**

(ii) Pregunta el precio.

B

Estudiante: tú mismo/a
Profesor(a): empleado/a en el polideportivo

Estás en Chile. Olvidaste tus zapatillas de deporte en el polideportivo. Llamas por teléfono para preguntar si tienen las zapatillas.

1 **(i)** Saluda al empleado / a la empleada; **y**

(ii) Dile para qué llamas.

2 Dile cómo son las zapatillas de deporte. Menciona **dos** cosas.

3 Responde a lo que te pregunta.

4 Quieres saber a qué hora abre el polideportivo mañana. Haz **una** pregunta apropiada.

5 **(i)** No estás contento/a: ¿Qué dices?

(ii) Explica por qué necesitas las zapatillas mañana.

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SPANISH **0530/03**

Paper 3 Speaking Role Play Card Three **October/November 2017**

Approx. 15 minutes

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

You must carry out the tasks specified in the situations overleaf. The roles to be played by the examiner and yourself are indicated. You have 15 minutes to prepare the situations.

The important thing is to convey the message.

You should remember that you are taking part in a **conversation**: you must respond to what the examiner says and not simply carry out the tasks supplied as though the examiner were not there.

Although it may not be specified, you are expected to include such details as “Good Morning”, “Thank you”, etc., as appropriate.

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2

A

Estudiante: tú mismo/a
Profesor(a): empleado/a de una frutería

Estás de vacaciones en España con tu familia. Vas a una frutería para comprar melones.

1 **(i)** Saluda al empleado / a la empleada; **y**

(ii) Dile lo que quieres.

2 Escucha lo que te dice y dile qué melones quieres.

3 Dile cuántos melones quieres.

4 Dile otra fruta que quieres comprar.

5 **(i)** Dale las gracias; **y**

(ii) Pregunta el precio.

B

Estudiante: tú mismo/a
Profesor(a): empleado/a en una librería

Estás de vacaciones en Madrid. Vas a una librería para comprar un libro sobre Madrid.

1 **(i)** Saluda al empleado / a la empleada; **y**

(ii) Dile lo que quieres.

2 Responde a lo que te pregunta.

3 **(i)** No estás contento/a: ¿Qué dices?

(ii) Explica por qué no puedes volver el viernes.

4 Dile en qué parte de la ciudad está tu hotel. Menciona **dos** detalles.

5 Quieres saber a qué hora cierra la librería. Haz **una** pregunta apropiada.

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SPANISH **0530/03**

Paper 3 Speaking Role Play Card Four **October/November 2017**

Approx. 15 minutes

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

You must carry out the tasks specified in the situations overleaf. The roles to be played by the examiner and yourself are indicated. You have 15 minutes to prepare the situations.

The important thing is to convey the message.

You should remember that you are taking part in a **conversation**: you must respond to what the examiner says and not simply carry out the tasks supplied as though the examiner were not there.

Although it may not be specified, you are expected to include such details as “Good Morning”, “Thank you”, etc., as appropriate.

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2

A

Estudiante: tú mismo/a
Profesor(a): recepcionista de un albergue juvenil

Vas de vacaciones a Barcelona. Llamas por teléfono al albergue juvenil para hacer una reserva.

1 **(i)** Saluda al/a la recepcionista; **y**

(ii) Dile lo que quieres.

2 Dile para cuántas personas es la reserva.

3 Dile qué día quieres llegar.

4 Escucha lo que te dice y dile cuándo vas a llegar.

5 **(i)** Dale las gracias; **y**

(ii) Pregunta algo sobre el albergue. (¿cafetería? ¿duchas?)

B

Estudiante: tú mismo/a
Profesor(a): tu amigo/a español(a)

Tu amigo/amiga va a celebrar su fiesta de cumpleaños en el Hotel Luna. Llamas por teléfono a tu amigo/amiga para decirle que vas a llegar tarde a la fiesta.

1 **(i)** Saluda a tu amigo/amiga; **y**

(ii) Dile para qué llamas.

2 **(i)** Discúlpate; **y**

(ii) Explica por qué vas a llegar tarde a la fiesta.

3 Responde a lo que te pregunta.

4 Quieres saber en qué sala del hotel es la fiesta. Haz **una** pregunta apropiada.

5 Dile qué ropa vas a llevar a la fiesta. Menciona **dos** cosas.

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SPANISH **0530/03**

Paper 3 Speaking Role Play Card Five **October/November 2017**

Approx. 15 minutes

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

You must carry out the tasks specified in the situations overleaf. The roles to be played by the examiner and yourself are indicated. You have 15 minutes to prepare the situations.

The important thing is to convey the message.

You should remember that you are taking part in a **conversation**: you must respond to what the examiner says and not simply carry out the tasks supplied as though the examiner were not there.

Although it may not be specified, you are expected to include such details as “Good Morning”, “Thank you”, etc., as appropriate.

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2

A

Estudiante: tú mismo/a
Profesor(a): recepcionista de un albergue juvenil

Vas de vacaciones a Barcelona. Llamas por teléfono al albergue juvenil para hacer una reserva.

1 **(i)** Saluda al/a la recepcionista; **y**

(ii) Dile lo que quieres.

2 Dile para cuántas personas es la reserva.

3 Dile qué día quieres llegar.

4 Escucha lo que te dice y dile cuándo vas a llegar.

5 **(i)** Dale las gracias; **y**

(ii) Pregunta algo sobre el albergue. (¿cafetería? ¿duchas?)

B

Estudiante: tú mismo/a
Profesor(a): empleado/a en el polideportivo

Estás en Chile. Olvidaste tus zapatillas de deporte en el polideportivo. Llamas por teléfono para preguntar si tienen las zapatillas.

1 **(i)** Saluda al empleado / a la empleada; **y**

(ii) Dile para qué llamas.

2 Dile cómo son las zapatillas de deporte. Menciona **dos** cosas.

3 Responde a lo que te pregunta.

4 Quieres saber a qué hora abre el polideportivo mañana. Haz **una** pregunta apropiada.

5 **(i)** No estás contento/a: ¿Qué dices?

(ii) Explica por qué necesitas las zapatillas mañana.

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SPANISH **0530/03**

Paper 3 Speaking Role Play Card Six **October/November 2017**

Approx. 15 minutes

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

You must carry out the tasks specified in the situations overleaf. The roles to be played by the examiner and yourself are indicated. You have 15 minutes to prepare the situations.

The important thing is to convey the message.

You should remember that you are taking part in a **conversation**: you must respond to what the examiner says and not simply carry out the tasks supplied as though the examiner were not there.

Although it may not be specified, you are expected to include such details as “Good Morning”, “Thank you”, etc., as appropriate.

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2

A

Estudiante: tú mismo/a
Profesor(a): recepcionista de un albergue juvenil

Vas de vacaciones a Barcelona. Llamas por teléfono al albergue juvenil para hacer una reserva.

1 **(i)** Saluda al/a la recepcionista; **y**

(ii) Dile lo que quieres.

2 Dile para cuántas personas es la reserva.

3 Dile qué día quieres llegar.

4 Escucha lo que te dice y dile cuándo vas a llegar.

5 **(i)** Dale las gracias; **y**

(ii) Pregunta algo sobre el albergue. (¿cafetería? ¿duchas?)

B

Estudiante: tú mismo/a
Profesor(a): empleado/a en una librería

Estás de vacaciones en Madrid. Vas a una librería para comprar un libro sobre Madrid.

1 **(i)** Saluda al empleado / a la empleada; **y**

(ii) Dile lo que quieres.

2 Responde a lo que te pregunta.

3 **(i)** No estás contento/a: ¿Qué dices?

(ii) Explica por qué no puedes volver el viernes.

4 Dile en qué parte de la ciudad está tu hotel. Menciona **dos** detalles.

5 Quieres saber a qué hora cierra la librería. Haz **una** pregunta apropiada.

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SPANISH **0530/03**

Paper 3 Speaking Role Play Card Seven **October/November 2017**

Approx. 15 minutes

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

You must carry out the tasks specified in the situations overleaf. The roles to be played by the examiner and yourself are indicated. You have 15 minutes to prepare the situations.

The important thing is to convey the message.

You should remember that you are taking part in a **conversation**: you must respond to what the examiner says and not simply carry out the tasks supplied as though the examiner were not there.

Although it may not be specified, you are expected to include such details as “Good Morning”, “Thank you”, etc., as appropriate.

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2

A

Estudiante: tú mismo/a
Profesor(a): empleado/a de una piscina

Estás en España. Llamas por teléfono a la piscina para saber si hay clases de natación.

1 **(i)** Saluda al empleado / a la empleada; **y**

(ii) Dile lo que quieres.

2 Dile qué día quieres ir a las clases de natación.

3 Escucha lo que te dice y dile a qué hora quieres las clases.

4 Dile con quién vas a ir a las clases.

5 **(i)** Dale las gracias; **y**

(ii) Pregunta el precio.

B

Estudiante: tú mismo/a
Profesor(a): tu amigo/a español(a)

Tu amigo/amiga va a celebrar su fiesta de cumpleaños en el Hotel Luna. Llamas por teléfono a tu amigo/amiga para decirle que vas a llegar tarde a la fiesta.

1 **(i)** Saluda a tu amigo/amiga; **y**

(ii) Dile para qué llamas.

2 **(i)** Discúlpate; **y**

(ii) Explica por qué vas a llegar tarde a la fiesta.

3 Responde a lo que te pregunta.

4 Quieres saber en qué sala del hotel es la fiesta. Haz **una** pregunta apropiada.

5 Dile qué ropa vas a llevar a la fiesta. Menciona **dos** cosas.

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SPANISH **0530/03**

Paper 3 Speaking Role Play Card Eight **October/November 2017**

Approx. 15 minutes

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

You must carry out the tasks specified in the situations overleaf. The roles to be played by the examiner and yourself are indicated. You have 15 minutes to prepare the situations.

The important thing is to convey the message.

You should remember that you are taking part in a **conversation**: you must respond to what the examiner says and not simply carry out the tasks supplied as though the examiner were not there.

Although it may not be specified, you are expected to include such details as “Good Morning”, “Thank you”, etc., as appropriate.

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A

Estudiante: tú mismo/a
Profesor(a): empleado/a de una piscina

Estás en España. Llamas por teléfono a la piscina para saber si hay clases de natación.

1 **(i)** Saluda al empleado / a la empleada; **y**

(ii) Dile lo que quieres.

2 Dile qué día quieres ir a las clases de natación.

3 Escucha lo que te dice y dile a qué hora quieres las clases.

4 Dile con quién vas a ir a las clases.

5 **(i)** Dale las gracias; **y**

(ii) Pregunta el precio.

B

Estudiante: tú mismo/a
Profesor(a): empleado/a en el polideportivo

Estás en Chile. Olvidaste tus zapatillas de deporte en el polideportivo. Llamas por teléfono para preguntar si tienen las zapatillas.

1 **(i)** Saluda al empleado / a la empleada; **y**

(ii) Dile para qué llamas.

2 Dile cómo son las zapatillas de deporte. Menciona **dos** cosas.

3 Responde a lo que te pregunta.

4 Quieres saber a qué hora abre el polideportivo mañana. Haz **una** pregunta apropiada.

5 **(i)** No estás contento/a: ¿Qué dices?

(ii) Explica por qué necesitas las zapatillas mañana.

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SPANISH **0530/03**

Paper 3 Speaking Role Play Card Nine **October/November 2017**

Approx. 15 minutes

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

You must carry out the tasks specified in the situations overleaf. The roles to be played by the examiner and yourself are indicated. You have 15 minutes to prepare the situations.

The important thing is to convey the message.

You should remember that you are taking part in a **conversation**: you must respond to what the examiner says and not simply carry out the tasks supplied as though the examiner were not there.

Although it may not be specified, you are expected to include such details as “Good Morning”, “Thank you”, etc., as appropriate.

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2

A

Estudiante: tú mismo/a
Profesor(a): empleado/a de una piscina

Estás en España. Llamas por teléfono a la piscina para saber si hay clases de natación.

1 **(i)** Saluda al empleado / a la empleada; **y**

(ii) Dile lo que quieres.

2 Dile qué día quieres ir a las clases de natación.

3 Escucha lo que te dice y dile a qué hora quieres las clases.

4 Dile con quién vas a ir a las clases.

5 **(i)** Dale las gracias; **y**

(ii) Pregunta el precio.

B

Estudiante: tú mismo/a
Profesor(a): empleado/a en una librería

Estás de vacaciones en Madrid. Vas a una librería para comprar un libro sobre Madrid.

1 **(i)** Saluda al empleado / a la empleada; **y**

(ii) Dile lo que quieres.

2 Responde a lo que te pregunta.

3 **(i)** No estás contento/a: ¿Qué dices?

(ii) Explica por qué no puedes volver el viernes.

4 Dile en qué parte de la ciudad está tu hotel. Menciona **dos** detalles.

5 Quieres saber a qué hora cierra la librería. Haz **una** pregunta apropiada.

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SPANISH **0530/03**

Paper 3 Speaking Role Play Cards One – Nine **October/November 2017**

TEACHERS' NOTES

Approx. 15 minutes

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No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Each candidate's Speaking test must consist of the following **three** parts:

Part One of the test consists of two role plays. The role play situations are set out on pages 16–21 of this booklet and must be followed carefully by the teacher/Examiner. The teacher/Examiner must play his/her role as prescribed by Cambridge in order that candidates are given the opportunity to attempt all tasks. Extra tasks must not be created. Candidates should study the situations for fifteen minutes and then be prepared to act the roles assigned to them and respond to the parts played by the teacher/Examiner.

Part Two of the test starts with a presentation by the candidate on a topic of his/her choice. The teacher/Examiner must allow the candidate to speak for 1–2 minutes on his/her prepared topic and then follow this up with specific spontaneous questions related to the topic. This section of the test must last **about five minutes** in total.

Part Three of the test is a spontaneous conversation of a more general nature and must last **about five minutes**.

In the interests of fairness to candidates, Centres must adhere to the stipulated timings for the Topic Presentation/Conversation and General Conversation.

The Speaking test must be marked by the Centre according to the instructions and a sample submitted for External moderation.

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This document consists of **23** printed pages and **1** blank page.

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Each candidate Role Play Card contains two role plays. The list below gives details of the pages on which the Role Play Cards appear in this booklet.

	Role Play A	Role Play B
CARD ONE	Page 16	Page 19
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ADMINISTRATIVE ARRANGEMENTS

1 Examination period

The Speaking tests take place before the main examination series as notified on the timetable. Each Centre decides on a convenient period within these dates for its Speaking tests.

It is important that dates given for the completion of the Speaking tests and the despatch of recordings and mark sheets to Cambridge are adhered to in order to allow sufficient time for moderation.

2 Appointment of teacher/Examiner

Each Centre selects its own teacher/Examiner to conduct and assess the Speaking tests for its candidates. This is normally a teacher from within the Languages department, but could be someone local from outside the Centre. Cambridge is not responsible for any fees agreed.

In the interests of standardisation, there will be only one teacher/Examiner per Centre. Where a Centre wishes to use additional teacher/Examiners, permission to do so **must** be sought from the Languages Group at Cambridge before the start of each Speaking test period. **Permission to use more than one teacher/Examiner will only be granted on the understanding that teacher/Examiners at the Centre work together to ensure a common approach to the conduct of the Speaking tests and the application of the mark scheme.** The sample the Centre submits to Cambridge should include the work of each teacher/Examiner and a Speaking Examination Working Mark Sheet should be submitted for each teacher/Examiner, with candidate names and numbers clearly entered. Please see paragraph 10 (Internal moderation) for further details.

3 Materials for the Speaking test

Confidential test materials (Teachers' Notes Booklet and Role Play Cards) are despatched by Cambridge approximately two to three weeks before the assessment period. These should be opened in the four working days before the Centre's assessment starts and studied, in secure conditions at the Centre, by the teacher/Examiner before conducting his/her first Speaking test. Teacher/Examiners who have prepared their own roles fully and are confident in what they are doing are better able to help candidates who experience any difficulty. Once the materials have been opened, the Speaking tests must be completed as soon as is realistically possible. Once the Centre has completed its Speaking tests, the materials remain confidential and must be kept in a secure place by the Centre.

Please note, the role play situations **remain confidential throughout the examination period**. The Teachers' Notes Booklet and Role Play Cards must be returned to the Centre's secure room when they are not being used to prepare or conduct the live Speaking tests.

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4 Recorded sample for External moderation

The Centre must record the Speaking tests of all candidates. In order to allow Cambridge to check the standard of assessment, the Centre must then select a number of recordings to submit as its sample for External moderation, according to the instructions below. Only the recordings chosen as part of the sample for External moderation must be sent to Cambridge. The other recordings must be retained at the Centre until the result enquiry period has elapsed as they may be requested by Cambridge at a later stage.

- **Centres entering 1–16 candidates** must send the recordings of all the candidates.
- **Centres entering 17 or more candidates** must send:

  (i) the recordings of the first 10 candidates according to candidate number

  and

  (ii) the recordings of 6 candidates spread evenly across the ability range. The candidates selected should be representative of the range of marks awarded by the Centre and should be spread as evenly as possible across that range. If possible, the recordings of the strongest and the weakest candidates at the Centre should be included, with the other recordings spaced at equal intervals in between.

Note: Centres entering 17 or more candidates must send a total of 16 recordings. The category (ii) candidates must be chosen from candidates who do not fall into category (i). In Centres with just over 17 candidates, Cambridge accepts this may mean that the category (ii) candidates are not fully representative of the range.

The recording should be carried out in accordance with the instructions headed 'Recording of candidates' (see paragraph 9). The recording must be sent to Cambridge, together with the Moderator copy of the completed MS1 mark sheet and copies of the completed Speaking Examination Working Mark Sheet and Cover Sheet for Moderation Sample (see pages 22 and 23).

5 Two types of mark sheet are provided

(a) The Speaking Examination Working Mark Sheet is provided in this booklet (see page 22), to be photocopied as required. (An electronic version of the Working Mark Sheet is also available.) Candidates must be marked as they are being examined and not afterwards from a recording. The marks for each section of the test must be entered in detail as specified in the Marking Instructions.

(b) The total marks must then be transferred to the computer-printed Internal Assessment Mark Sheet (MS1) or to computer for Centres submitting marks electronically.

6 Despatch of materials to Cambridge for External moderation

(a) Marks and recordings must be returned to Cambridge as soon as all the Speaking tests have been completed. Centres must not wait until the end of the assessment period before despatching them.

(b) **(i)** The Board copy of the completed Internal Assessment Mark Sheet (MS1) must be returned to Cambridge in the separate envelope provided.

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(ii) The following items must be sent to Cambridge:

- the Moderator copy of the completed Internal Assessment Mark Sheet (MS1) or a signed printout of the marks file for Centres submitting marks electronically
- a copy of the completed Speaking Examination Working Mark Sheet
- a copy of the completed Cover Sheet for Moderation Sample
- the recorded sample
- details of Internal moderation procedures (only for Centres permitted to use more than one teacher/Examiner).

(c) Copies of both types of mark sheet are to be retained by the Centre in case of postal losses or delays.

7 Arrangements for the test

(a) **Quiet conditions**: Centres should ensure well in advance of the Speaking test period that a suitably quiet room will be available. Rooms which are too close to a playground, recreation room or noisy classroom are to be avoided. It is essential to exclude unnecessary background noise, e.g. lawn-mowers, phones. Notices must be displayed to prevent interruptions from people entering the room unaware that a test is in progress.

(b) **Invigilation**: Examination conditions must prevail in the area where the Speaking tests take place, including the space set aside for a candidate to study the role play situations. Adequate supervision must be provided to ensure that each candidate can study alone and in silence and that candidates leaving the interview room do not communicate with those waiting to enter. Candidates are not allowed to bring any notes for use during their preparation time, nor are they allowed to make notes.

(c) **The examination room**: Centres should ensure that a suitably-sized, e.g. not too big, room will be available. Candidates must be examined singly. No other person should be present during the tests, with the exception of another teacher/Examiner or an Officer from Cambridge. In those cases where it is necessary for a second teacher/Examiner to be present during Speaking tests, only one teacher/Examiner must conduct each test.

Teacher/Examiners should be positioned so that they face the candidates when they enter the room, with a table between themselves and the candidates. Candidates should not be positioned where they can see what the teacher/Examiner is writing on the mark sheets as this can be distracting.

Teacher/Examiners must not smoke in the examination room or in the presence of candidates. Those who smoke should arrange for breaks in the timetable as necessary.

8 Conduct of the test

(a) Teacher/Examiners should do their best to put candidates at their ease, e.g. by smiling when they enter the room and indicating where they should sit. A good teacher/Examiner will usually send a candidate out of the interview room smiling, no matter how good or bad the performance has been. However, the use of expressions such as ‘very good’, which candidates may interpret as a comment on performance, should be avoided.

(b) In addition, teacher/Examiners should not walk about or distract candidates in any way (e.g. by doodling or fiddling with papers, etc.); should always appear interested, even in mundane matters; should never show undue surprise, impatience or mockery; and should never correct a candidate.

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9 Recording of candidates

The Centre is responsible for supplying blank CDs in order to record the Speaking tests of all its candidates. The Centre is also responsible for supplying recording equipment. All recording equipment must be of as high a standard as possible to ensure that moderation samples are clearly audible. In order to ensure that recording levels are satisfactory for both candidates and teacher/Examiner, the equipment to be used must be tested in situ some time before the actual tests take place, ideally with one of the candidates.

If at all possible, external microphones should be used so that separate microphones can be used for the candidate and the teacher/Examiner. If only one microphone is used, it should be placed nearer to the candidate than to the teacher/Examiner. With a softly-spoken candidate, the microphone should be placed even nearer to the candidate before the start of the test.

Centres with 16 or fewer candidates will send all their recordings to Cambridge for External moderation. Centres with more than 16 candidates must select 16 recordings to send to Cambridge for External moderation, according to the instructions in paragraph 4 (Recorded sample for External moderation). Moderation samples must be recorded at normal speed onto standard format CDs. **Mini CDs must not be used for sending the moderation sample to Cambridge. Each candidate's file must be saved individually and saved as .mp3 so that it can be accessed for the purposes of moderation**.

The recording must <u>not</u> be stopped once a candidate's test has started.

Each CD must be introduced **by the teacher/Examiner**, as follows:

'CD number ...
Centre number e.g. 12345
Centre name e.g. King's College
Examination number 0530
Examination name Spanish
Name of Examiner e.g. Mr R Peters
Date i.e. the date on which the test is conducted'

Each candidate must be introduced **by the teacher/Examiner**, as follows:

'Candidate number e.g. 047
Candidate name e.g. Jane Williams
Role Play Card e.g. Number 4'

CDs

Each CD sleeve must be labelled with syllabus name, syllabus/component number, Centre name/number and candidate name/number in recording order. Each CD must be labelled with syllabus/component number and Centre number. CD-friendly marker pens must be used to label CDs, as the use of biro, for example, may make the contents of the CD unreadable.

Each recorded file on the CD must be clearly named using the following convention:

Centre number_candidate number_syllabus number_component number.

Before CDs are despatched, spot checks must be made to ensure that every candidate is clearly audible.

If for any reason a test has failed to record or there are problems with the audibility of the recordings, the Centre must contact Cambridge Customer Services immediately to seek advice.

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10 Internal moderation

Centres wishing to use more than one teacher/Examiner to conduct and assess Speaking tests must request permission from Cambridge (see paragraph 2). This will only be granted on the understanding that the following procedures are put in place to ensure that marks submitted by the Centre are consistent for all candidates, irrespective of which teacher/Examiner conducted and assessed the test:

- The teacher/Examiners conducting and assessing Speaking tests at the Centre must work together to ensure a common approach to the conduct of the Speaking test and the application of the mark scheme.

- One teacher/Examiner at the Centre must take responsibility for the standardisation of the marking of teacher/Examiners at the Centre. This person must ensure that all candidates taking the 0530/03 Speaking test at the Centre are judged against the same standards and that a valid rank order of candidates for the Centre as a whole is produced. Standardisation can take various forms, but the initial marking of each candidate must be done by the teacher/Examiner as the test is being conducted and not on the basis of a recording.

- The Speaking tests of all candidates at the Centre must be recorded. A single recorded sample for External moderation should then be produced according to the instructions in paragraph 4 (Recorded sample), with the additional requirement that the sample should, as far as possible, include equal numbers of recordings from each teacher/Examiner used at the Centre. A Speaking Examination Working Mark Sheet should be submitted for each teacher/Examiner, with candidate names and numbers clearly entered.

- The final column on the Speaking Examination Working Mark Sheet (Internal and/or External moderation) must be used to record the results of Internal moderation and details of the Centre's Internal moderation procedures must be enclosed with the materials for External moderation.

Guidelines for the Internal standardisation/moderation of Cambridge IGCSE foreign language Speaking tests are available from Cambridge.

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STRUCTURE OF THE TEST

Test 1: Role Plays (about 5 minutes) 30 marks

(a) A number of alternative Role Play Cards are supplied by Cambridge, and these should be used at random during each session of examining. The teacher/Examiner gives each candidate one card containing two role play situations (Role Play A and Role Play B). Each of these situations consists of five tasks (numbered 1–5 on the Role Play Cards). Candidates must be examined in both role play situations on the card they have been given and must complete all the tasks specified on their card. Having given the first candidate 15 minutes to prepare his/her two situations, the teacher/Examiner should hand a different card to the second candidate to prepare while the first candidate is being examined.

Candidates may not make written notes during their preparation time. They may take the Role Play Card they have prepared into the examination room. However, they may not take the Role Play Card away with them once the Speaking test is over.

Teacher/Examiners should note that although the timing for the role plays is given as five minutes, the actual time it takes to complete them will often be less and will vary from candidate to candidate.

(b) For each role play situation, the role of the teacher/Examiner is specified on pages 16–21 of this booklet. Usually, the teacher/Examiner has to initiate the dialogue. The teacher/Examiner is to assume the role of a well-disposed native speaker with no knowledge of the candidate's first language.

Teacher/Examiners must prepare the situations carefully and ensure that they play their role as prescribed by Cambridge in order that candidates are given the opportunity to attempt all the required tasks. The teacher/Examiner must not create extra tasks, nor must s/he omit tasks.

(c) Each situation must be carried out in full. If the candidate cannot handle one of the tasks set, the teacher/Examiner should not leave too long a pause, but should lead the candidate on to the next task.

(d) Should a candidate miss out a task, the teacher/Examiner should try to guide him/her back to it, in as natural a way as possible, e.g. by repeating or rephrasing a question if the candidate does not complete the task at the first attempt or gives an ambiguous response. It does not matter to Moderators that this may lead to tasks occurring in a different order, as long as they are all attempted. However, teacher/Examiners must ensure that, when rephrasing a task, they do not change its nature, e.g. if the task requires the candidate to produce a particular vocabulary item and this is in fact supplied by the teacher/Examiner, no credit can be given.

For the mark scheme, see Table A of the Marking Instructions.

Test 2: Topic Presentation/Conversation (about 5 minutes) 30 marks

(a) This part of the test starts with a one to two minute presentation by candidates on a topic of their choice which they will have prepared in advance. The teacher/Examiner will follow up the presentation with specific questions on the topic, bringing the total time for the Topic Presentation and Topic Conversation to approximately five minutes.

(b) It is not expected that all candidates within a Centre will prepare the same topic. Candidates must be encouraged to choose a topic in which they have a personal interest. Suitable subjects might be, for example, 'School life', 'Hobbies and pastimes' (general or specific), 'My country', 'Life in another country', 'My ambitions', 'Holidays'. Topics dealing with politics or social and economic issues are ambitious for this level of achievement and may disadvantage candidates if they do not possess the linguistic skills and maturity of ideas which such topics necessitate. Candidates

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should not be allowed to present 'Myself' or 'My life' as topics as these can often pre-empt the General Conversation section.

(c) Candidates may use illustrative material, e.g. photographs, if this seems appropriate to their topic. However, they are not allowed to make or use written notes of any kind. Furthermore, illustrative material must not contain any words or notes of any kind. If illustrative material is used, the Centre must enclose a photocopy of the material with the sample for External moderation. The Centre number and candidate number must be clearly stated on the photocopy of the illustrative material.

(d) The teacher/Examiner must allow candidates to speak for one to two minutes uninterrupted on their chosen topic before starting the Topic Conversation. Where a candidate has been talking for two minutes and shows no sign of finishing his/her Topic Presentation, the teacher/Examiner must interrupt and start the Topic Conversation.

(e) In the Topic Conversation, candidates should be able to respond to the teacher/Examiner's questions in a spontaneous and natural manner. It is the extent to which candidates can manipulate their prepared material according to the needs of the teacher/Examiner that determines their marks: once the discussion of the prepared Topic begins, candidates must not be allowed to deliver a prepared monologue or a series of obviously prepared replies.

(f) The teacher/Examiner must try to extend the candidate as far as possible by giving him/her the opportunity to provide opinions and justifications and use a variety of tenses. Candidates who do not show that they are able to use past and future tenses accurately cannot be awarded a mark in the Satisfactory band or above for Language (see Table C of the Marking Instructions). In order to extend the candidate as far as possible, the teacher/Examiner should probe, explore, ask for explanations, enlargements, descriptions (how? when? why? tell me a bit more about… etc.).

For the mark scheme, see Tables B and C of the Marking Instructions.

Test 3: General Conversation (about 5 minutes) 30 marks

(a) The teacher/Examiner must indicate to the candidate the point of transition from Topic Conversation to General Conversation.

It can be helpful to ease the candidate into the General Conversation either by starting out from a point of interest noted earlier, or by asking a couple of general 'starter' questions relating to the candidate's everyday life.

Questioning in the General Conversation must not cover the same material as the Topic Conversation, e.g. if the candidate has talked about sport in the Topic Conversation, it is not appropriate for the teacher/Examiner to return to this topic in the General Conversation.

The General Conversation must last the stipulated five minutes for each candidate. Some candidates may dry up after a few minutes, but it is important to persevere with the conversation (e.g. by complete changes of subject), so that they are given every opportunity to do themselves justice.

(b) The teacher/Examiner should aim to cover **two or three** of the Defined Content Examination Topics in this section of the test (these are listed in the Syllabus Content section of the syllabus booklet). With weaker candidates, it may be necessary to cover a greater number of topics superficially, but with more able candidates, the teacher/Examiner should ask a series of linked questions on just two or three topics, in order to explore these in greater depth. Examples of suitable topics are school (subjects, number of periods, times, games, etc.), home, town, journey to and from school, free time (evenings, weekends), holidays, hobbies. All candidates can reasonably be expected to have the command of vocabulary and idiom necessary to discuss these topics.

Precise factual information or knowledge is not required, and candidates should not be penalised for lack of such knowledge. The teacher/Examiner should be ready to pass on quickly to another topic if candidates are obviously out of their depth. Teacher/Examiners should try to avoid questions which might embarrass or upset a candidate.

(c) Candidates are expected to give natural replies to questions so their answers need not be in the form of complete sentences. However, candidates whose conversation consists largely of monosyllabic or disjointed replies cannot gain much credit for such a performance, and it is therefore the teacher/Examiner's responsibility to avoid questions inviting answers of simply 'yes' or 'no'. Instead, the teacher/Examiner must use a variety of question types and interrogative adverbs, ranging from a basic level of simple questions which demand short predictable responses, e.g. when? how many? how long? with whom? with what? how? etc., to more searching questions such as why? tell me about… what do you think about?

(d) Questions should be adjusted to the candidate's ability. However, as in the Topic Conversation, the teacher/Examiner must try to extend the candidate as far as possible by giving them the opportunity to explain and justify their opinions and use a variety of tenses (themes could be past visits to other countries, plans for the future, etc.). Candidates who do not show that they are able to use past and future tenses accurately cannot be awarded a mark in the Satisfactory band or above for Language (see Table C of the Marking Instructions). More able candidates may not be able to do themselves justice if the more stretching questions are avoided.

(e) Candidates should be prompted and encouraged where necessary, and long silences should be avoided. However, candidates should not be interrupted unless it is clear that they cannot complete the answer. Incorrect answers should never be corrected, nor answers supplied when none are given. Questions should be rephrased (rather than repeated) in an attempt to maintain the dialogue.

(f) The use of vocabulary or phrases from the candidate's first language should be avoided, except in the case of particular institutions, e.g. names of examinations, types of school, etc.

(g) The teacher/Examiner must avoid talking too much and limiting the amount of time available to candidates to show what they can do. The onus is on candidates to show that they can converse adequately in the language, but at the same time it is up to the teacher/Examiner to make sure that candidates are given every opportunity to do so by following up any opening given.

For mark scheme, see Tables B and C of the Marking Instructions.

Test 4: Impression 10 marks

At the end of the test, the teacher/Examiner must make an assessment of the candidate's pronunciation, intonation and fluency based on the candidate's overall performance in the Speaking test.

For the mark scheme, see Table D of the Marking Instructions.

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MARKING INSTRUCTIONS

Use the Speaking Examination Working Mark Sheet (see page 22: to be photocopied as required). An electronic version of the Working Mark Sheet is also available.

Test 1 Role Plays. 30 marks. Use Table A.

Enter the mark for each task in the ten columns 1–10 of the Speaking Examination Working Mark Sheet.

Test 2 Topic Presentation/Conversation. 30 marks. Use Tables B and C.

(i) Award a mark out of 15 for Communication using Table B.
Enter the mark in column 11.

(ii) Award a mark out of 15 for Language using Table C.
Enter the mark in column 12.

Test 3 General Conversation. 30 marks. Use Tables B and C.

Mark as for Test 2 using Tables B and C.
Enter marks out of 15 in columns 13 and 14.

Test 4 Impression. 10 marks. Use Table D.

Enter the mark (maximum 10) in column 15.

Add the marks and enter the total, in large figures, in the column headed Total Mark. Please double-check the addition as even small errors create problems.

Marking: General Principles

1 Teacher/Examiners are urged to use the full range of marks, bearing in mind that it is not necessary for a candidate to be of native speaker standard in order to be given maximum marks within any single category.

2 The general approach is a positive one and marks should be awarded based on what the candidate can do rather than deducted for errors.

3 Above all else, teacher/Examiners should be consistent in their marking. The moderation process allows for adjustments to be made to consistently harsh or consistently generous marking. Where teacher/Examiners are unsure of the mark to award, they should err on the side of generosity.

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TABLE A – Test 1: Role Plays (30 marks)

In this part of the test, the teacher/Examiner plays the part of a sympathetic native speaker with no knowledge of the candidate's first language.

The role plays test the ability of the candidates to communicate needs, information, requests, etc., in plausibly life-like situations. Intelligibility is therefore more important than grammatical or syntactic accuracy. However, verbal communication only is assessed: credit is not given for gestures, facial expressions or other non-verbal forms of communication.

Candidates are required to give natural responses, not necessarily in the form of full sentences. The use of appropriate register and correct idiom is rewarded.

Each of the ten tasks to be performed in the role plays will be assessed using the mark scheme below. Marks may not be awarded for the completion of tasks other than those specified by Cambridge in the Role Play Cards/Teachers' Notes Booklet, nor for tasks that are omitted.

An accurate utterance which not only conveys the meaning but which is expressed in native idiom and appropriate register. Minor errors (adjective endings, use of prepositions, etc.) are tolerated. The utterance is intelligible and the task of communication is achieved.	3
The language used is not necessarily the most appropriate to the situation and may contain inaccuracies which do not obscure the meaning.	2
Communication of some meaning is achieved, but the native speaker would find the message ambiguous or incomplete.	1
The utterance is unintelligible to the native speaker.	0

NB **1** If there are two elements in a task and only one is completed, then a maximum of one mark only may be awarded.

2 When awarding marks, teacher/Examiners should start at the bottom of the mark scheme and work upwards:

0 = nothing of worth communicated
1 = partial communication
2 = all points communicated – but with some linguistic inaccuracies – meaning clear
3 = meaning clear and accurately conveyed.

3 Short utterances, if appropriate, can be worth three marks.

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TABLES B and C – Tests 2 and 3: Topic Presentation/Conversation and General Conversation (2 × 30 marks)

Each of Tests 2 and 3 is awarded two marks: a mark out of 15 for Communication and a mark out of 15 for Language (see Tables B and C).

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

The teacher/Examiner should adopt a 'best-fit' approach. For each of the two assessment criteria, Communication (Table B) and Language (Table C), the teacher/Examiner must select the set of descriptors provided in the mark scheme that most closely describes the quality of the work being marked. As the teacher/Examiner works upwards through the mark scheme, s/he will eventually arrive at a set of descriptors that fits the candidate's performance. When s/he reaches this point, the teacher/Examiner 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.

When awarding the marks for the Topic Presentation/Conversation, the teacher/Examiner may find that the quality of the work produced in the presentation is superior to that produced in the conversation (or vice versa). In such cases, the teacher/Examiner will need to award a mark that takes into account both the strengths and weaknesses of the performance.

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

- If most of the descriptors fit the work, then the teacher/Examiner will award the middle mark in the band.
- If the descriptors fully fit the work (and the teacher/Examiner had perhaps been considering the band above), the highest of the three marks will be awarded.
- If there is just enough evidence (and the teacher/Examiner had perhaps been considering the band below), then the lowest mark in the band will be awarded.

Where there are only two marks within a band, the choice will be between work which in most respects meets the descriptors and work which just meets the descriptors.

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TABLE B – Mark Scheme for Communication

This assesses the candidate's response in terms of comprehension of the teacher/Examiner, immediacy of reaction/response, and successful transmission of messages (including presentation of material in the topic).

Outstanding	• A spontaneous interchange between candidate and Examiner. Candidate responds fully and confidently to all question types. • Can justify and explain routinely. • Very consistent performance. Not necessarily of native speaker standard.	14–15
Very good	• Generally understands questions first time, but may require occasional rephrasing. Can respond satisfactorily to both straightforward and unexpected questions. • Regularly develops own ideas and opinions and provides justifications.	12–13
Good	• Has no difficulty with straightforward questions and responds satisfactorily to some unexpected ones. • Communicates essential elements and can expand occasionally. • Regularly expresses opinions with some simple justifications.	10–11
Satisfactory	• Understands most straightforward questions, but has difficulty with some unexpected ones and needs some rephrasing. • Communicates most of the essential elements. • Can convey simple, straightforward opinions.	7–9
Weak	• Has difficulty with many straightforward questions, but still attempts an answer. • Communicates simple pieces of information.	4–6
Poor	• Frequently has difficulty understanding the questions and has great difficulty in replying. • Communicates a few facts.	1–3
	• Communicates no relevant information.	0

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TABLE C – Mark Scheme for Language

This assesses the linguistic content of the candidate's answers in terms of complexity, accuracy and range of structures, vocabulary and idiom.

Outstanding	• Very accurate use of a wide range of structures, vocabulary and idiom with occasional errors in more complex language. • Not necessarily of native speaker standard.	14–15
Very good	• Wide range of mostly accurate structures and vocabulary.	12–13
Good	• Good range of generally accurate structures, varied vocabulary.	10–11
Satisfactory*	• Adequate range of structures and vocabulary. **Can use past and future tenses accurately.** Some ambiguity.	7–9
Weak	• Some manipulation of structures and awareness of verbs, though often faulty and/or incomplete. Shows elementary, limited vocabulary.	4–6
Poor	• Shows very limited range of structures and vocabulary.	1–3
	• Nothing coherent or accurate enough to be comprehensible.	0

*Candidates who do not show that they are able to use past and future tenses accurately cannot be awarded a mark in the Satisfactory band or above for Language.

TABLE D – Impression (10 marks)

This assesses the candidate's performance across the whole Speaking test in terms of pronunciation, intonation and fluency.

Very good pronunciation, intonation and fluency; an occasional slight mistake or hesitation. Not necessarily of native speaker standard.	9–10
Good pronunciation and fluency; makes a fair attempt at correct intonation and expression; some mistakes and/or hesitation.	7–8
A fair degree of fluency and accuracy in pronunciation despite quite a number of errors; some attempt at intonation and expression.	5–6
Conveys some meaning despite a lack of fluency and many errors; pronunciation strongly influenced by first language.	3–4
Many gross errors; frequently incomprehensible.	1–2
Nothing comprehensible.	0

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For Role Play Cards One, Two, Three. Role Play A.

A

Estudiante: tú mismo/a
Profesor(a): empleado/a de una frutería

Estás de vacaciones en España con tu familia. Vas a una frutería para comprar melones.

P **Salude al/a la estudiante y pregúntele "¿En qué puedo servirlo/la?"**

E **(i)** Saluda al empleado / a la empleada; **y**

(ii) Dile lo que quieres.

P **Pregúntele "¿Quiere melones verdes o amarillos?"**

E Escucha lo que te dice y dile qué melones quieres.

P **Pregúntele "¿Cuántos melones quiere?"**

E Dile cuántos melones quieres.

P **Pregúntele "¿Quiere algo más?"**

E Dile otra fruta que quieres comprar.

P **Dígale "Aquí tiene todo."**

E **(i)** Dale las gracias; **y**

(ii) Pregunta el precio.

P **Responda de forma apropiada y termine la conversación.**

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For Role Play Cards Four, Five, Six. Role Play A.

A

Estudiante: tú mismo/a
Profesor(a): recepcionista de un albergue juvenil

Vas de vacaciones a Barcelona. Llamas por teléfono al albergue juvenil para hacer una reserva.

P **Conteste el teléfono y diga "Buenos días. ¿En qué puedo servirlo/la?"**

E **(i)** Saluda al/a la recepcionista; **y**

(ii) Dile lo que quieres.

P **Pregúntele "¿Para cuántas personas es la reserva?"**

E Dile para cuántas personas es la reserva.

P **Pregúntele "¿Qué día quiere llegar?"**

E Dile qué día quieres llegar.

P **Pregúntele "¿Va a llegar por la mañana o por la tarde?"**

E Escucha lo que te dice y dile cuándo vas a llegar.

P **Dígale "Vale. La reserva está hecha."**

E **(i)** Dale las gracias; **y**

(ii) Pregunta algo sobre el albergue. (¿cafetería? ¿duchas?)

P **Responda de forma apropiada y termine la conversación.**

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For Role Play Cards Seven, Eight, Nine. Role Play A.

A

Estudiante: tú mismo/a
Profesor(a): empleado/a de una piscina

Estás en España. Llamas por teléfono a la piscina para saber si hay clases de natación.

P **Conteste el teléfono y diga "Buenos días. ¿En qué puedo servirlo/la?"**

E **(i)** Saluda al empleado / a la empleada; **y**

(ii) Dile lo que quieres.

P **Dígale "Sí. Tenemos clases todos los días. ¿Qué día quiere venir?"**

E Dile qué día quieres ir a las clases de natación.

P **Dígale "Muy bien. Ese día hay clases a las nueve y a las once. ¿A qué hora quiere venir?"**

E Escucha lo que te dice y dile a qué hora quieres las clases.

P **Pregúntele "¿Con quién va a venir a las clases?"**

E Dile con quién vas a ir a las clases.

P **Dígale "Vale. Puede(n) empezar las clases esta semana."**

E **(i)** Dale las gracias; **y**

(ii) Pregunta el precio.

P **Responda de forma apropiada y termine la conversación.**

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For Role Play Cards One, Four, Seven. Role Play B.

B

Estudiante: tú mismo/a
Profesor(a): tu amigo/a español(a)

Tu amigo/amiga va a celebrar su fiesta de cumpleaños en el Hotel Luna. Llamas por teléfono a tu amigo/amiga para decirle que vas a llegar tarde a la fiesta.

P **Conteste el teléfono y diga "¡Hola! ¿Qué tal?"**

E **(i)** Saluda a tu amigo/amiga; **y**

(ii) Dile para qué llamas.

P **Dígale "¡Qué lástima! ¿Por qué vas a llegar tarde a la fiesta?"**

E **(i)** Discúlpate; **y**

(ii) Explica por qué vas a llegar tarde a la fiesta.

P **Dígale "Bueno, no te preocupes. ¿Cómo vas a ir a la fiesta?"**

E Responde a lo que te pregunta.

P **Dígale "Muy bien. Entonces te veo en la fiesta en el hotel."**

E Quieres saber en qué sala del hotel es la fiesta. Haz **una** pregunta apropiada.

P **Dígale "La fiesta es en el restaurante del hotel. Tienes que llevar ropa elegante. ¿Qué ropa vas a llevar?"**

E Dile qué ropa vas a llevar a la fiesta. Menciona **dos** cosas.

P **Responda de forma apropiada y termine la conversación.**

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For Role Play Cards Two, Five, Eight. Role Play B.

B

Estudiante: tú mismo/a
Profesor(a): empleado/a en el polideportivo

Estás en Chile. Olvidaste tus zapatillas de deporte en el polideportivo. Llamas por teléfono para preguntar si tienen las zapatillas.

P **Conteste el teléfono y diga "Buenos días. ¿En qué puedo servirlo/la?"**

E **(i)** Saluda al empleado / a la empleada; **y**

(ii) Dile para qué llamas.

P **Pregúntele "¿Cómo son las zapatillas de deporte?"**

E Dile cómo son las zapatillas de deporte. Menciona **dos** cosas.

P **Pregúntele "¿Qué deporte estaba practicando?"**

E Responde a lo que te pregunta.

P **Dígale "Lo siento pero los vestuarios ya están cerrados. No puedo buscar las zapatillas ahora."**

E Quieres saber a qué hora abre el polideportivo mañana. Haz **una** pregunta apropiada.

P **Dígale "Mañana el polideportivo está cerrado."**

E **(i)** No estás contento/a: ¿Qué dices?

(ii) Explica por qué necesitas las zapatillas mañana.

P **Responda de forma apropiada y termine la conversación.**

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For Role Play Cards Three, Six, Nine. Role Play B.

B

Estudiante: tú mismo/a
Profesor(a): empleado/a en una librería

Estás de vacaciones en Madrid. Vas a una librería para comprar un libro sobre Madrid.

P **Salude al/a la estudiante y pregúntele "¿En qué puedo servirlo/la?"**

E **(i)** Saluda al empleado / a la empleada; **y**

(ii) Dile lo que quieres.

P **Pregúntele "¿En qué idioma quiere el libro?"**

E Responde a lo que te pregunta.

P **Dígale "Lo siento mucho, pero ahora no tengo ninguno. Tendrá que volver el viernes."**

E **(i)** No estás contento/a: ¿Qué dices?

(ii) Explica por qué no puedes volver el viernes.

P **Dígale "Entiendo. Tenemos otras librerías en la ciudad. ¿En qué parte de la ciudad está su hotel?"**

E Dile en qué parte de la ciudad está tu hotel. Menciona **dos** detalles.

P **Dígale "Pues hay una librería cerca de allí."**

E Quieres saber a qué hora cierra la librería. Haz **una** pregunta apropiada.

P **Responda de forma apropiada y termine la conversación.**

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SPANISH (0530)
Speaking Examination Working Mark Sheet

Please read the instructions printed in the Teachers' Notes Booklet before completing this form.

Centre Number						Centre Name		**November**	**2**	**0**	**1**	**7**

Candidate Number	R.P. Card no.	Candidate Name		Role Play A (max 15)					Role Play B (max 15)					Topic / Topic Conversation (max 30)		General Conversation (max 30)		Impression (max 10)	Total Mark	Internal and/or External Moderation
			Task	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
			Mark (Max)	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**15**	**15**	**15**	**15**	**10**	**100**	

Name of Examiner completing this form in capitals		Signature		Date						

Cambridge IGCSE Spanish (0530): Cover Sheet for Moderation Sample

A copy of this cover sheet must be completed by the Centre and enclosed with the moderation documentation and recorded sample to be despatched to Cambridge.

Centre name: | **Centre number:**

1 Tick to confirm that the required moderation documents are enclosed:

☐ (i) Moderator copy of MS1 **or** printout of Internal Marks Report.

☐ (ii) Copy of completed Working Mark Sheet(s) (WMS).*

(* One WMS per Examiner in Centres using more than one Examiner)

If any other documents are enclosed for Cambridge's attention, please list them below:

.....

2 Tick to confirm that documentation has been checked for arithmetical and transcription errors:

☐ (i) Addition of marks on WMS has been checked and Total Mark is correct for each candidate.

☐ (ii) Total Mark for each candidate has been correctly transferred to the MS1 or computer.

3 Tick to confirm that the recording quality of moderation samples has been checked:

☐ All sample recordings are clearly audible.

☐ Samples are recorded on standard size CDs and recorded at normal speed.

☐ **Digital recordings only**: each candidate saved individually and files saved as .mp3.

4 Tick to confirm that the correct number of candidates has been submitted for moderation:

For Centres with 16 or fewer candidates, the following are enclosed:

☐ Recordings of the complete Speaking tests of all candidates.

For Centres with 17 or more candidates, the following are enclosed:

☐ (i) Recordings of the complete Speaking tests of 6 candidates across the range **AND**

☐ (ii) Recordings of the complete Speaking tests of the first 10 candidates by candidate number.

5 CENTRES USING MORE THAN 1 EXAMINER – tick to confirm Internal moderation procedures:

☐ Copy of permission from Cambridge to use more than 1 Examiner enclosed.

☐ Internal moderation carried out and details of Internal moderation procedures enclosed.

Materials checked by:	(name)	**Date:**	
	(signature)		

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Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

SPANISH **0530/11**

Paper 1 Listening **October/November 2017**

TRANSCRIPT

Approx. 45 minutes

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.

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TRACK 1

E This is the Cambridge International Examinations, International General Certificate of Secondary Education, November 2017 Examination, in Spanish. Paper 1, Listening.

TRACK 2

M1 **Sección 1**

M1 **Ejercicio 1. Preguntas 1 a 8.**

M1 En esta sección del examen vas a oír una serie de observaciones o diálogos cortos que podrías oír en países donde se habla español.

M1 Para cada pregunta indica tu respuesta escribiendo una X en la casilla correcta.

M1 Vas a oír cada observación o diálogo dos veces.

M1 Llegas a un aeropuerto en España. Tu amiga te está esperando.

M1 **Número 1**

M1 Tu amiga te dice:

* [SETTING: INTERIOR]

F2 *Te voy a comprar un mapa de la ciudad.*

M1 ¿Qué te va a comprar tu amiga? **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

M1 **Número 2**

M1 Quieres ir a los servicios. Tu amiga dice:

* [SETTING: INTERIOR]

F2 *Los servicios están cerca de la joyería.*

M1 ¿Qué hay cerca de los servicios? **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

M1 **Número 3**

M1 Tu amiga te dice:

* [SETTING: INTERIOR]

F2 *¿Vamos a beber algo?*

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M1 ¿Qué quiere hacer tu amiga? **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

M1 **Número 4**

M1 Después, tu amiga te dice:

* [SETTING: INTERIOR]

F2 *Ahora vamos a tomar el tren para ir a casa.*

M1 ¿Cómo vais a ir a la casa de tu amiga? **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

M1 **Número 5**

M1 Cuando llegáis a la casa, el padre de tu amiga te dice:

* [SETTING: INTERIOR]

M2 *Deja la maleta en el dormitorio.*

M1 ¿Dónde tienes que dejar la maleta? **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

M1 **Número 6**

M1 El padre de tu amiga dice:

* [SETTING: INTERIOR]

M2 *Ahora vamos a comer pollo asado.*

M1 ¿Qué vais a comer? **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

M1 **Número 7**

M1 Tu amiga te dice:

* [SETTING: INTERIOR]

F2 *Mi hermano está estudiando.*

M1 ¿Qué está haciendo el hermano de tu amiga? **

PAUSE 00’10”
REPEAT FROM * TO **
PAUSE 00’05”

M1 **Número 8**

M1 Tu amiga dice:

* [SETTING: INTERIOR]

F2 *Ahora vamos a pasear el perro.*

M1 ¿Qué vais a hacer ahora? **

PAUSE 00’10”
REPEAT FROM * TO **
PAUSE 00’05”

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TRACK 3

M1 **Ejercicio 2. Preguntas 9 a 15.**

M1 Vas a oír a una guía que explica cómo va a ser un paseo por el campo. Escúchala con atención y completa la ficha en español. Habrá una pausa durante lo que dice la guía.

M1 Vas a oír la información dos veces, pero antes tienes unos segundos para leer las preguntas.

PAUSE 00'30"

* [SETTING: RADIO ADVERTISEMENT]

F1 *Bienvenidos todos a este paseo por el campo. Por favor, presten atención: ya va a empezar el paseo. Espero que todos tengan botas proque ha llovido mucho. Para llegar al castillo vamos a ir caminando por aquí durante veinticinco minutos. Vamos a entrar al castillo un rato para visitar el interior. Dentro del castillo hay muchas cosas para ver pero lo más interesante son los muebles: la mesa y las sillas del salón principal son muy bonitas. Después de visitar el castillo vamos a seguir caminando al lado del rio. Es un camino largo pero muy bonito.*

PAUSE 00'05"

F1 *Al final del camino tenemos que cruzar un puente muy antiguo que se construyó hace cinco siglos. En seguida encontraremos un bosque de árboles enormes. Allí podremos comer sentados debajo de los árboles. También vamos a oír cantar a los pájaros. Por favor, les recuerdo que está prohibido tirar basura. Va a ser un paseo muy agradable. ¡Ya lo verán! ***

PAUSE 00'10"

M1 Ahora vas a oír la información por segunda vez.

REPEAT FROM * TO **
PAUSE 00'10"

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TRACK 4

M1 **Sección 2**

M1 **Ejercicio 1. Pregunta 16.**

M1 Vas a oír la opinión de cuatro jóvenes sobre la ropa que llevan.

M1 Eschucha lo que dicen con atención y escribe una X en la casilla si la afirmación es Verdad.

M1 Hay que marcar solo 6 casillas.

M1 Vas a oír lo que dicen dos veces, pero antes tienes unos segundos para leer las afirmaciones.

PAUSE 00'30"

M1 Eschucha lo que dicen los jóvenes.

* [SETTING: INTERIOR]

F1 *Soy Ana y tengo diecisiete años. Desde niña siempre me gustó mucho llevar pantalones. Para ir al colegio tengo que usar una falda, que es parte del uniforme, así que los fines de semana siempre llevo pantalones. Y en verano, uso pantalones cortos para tener menos calor. No tengo ni un solo vestido.*

PAUSE 00'05"

M1 *Me llamo Guillermo y tengo dieciocho años. Me gusta ponerme patalones cortos y camiseta todo el año porque nunca tengo frío. Para ir al instituto hay que llevar una corbata con el uniforme y eso no me molesta. Lo que no me gusta demasiado es la camisa porque aunque me la cambio todos los días, cuando vuelvo a casa siempre está sucia.*

PAUSE 00'05"

F2 *Soy Violeta y acabo de cumplir dieciséis años. A mí me gusta ponerme vestidos distintos todos los días. Por suerte, mi madre hace mis vestidos y por eso tengo tantos. Tengo vestidos de todos los colores. El que más me gusta es uno azul porque es mi color preferido. Es el vestido que uso con más frecuencia. Además, tengo una falda larga de lana que me pongo mucho en invierno para no tener frío.*

PAUSE 00'05"

M2 *Me llamo Luis y tengo diecisiete años. Mi ropa favorita son los vaqueros. Los uso todos los días excepto cuando voy al instituto porque no está permitido. Allí tengo que llevar pantalón gris. Cuando mis vaqueros están demasiado viejos, los corto para usarlos en la playa durante el verano. Me gustan los vaqueros porque duran mucho tiempo y no necesito comprar más de un par por año. ***

PAUSE 00'10"

M1 Ahora vas a oír a los jóvenes por segunda vez.

REPEAT FROM * TO **
PAUSE 00'10"

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TRACK 5

M1 **Ejercicio 2. Preguntas 17 a 25.**

M1 Vas a oír una entrevista con Manuela, una chica que habla sobre la revista que ella hace en Internet.

M1 Escúchala con atención y contesta a las preguntas.

M1 Habrá una pausa durante la entrevista.

M1 **Primera parte: Preguntas 17 a 21.**

M1 En cada frase hay algo que no corresponde a lo que se dice en la entrevista. Escucha la entrevista y escribe la palabra correcta en español.

M1 Vas a oír la primera parte de la entrevista dos veces, pero antes tienes unos segundos para leer las preguntas 17 a 21.

PAUSE 00'30"

* [SETTING: RADIO INTERVIEW]

M2 *Hola Manuela. ¿Por qué decidiste hacer una revista en Internet?*

F2 *Siempre me ha gustado mucho leer revistas de todo tipo. Llegó un momento en el que compraba una diferente cada día de la semana.*

M2 *Tenías demasiadas revistas, entonces.*

F2 *Sí, y no tenía el dinero para comprar tantas. Para ahorrar, decidí no comprar más y empecé a buscar los temas que me interesaban en Internet pero estaban todos en distintas páginas de Internet y así perdía mucho tiempo.*

M2 *¿Fue así cómo tuviste la idea de empezar tu revista?*

F2 *Sí. Pensé que sería útil hacer un sitio donde compartir mis ideas en Internet con otros jóvenes.*

M2 *Y ¿tuviste ayuda?*

F2 *Mis amigos son muy buenos con la tecnología y cuando les expliqué el proyecto pensaron que era una idea fantástica.*

M2 *¡Qué bien! ¿Fue difícil empezar?*

F2 *Empezar este proyecto fue bastante fácil porque creo que formamos un buen equipo de trabajo.* **

PAUSE 00'20"

M1 Ahora vas a oír la primera parte de la entrevista por segunda vez.

REPEAT FROM * TO **
PAUSE 00'20"

M1 **Segunda parte: Preguntas 22 a 25.**

M1 Vas a oír la segunda parte de la entrevista dos veces. Escúchala y contesta a las preguntas en español. Tienes unos segundos para leer preguntas.

PAUSE 00'30"

*** [SETTING: RADIO INTERVIEW]

M2 *¿Cómo empezasteis la revista?*

F2 *Lo primero fue decidir las secciones que queríamos incluir. Elegimos cuatro: cine, moda, música y noticias. Entonces dividimos el trabajo entre los miembros del equipo. Fue un poco difícil porque todos queríamos hacer moda pero nadie quería ocuparse de las noticias. Por suerte, ahora todos compartimos el trabajo.*

M2 *¡Muy organizados!*

F2 *Sí. El equipo se reúne una vez a la semana para elegir los contenidos más interesantes y divertidos. Además para hacer la revista más atractiva se incluyen vídeos. Realmente hay algo para todos los gustos.*

M2 *Tu revista es muy popular, ¿verdad?*

F2 *¡Sí! Pienso que la razón principal es que es gratis. Hay otras revistas en Internet que se parecen pero tienes que pagar para ver todo el contenido.*

M2 *¿Hacéis mucha publicidad?*

F2 *¡No necesitamos! Muchos jóvenes descrubren nuestra revista a través de las redes sociales y eso ayuda. Además tenemos muchos concursos. ¡Esta semana puedes ganar entradas para el cine! ¡Así que leed la revista! ****

PAUSE 00'20"

M1 Ahora vas a oír la segunda parte de la entrevista por segunda vez.

REPEAT FROM *** TO ****
PAUSE 00'20"

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TRACK 6

M2 **Sección 3**

M2 **Ejercicio 1. Preguntas 26 a 31.**

M2 Vas a oír una entrevista con Javier, un patinador sobre hielo.

M2 Escúchala con atención y contesta a las preguntas escribiendo una X en la casilla correcta.

M2 Habrá una pausa durante la entrevista.

M2 Vas a oír la entrevista dos veces, pero antes tienes unos segundos para leer las preguntas.

PAUSE 01'00"

*[SETTING: RADIO INTERVIEW]

F2 *Hola Javier. El patinaje es un deporte poco común. ¿Qué pensaba tu familia de tu afición por patinar?*

M1 *Para mi padre fue un poco raro porque él pensaba que yo iba a ser futbolista como él pero nunca me interesó demasiado el fútbol. A mi madre le daba igual. Quería verme practicar deporte: tenis, atletismo, cualquier cosa. Una vez de vacaciones fui a una pista de patinaje sobre hielo y me di cuenta de que éste sería <u>mi</u> deporte.*

F2 *Cuéntanos cómo empezó tu carrera en el patinaje sobre hielo.*

M1 *Cuando empecé a competir no sabía que era tan bueno. Una vez mientras estaba patinando, un antiguo campeón me vio y dijo: "Un día serás el mejor del país." Esto me animó y me di cuenta de que podría tener un futuro en este deporte. Claro que había que trabajar mucho: cuando mis amigos salían con sus novias, yo me iba a practicar.*

F2 *¿Qué sientes cuando estás patinando?*

M1 *Mira, cuando uno sale por primera vez a la pista y empieza a dar vueltas, va cada vez más rápido. ¡Es como volar! Para mí es algo único. Yo hago otros deportes también como atletismo y ciclismo pero no siento la misma emoción.*

PAUSE 00'15"

F2 *Ganaste muchos concursos de patinaje, ¿verdad?*

M1 *Así es. Decidí no competir más después de mi último campeonato del mundo en 2012. Sin embargo, mi vida cambió cuando me ofrecieron hacer un programa de televisión en la Argentina. El programa le encantó al público y tuve la suerte de patinar con una compañera fantástica.*

F2 *¿En ese momento te hiciste famoso?*

M1 *Claro. Mi vida cambió por completo. De repente, ya no era un chico normal, como cualquier otro. Subía a un autobús y todos me reconocían y me hablaban. Como soy tímido, fue difícil y tuve problemas para aceptar la fama.*

F2 *Y después trabajaste en publicidad, ¿no?*

M1 *Después del programa, comencé a hacer de modelo e hice publicidad para vender todo tipo de productos, desde relojes a comida vegetariana. Cuando trabajé para una empresa internacional de productos deportivos, tenía que viajar por todos lados para hacer los anuncios. Así se abrió un mundo nuevo para mí.*

F2 *Muy interesante tu experiencia. Gracias por venir al programa. ***

PAUSE 00'15"

M2 Ahora vas a oír la entrevista por segunda vez.

REPEAT FROM * TO **
PAUSE 00'15"

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TRACK 7

M1 **Ejercicio 2. Preguntas 32 a 40.**

M1 Vas a oír una entrevista con Valeria, una maestra en una escuela española que organizó un proyecto cultural con un pueblo africano.

M1 Escúchala con atención y contesta a las preguntas en español.

M1 Habrá dos pausas durante la entrevista.

M1 Vas a oír la entrevista dos veces, pero antes tienes unos segundos para leer las preguntas.

PAUSE 00'45"

* [SETTING: RADIO INTERVIEW]

M2 *Aquí tenemos a Valeria, una maestra de una escuela española. Valeria, ¿cómo tuviste la idea para tu proyecto?*

F1 *Fui de vacaciones al oeste de África. Un día, visité un pueblo llamado Makimbo. Allí, un habitante me contó sobre las costumbres del pueblo. Pensé que sería interesante para mis alumnos conocerlas.*

M2 *Entonces cambiaste tus planes para las vacaciones, ¿verdad?*

F1 *Sí. Al final pasé toda la segunda semana de las vacaciones en el pueblo y lo que vi allí fue inolvidable.*

M2 *¿Qué esperas conseguir con tu proyecto?*

F1 *Quiero que mis alumnos desarrollen buenas actitudes hacia otras culturas. Esto es importante para la vida.*

PAUSE 00'20"

M2 *¿Qué hiciste primero?*

F1 *Hablé con los maestros de mi escuela. Dije que el tema de las actividades de clase podría ser la vida en el pueblo africano. Me contestaron que valía la pena. Así que lo intentamos.*

M2 *¿Puedes dar ejemplos de las actividades que hicisteis?*

F1 *Bueno, en música, nuestros chicos tocaron instrumentos típicos de África. En educación física, les enseñaron bailes africanos. En inglés, escribieron cartas para mandar a los niños de la escuela del pueblo africano.*

M2 *¿Mandasteis algo más?*

F1 *Sí. Mis alimnos prepararon vídeos para enseñar unas palabras en español. También recibimos CDs con canciones tradicionales que luego cantamos en clase.*

PAUSE 00'20"

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M2 *¿Qué más hicisteis?*

F1 *Pintamos un muro del patio con imágenes del pueblo africano con colores muy vivos. ¡Quedó precioso!*

M2 *¿Estáis haciendo algo más?*

F1 *Sí. Pronto enviaremos libros sobre la historia de España para que los alumnos africanos nos conozcan un poco también. Puedo decir que el proyecto cultural con Makimbo se está haciendo una parte esencial de la vida de nuestra escuela.*

M2 *Y ¿cómo ves el futuro del proyecto?*

F1 *Pues, los maestros tenemos confianza en el éxito del proyecto. Los alumnos encuentran que es muy entretenido. ¡Yo me siento muy optimista! ***

PAUSE 00'45"

M1 Ahora vas a oír la entrevista por segunda vez.

REPEAT FROM * TO **
PAUSE 00'45"

M1 Se ha terminado el examen. Cierra tu cuestionario.

E This is the end of the examination.

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SPANISH **0530/12**

Paper 1 Listening **October/November 2017**

TRANSCRIPT

Approx. 45 minutes

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.

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TRACK 1

E This is the Cambridge International Examinations, International General Certificate of Secondary Education, November 2017 Examination in Spanish. Paper 1, Listening.

TRACK 2

M1 **Sección 1**

M1 **Ejercicio 1. Preguntas 1 a 8.**

M1 En esta sección del examen vas a oír una serie de observaciones o diálogos cortos que podrías oír en países donde se habla español.

M1 Para cada pregunta indica tu repuesta escribiendo una X en la casilla correcta.

M1 Vas a oír cada observación o diálogo dos veces.

M1 Estás de vacaciones en España.

M1 **Número 1**

M1 En un centro comercial oyes:

* [SETTING: INTERIOR]

F1 *Hoy el centro comercial cierra a las siete.*

M1 ¿A qué hora cierra el centro comercial? **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

M1 **Número 2**

M1 Estás en un restaurante. El camarero te dice:

* [SETTING: INTERIOR]

M2 *Las salchichas son deliciosas.*

M2 ¿Qué te recomienda el camarero? **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

M1 **Número 3**

M1 En una tienda de recuerdos, la empleada te dice:

* [SETTING: INTERIOR]

F2 *El libro cuesta cuatro euros con cincuenta.*

M1 ¿Cuánto cuesta el libro? **

PAUSE 00’10”
REPEAT FROM * TO **
PAUSE 00’05”

M1 **Número 4**

M1 Quieres visitar algo de interés. Una persona te dice:

* [SETTING: INTERIOR]

M2 *El museo de historia es muy interesante.*

M1 ¿Qué puedes visitar? **

PAUSE 00’10”
REPEAT FROM * TO **
PAUSE 00’05”

M1 **Número 5**

M1 En la oficina de turismo, la empleada te dice:

* [SETTING: INTERIOR]

F1 *Esta noche hay un espectáculo de baile.*

M1 ¿Qué espectáculo hay esta noche? **

PAUSE 00’10”
REPEAT FROM * TO **
PAUSE 00’05”

M1 **Número 6**

M1 En el hotel, el recepcionista te dice:

* [SETTING: INTERIOR]

M2 *Tiene una habitación doble con ducha.*

M1 ¿Qué tipo de habitación tienes? **

PAUSE 00’10”
REPEAT FROM * TO **
PAUSE 00’05”

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[Turn over

M1 **Número 7**

M1 En el hotel, escuchas en la televisión:

* [SETTING: INTERIOR]

F2 *Mañana va a hacer calor.*

M1 ¿Qué tiempo va a hacer mañana? **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

M1 **Número 8**

M1 En la catedral, el guía te dice:

*[SETTING: INTERIOR]

M2 *Está prohibido usar el teléfono móvil, gracias.*

M1 ¿Qué está prohibido? **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

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TRACK 3

M1 **Ejercicio 2. Preguntas 9 a 15.**

M1 Vas a oír un anuncio sobre un nuevo parque de aventuras. Escúchalo con atención y completa la ficha en español. Habrá una pausa durante el anuncio.

M1 Vas a oír el anuncio dos veces, pero antes tienes unos segundos para leer las preguntas.

PAUSE 00'30"

* [SETTING: RADIO ADVERTISEMENT]

F1 *¡Ven a visitar el nuevo parque de aventuras Selvatia! Te proponemos vivir una gran experiencia junto al mar con el más completo programa de actividades. Si quieres disfrutar de unos días inolvidables en la naturaleza ven a visitarnos este verano. Aquí vas a ver animales salvajes de otras partes del mundo como África, América, Australia y Asia. Además aprenderás de forma divertida sobre cómo viven estos animales y su medio ambiente. Si te gusta pasear en bicicleta, un guía te llevará por lugares emocionantes. Por la noche puedes dormir al aire libre; ¡una experiencia que no vas a olvidar! También ofrecemos cursos de vela todos los días.*

PAUSE 00'05"

F1 *Tenemos un restaurante fantástico. Es famoso por sus helados de sabores extraños pero también ofrece platos para todos los gustos. Hay una gran variedad de bocadillos deliciosos y ensaladas para elegir. Desde el balcón del restaurante se puede disfrutar de las maravillosas vistas del campo de golf. El parque está abierto de miércoles a lunes desde las diez de la mañana. Está cerrado los martes. ¡Te esperamos! ***

PAUSE 00'10"

M1 Ahora vas a oír el anuncio por segunda vez.

REPEAT FROM * TO **
PAUSE 00'10"

TRACK 4

M1 **Sección 2**

M1 **Ejercicio 1. Pregunta 16.**

M1 Vas a oír la opinión de cuatro jóvenes sobre los idiomas extranjeros.

M1 Escucha lo que dicen con atención y escribe una X en la casilla si la afirmación es Verdad.

M1 Hay que marcar solo 6 casillas.

M1 Vas a oír lo que dicen dos veces, pero antes tienes unos segundos para leer las afirmaciones.

PAUSE 00'30"

M1 Eschucha lo que dicen los jóvenes.

* [SETTING: INTERIOR]

F1 *Me llamo Julia y pienso que tengo mucha suerte porque mis padres son de nacionalidades diferentes. Ahora vivimos en España así que puedo hablar tres idiomas perfectamente. Para mí es muy fácil aprender nuevas lenguas y puedo traducir muy rápido pero entiendo que puede ser difícil para otras personas. En el futuro me gustaría hablar cinco idiomas.*

PAUSE 00'05"

M1 *Soy Ramón y no me gusta nada aprender idiomas extranjeros porque lo encuentro bastante difícil y aburrido. Mis padres piensan que es muy importante para mi profesión en el futuro y por eso tengo que ir a clases de inglés después del instituto. Yo creo que es inútil porque a mí no me interesa vivir en otro país cuando termine mis estudios.*

PAUSE 00'05"

F2 *Soy Estefanía. En este momento trabajo en un lugar horrible. Sé que si quiero encontrar un buen empleo en el futuro necesito hablar varios idiomas. Pienso que hablar español ya no es suficiente incluso para trabajar en España. Por eso estoy aprendiendo dos idiomas extranjeros. Aún no he decidido qué quiero hacer cuando termine mis estudios pero me gustaría viajar por el mundo y conocer otras culturas.*

PAUSE 00'05"

M2 *Me llamo Manuel y voy a terminar el instituto el año que viene. No sé qué quiero estudiar en la universidad pero tengo un gran interés en hacer algo con el comercio. En el futuro me gustaría trabajar para una gran empresa en el extranjero. Por esta razón aprendo inglés y chino. Todos piensan que el chino es muy difícil pero yo no tengo problemas en aprenderlo.* **

PAUSE 00'10"

M1 Ahora vas a oír a los jóvenes por segunda vez.

REPEAT FROM * TO **
PAUSE 00'10"

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TRACK 5

M2 **Ejercicio 2. Preguntas 17 a 25.**

M2 Vas a oír una entrevista con Felipe, un profesor que cuenta cómo organizó un proyecto con estudiantes en la India.

M2 Escúchala con atención y contesta a las preguntas.

M2 Habrá una pausa durante la entrevista.

M2 **Primera parte: Preguntas 17 a 21.**

M2 En cada frase hay algo que no corresponde a lo que se dice en la entrevista. Escucha la entrevista y escribe la palabra correcta en español.

M2 Vas a oír la primera parte de la entrevista dos veces, pero antes tienes unos segundos para leer las preguntas 17 a 21.

PAUSE 00'30"

* [SETTING: RADIO INTERVIEW]

F1 *Feilpe, cuéntanos por qué organizaste este proyecto con chicos en la India.*

M1 *Bueno, en el colegio, hace años que soy profesor de geografía y pienso que los chicos deberían saber algo más que los nombres de los ríos y las montañas.*

F1 *¿Por qué elegiste la India?*

M1 *Mira, este año estudiamos distintas partes del mundo pero me pareció que lo que explicaban los libros sobre la India era poco.*

F1 *¿Qué hiciste entonces?*

M1 *Sabía que había un proyecto de ayuda en un lugar en la India porque un primo mío, Juan, estaba trabajando como voluntario allí y me había contado cómo era.*

F1 *¡Esa fue tu oportunidad para organizar todo!*

M1 *Sí, como yo hablaba con Juan frecuentemente usando el ordenador, me di cuenta de que los estudiantes podrían hacer lo mismo con las computadoras del colegio.*

F1 *¿Qué pensaron los chicos cuando se lo mencionaste?*

M1 *Pues, les pareció muy interesante la idea de hablar con chicos en la India.* **

PAUSE 00'20"

M2 Ahora vas a oír la primera parte de la entrevista por segunda vez.

REPEAT FROM * TO **
PAUSE 00'20"

M2 **Segunda parte: Preguntas 22 a 25.**

M2 Vas a oír la segunda parte de la entrevista dos veces. Escúchala y contesta a las preguntas en español. Tienes unos segundos para leer las preguntas.

PAUSE 00'30"

*** [SETTING: RADIO INTERVIEW]

F1 *Y ¿cómo decidieron de qué iban a hablar?*

M1 *Mis alumnos querían saber cómo era el colegio en la India porque se lo imaginaban muy distinto al colegio español.*

F1 *Entonces, ¿les preguntaron algo sobre el colegio?*

M1 *Sí, lo que más les interesó fue saber sobre el horario de clases.*

F1 *Y ¿qué les sorprendió de lo que dijeron los chicos de la India?*

M1 *Hablaron sobre el viaje al colegio. Los chicos españoles van en coche, en autobús y muchos van caminando pero la sorpresa para mis alumnos fue que los chicos en la India van todos en grupo. Así pueden hablar y divertirse durante el largo viaje.*

F1 *¿Charlaron sobre algo más?*

M1 *Por supuesto, sobre muchas cosas. Mis estudiantes descrubrieron que cuando hace calor los chicos en la India tienen sus clases al aire libre. Mis estudiantes no lo podían creer porque ellos pasan todo el día dentro de un edificio.*

F1 *Muchas gracias.* ****

PAUSE 00'20"

M2 Ahora vas a oír la segunda parte de la entrevista por segunda vez.

REPEAT FROM *** TO ****
PAUSE 00'20"

TRACK 6

M1 **Sección 3**

M1 **Ejercicio 1. Preguntas 26 a 31.**

M1 Vas a oír una entrevista con Mónica Valle, campeona de natación en España.

M1 Escúchala con atención y contesta a las preguntas escribiendo una X en la casilla correcta.

M1 Habrá una pausa durante la entrevista.

M1 Vas a oír la entrevista dos veces, pero antes tienes unos segundos para leer las preguntas.

PAUSE 01'00"

* [SETTING: RADIO INTERVIEW]

M2 *Mónica, ¿siempre quisiste dedicarte a la natación?*

F2 *Mi interés por la natación viene de muy pequeña. Llevo practicando desde los siete años. Ahora tengo veinte años y ¡soy la campeona más joven de España! Nunca pensé que sería mi profesión pero me di cuenta que podría tener futuro en la natación cuando conseguí ser campeona europea.*

M2 *¿Cómo debe ser un buen deportista?*

F2 *Pienso que no basta con ser ambicioso. Para mí la disciplina es lo esencial y me ha hecho ver si realmente quieres algo, tienes que hacer un gran esfuerzo para conseguirlo. Hay que ser organizado y tener un plan para poder mejorar cada vez más.*

M2 *Pasas muchas horas entrenando. ¿Tienes tiempo para tu vida personal?*

F2 *Bueno, no tengo tanto tiempo disponible como me gustaría para estar con mi familia y mis amigos. Esto es lo que más me molesta. Por otro lado pienso que soy una persona afortunada porque tengo la oportunidad de viajar y de conocer otras culturas. Me gusta conocer a deportistas extranjeros.*

PAUSE 00'15"

M2 *¿Es difícil trabajar sola?*

F2 *Bueno, no es así. El público no sabe que detrás de mí hay un gran equipo con el que trabajo. Es cierto que yo soy la que nado en cada competición pero ellos se preocupan por mi salud y por supuesto de cómo me entreno. Debo seguir sus consejos para mejorar ya que mi éxito es un esfuerzo de todos.*

M2 *¿Cuáles son tus planes futuros?*

F2 *Por ahora me dedico a entrenar para mi siguiente competición ya que será la más dura de todas en las que he participado. En este momento la natación lo es todo para mí. Sin embargo, en el futuro me gustaría tener un trabajo distinto y probar otras cosas fuera del deporte.*

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M2 *¿Qué consejo darías a los jóvenes que quieren tener esta profesión?*

F2 *Les diría que disfruten y se diviertan con el deporte que practican. Y que si un día pierden la ilusión, que lo dejen. Un deportista debe amar el deporte que practica para poder ser un campeón. Siempre debes sentirte feliz cuando compites y sentir que todo ha valido la pena.*

M2 *Muchas gracias Mónica, y suerte. ***

PAUSE 00'15"

M1 Ahora vas a oír la entrevista por segunda vez.

REPEAT FROM * TO **
PAUSE 00'15"

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TRACK 7

M1 **Ejercicio 2. Preguntas 32 a 40.**

M1 Vas a oír una entrevista con Esteban, un chico que habla sobre su proyecto “Juguetes para todos”.

M1 Escúchala con atención y contesta a las preguntas en español.

M1 Habrá dos pausas durante la entrevista.

M1 Vas a oír la entrevista dos veces, pero antes tienes unos segundos para leer las preguntas.

PAUSE 00’45”

* [SETTING: RADIO INTERVIEW]

F1 *Esteban, háblanos sobre tu proyecto “Juguetes para todos”.*

M2 *“Juguetes para todos” somos un grupo de jóvenes voluntarios que trabajamos en el hospital infantil. Es algo importante para nosotros.*

F1 *¡Eso es fantástico!*

M2 *Gracias. Lo que queremos es hacer felices a los niños. A veces los niños pasan mucho tiempo en el hospital y es un tiempo difícil para ellos.*

F1 *¿Qué te animó a hacer el proyecto?*

M2 *Fue que mi hermano se enfermó hace dos años y tuvo que pasar seis meses en el hospital. Para Navidad el hospital regaló un juguete a cada niño y pensé que era una gran idea porque todos se pusieron muy contentos.*

F1 *¿Y copiaste la idea?*

M2 *Más o menos. Me di cuenta de que unos días después de tener sus regalos, los niños volvían a estar tristes. Ahora con mi proyecto los niños reciben sorpresas frecuentemente. Así no echan tanto de menos a sus casas.*

PAUSE 00’20”

F1 *¿Entonces dais más regalos?*

M2 *Sí pero hacemos muchas cosas más. Somos un grupo de doce jóvenes que organizamos actividades distintas porque dar regalos no es suficiente. Por eso tenemos un club de lectura, teatro, música...*

F1 *¡Cuánta variedad!*

M2 *Sí pero lo que más me gusta hacer es contar historias divertidas a los niños para que imaginen que están en lugares diferentes.*

PAUSE 00’20”

F1 *¿Alguien más os ayuda?*

M2 *Cuando la biblioteca local oyó hablar del club de lectura, decidió prestar libros a los niños. Es importante que lean porque mientras están en el hospital pierden clases en el colegio.*

F1 *¿Recibís dinero para comprar juguetes?*

M2 *Por desgracia no tenemos ayuda económica pero recibimos juguetes gratis del dueño de una juguetería local. Es muy generoso de su parte.*

F1 *¡Qué bien!*

M2 *Después de esta entrevista espero recibir el apoyo de más personas. Pienso que es un proyecto muy bonito y hemos trabajado mucho para tener éxito.*

F1 *Gracias por la entrevista.* **

PAUSE 00'45"

M1 Ahora vas a oír la entrevista por segunda vez.

REPEAT FROM * TO **
PAUSE 00'45"

M1 Se ha terminado el examen. Cierra tu cuestionario.

E This is the end of the examination.

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Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

SPANISH **0530/13**

Paper 1 Listening **October/November 2017**

TRANSCRIPT

Approx. 45 minutes

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.

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TRACK 1

E This is the Cambridge International Examinations, International General Certificate of Secondary Education, November 2017 Examination in Spanish. Paper 1, Listening.

TRACK 2

M1 **Sección 1**

M1 **Ejercicio 1. Preguntas 1 a 8.**

M1 En esta sección del examen vas a oír una serie de observaciones o diálogos cortos que podrías oír en países donde se habla español.

M1 Para cada pregunta indica tu repuesta escribiendo una X en la casilla correcta.

M1 Vas a oír cada observación o diálogo dos veces.

M1 Estás de vacaciones en España.

M1 **Número 1**

M1 En un centro comercial oyes:

* [SETTING: INTERIOR]

F1 *Hoy el centro comercial cierra a las siete.*

M1 ¿A qué hora cierra el centro comercial? **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

M1 **Número 2**

M1 Estás en un restaurante. El camarero te dice:

* [SETTING: INTERIOR]

M2 *Las salchichas son deliciosas.*

M2 ¿Qué te recomienda el camarero? **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

M1 **Número 3**

M1 En una tienda de recuerdos, la empleada te dice:

* [SETTING: INTERIOR]

F2 *El libro cuesta cuatro euros con cincuenta.*

M1 ¿Cuánto cuesta el libro? **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

M1 **Número 4**

M1 Quieres visitar algo de interés. Una persona te dice:

* [SETTING: INTERIOR]

M2 *El museo de historia es muy interesante.*

M1 ¿Qué puedes visitar? **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

M1 **Número 5**

M1 En la oficina de turismo, la empleada te dice:

* [SETTING: INTERIOR]

F1 *Esta noche hay un espectáculo de baile.*

M1 ¿Qué espectáculo hay esta noche? **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

M1 **Número 6**

M1 En el hotel, el recepcionista te dice:

* [SETTING: INTERIOR]

M2 *Tiene una habitación doble con ducha.*

M1 ¿Qué tipo de habitación tienes? **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

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M1 **Número 7**

M1 En el hotel, escuchas en la televisión:

* [SETTING: INTERIOR]

F2 *Mañana va a hacer calor.*

M1 ¿Qué tiempo va a hacer mañana? **

PAUSE 00’10”
REPEAT FROM * TO **
PAUSE 00’05”

M1 **Número 8**

M1 En la catedral, el guía te dice:

*[SETTING: INTERIOR]

M2 *Está prohibido usar el teléfono móvil, gracias.*

M1 ¿Qué está prohibido? **

PAUSE 00’10”
REPEAT FROM * TO **
PAUSE 00’05”

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TRACK 3

M1 **Ejercicio 2. Preguntas 9 a 15.**

M1 Vas a oír un anuncio sobre un nuevo parque de aventuras. Escúchalo con atención y completa la ficha en español. Habrá una pausa durante el anuncio.

M1 Vas a oír el anuncio dos veces, pero antes tienes unos segundos para leer las preguntas.

PAUSE 00'30"

* [SETTING: RADIO ADVERTISEMENT]

F1 *¡Ven a visitar el nuevo parque de aventuras Selvatia! Te proponemos vivir una gran experiencia junto al mar con el más completo programa de actividades. Si quieres disfrutar de unos días inolvidables en la naturaleza ven a visitarnos este verano. Aquí vas a ver animales salvajes de otras partes del mundo como África, América, Australia y Asia. Además aprenderás de forma divertida sobre cómo viven estos animales y su medio ambiente. Si te gusta pasear en bicicleta, un guía te llevará por lugares emocionantes. Por la noche puedes dormir al aire libre; ¡una experiencia que no vas a olvidar! También ofrecemos cursos de vela todos los días.*

PAUSE 00'05"

F1 *Tenemos un restaurante fantástico. Es famoso por sus helados de sabores extraños pero también ofrece platos para todos los gustos. Hay una gran variedad de bocadillos deliciosos y ensaladas para elegir. Desde el balcón del restaurante se puede disfrutar de las maravillosas vistas del campo de golf. El parque está abierto de miércoles a lunes desde las diez de la mañana. Está cerrado los martes. ¡Te esperamos! ***

PAUSE 00'10"

M1 Ahora vas a oír el anuncio por segunda vez.

REPEAT FROM * TO **
PAUSE 00'10"

TRACK 4

M1 **Sección 2**

M1 **Ejercicio 1. Pregunta 16.**

M1 Vas a oír la opinión de cuatro jóvenes sobre los idiomas extranjeros.

M1 Escucha lo que dicen con atención y escribe una X en la casilla si la afirmación es Verdad.

M1 Hay que marcar solo 6 casillas.

M1 Vas a oír lo que dicen dos veces, pero antes tienes unos segundos para leer las afirmaciones.

PAUSE 00'30"

M1 Eschucha lo que dicen los jóvenes.

* [SETTING: INTERIOR]

F1 *Me llamo Julia y pienso que tengo mucha suerte porque mis padres son de nacionalidades diferentes. Ahora vivimos en España así que puedo hablar tres idiomas perfectamente. Para mí es muy fácil aprender nuevas lenguas y puedo traducir muy rápido pero entiendo que puede ser difícil para otras personas. En el futuro me gustaría hablar cinco idiomas.*

PAUSE 00'05"

M1 *Soy Ramón y no me gusta nada aprender idiomas extranjeros porque lo encuentro bastante difícil y aburrido. Mis padres piensan que es muy importante para mi profesión en el futuro y por eso tengo que ir a clases de inglés después del instituto. Yo creo que es inútil porque a mí no me interesa vivir en otro país cuando termine mis estudios.*

PAUSE 00'05"

F2 *Soy Estefanía. En este momento trabajo en un lugar horrible. Sé que si quiero encontrar un buen empleo en el futuro necesito hablar varios idiomas. Pienso que hablar español ya no es suficiente incluso para trabajar en España. Por eso estoy aprendiendo dos idiomas extranjeros. Aún no he decidido qué quiero hacer cuando termine mis estudios pero me gustaría viajar por el mundo y conocer otras culturas.*

PAUSE 00'05"

M2 *Me llamo Manuel y voy a terminar el instituto el año que viene. No sé qué quiero estudiar en la universidad pero tengo un gran interés en hacer algo con el comercio. En el futuro me gustaría trabajar para una gran empresa en el extranjero. Por esta razón aprendo inglés y chino. Todos piensan que el chino es muy difícil pero yo no tengo problemas en aprenderlo.* **

PAUSE 00'10"

M1 Ahora vas a oír a los jóvenes por segunda vez.

REPEAT FROM * TO **
PAUSE 00'10"

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TRACK 5

M2 **Ejercicio 2. Preguntas 17 a 25.**

M2 Vas a oír una entrevista con Felipe, un profesor que cuenta cómo organizó un proyecto con estudiantes en la India.

M2 Escúchala con atención y contesta a las preguntas.

M2 Habrá una pausa durante la entrevista.

M2 **Primera parte: Preguntas 17 a 21.**

M2 En cada frase hay algo que no corresponde a lo que se dice en la entrevista. Escucha la entrevista y escribe la palabra correcta en español.

M2 Vas a oír la primera parte de la entrevista dos veces, pero antes tienes unos segundos para leer las preguntas 17 a 21.

PAUSE 00'30"

* [SETTING: RADIO INTERVIEW]

F1 *Feilpe, cuéntanos por qué organizaste este proyecto con chicos en la India.*

M1 *Bueno, en el colegio, hace años que soy profesor de geografía y pienso que los chicos deberían saber algo más que los nombres de los ríos y las montañas.*

F1 *¿Por qué elegiste la India?*

M1 *Mira, este año estudiamos distintas partes del mundo pero me pareció que lo que explicaban los libros sobre la India era poco.*

F1 *¿Qué hiciste entonces?*

M1 *Sabía que había un proyecto de ayuda en un lugar en la India porque un primo mío, Juan, estaba trabajando como voluntario allí y me había contado cómo era.*

F1 *¡Esa fue tu oportunidad para organizar todo!*

M1 *Sí, como yo hablaba con Juan frecuentemente usando el ordenador, me di cuenta de que los estudiantes podrían hacer lo mismo con las computadoras del colegio.*

F1 *¿Qué pensaron los chicos cuando se lo mencionaste?*

M1 *Pues, les pareció muy interesante la idea de hablar con chicos en la India.* **

PAUSE 00'20"

M2 Ahora vas a oír la primera parte de la entrevista por segunda vez.

REPEAT FROM * TO **
PAUSE 00'20"

M2 **Segunda parte: Preguntas 22 a 25.**

M2 Vas a oír la segunda parte de la entrevista dos veces. Escúchala y contesta a las preguntas en español. Tienes unos segundos para leer las preguntas.

PAUSE 00'30"

*** [SETTING: RADIO INTERVIEW]

F1 *Y ¿cómo decidieron de qué iban a hablar?*

M1 *Mis alumnos querían saber cómo era el colegio en la India porque se lo imaginaban muy distinto al colegio español.*

F1 *Entonces, ¿les preguntaron algo sobre el colegio?*

M1 *Sí, lo que más les interesó fue saber sobre el horario de clases.*

F1 *Y ¿qué les sorprendió de lo que dijeron los chicos de la India?*

M1 *Hablaron sobre el viaje al colegio. Los chicos españoles van en coche, en autobús y muchos van caminando pero la sorpresa para mis alumnos fue que los chicos en la India van todos en grupo. Así pueden hablar y divertirse durante el largo viaje.*

F1 *¿Charlaron sobre algo más?*

M1 *Por supuesto, sobre muchas cosas. Mis estudiantes descrubrieron que cuando hace calor los chicos en la India tienen sus clases al aire libre. Mis estudiantes no lo podían creer porque ellos pasan todo el día dentro de un edificio.*

F1 *Muchas gracias.* ****

PAUSE 00'20"

M2 Ahora vas a oír la segunda parte de la entrevista por segunda vez.

REPEAT FROM *** TO ****
PAUSE 00'20"

TRACK 6

M1 **Sección 3**

M1 **Ejercicio 1. Preguntas 26 a 31.**

M1 Vas a oír una entrevista con Mónica Valle, campeona de natación en España.

M1 Escúchala con atención y contesta a las preguntas escribiendo una X en la casilla correcta.

M1 Habrá una pausa durante la entrevista.

M1 Vas a oír la entrevista dos veces, pero antes tienes unos segundos para leer las preguntas.

PAUSE 01'00"

* [SETTING: RADIO INTERVIEW]

M2 *Mónica, ¿siempre quisiste dedicarte a la natación?*

F2 *Mi interés por la natación viene de muy pequeña. Llevo practicando desde los siete años. Ahora tengo veinte años y ¡soy la campeona más joven de España! Nunca pensé que sería mi profesión pero me di cuenta que podría tener futuro en la natación cuando conseguí ser campeona europea.*

M2 *¿Cómo debe ser un buen deportista?*

F2 *Pienso que no basta con ser ambicioso. Para mí la disciplina es lo esencial y me ha hecho ver si realmente quieres algo, tienes que hacer un gran esfuerzo para conseguirlo. Hay que ser organizado y tener un plan para poder mejorar cada vez más.*

M2 *Pasas muchas horas entrenando. ¿Tienes tiempo para tu vida personal?*

F2 *Bueno, no tengo tanto tiempo disponible como me gustaría para estar con mi familia y mis amigos. Esto es lo que más me molesta. Por otro lado pienso que soy una persona afortunada porque tengo la oportunidad de viajar y de conocer otras culturas. Me gusta conocer a deportistas extranjeros.*

PAUSE 00'15"

M2 *¿Es difícil trabajar sola?*

F2 *Bueno, no es así. El público no sabe que detrás de mí hay un gran equipo con el que trabajo. Es cierto que yo soy la que nado en cada competición pero ellos se preocupan por mi salud y por supuesto de cómo me entreno. Debo seguir sus consejos para mejorar ya que mi éxito es un esfuerzo de todos.*

M2 *¿Cuáles son tus planes futuros?*

F2 *Por ahora me dedico a entrenar para mi siguiente competición ya que será la más dura de todas en las que he participado. En este momento la natación lo es todo para mí. Sin embargo, en el futuro me gustaría tener un trabajo distinto y probar otras cosas fuera del deporte.*

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M2 *¿Qué consejo darías a los jóvenes que quieren tener esta profesión?*

F2 *Les diría que disfruten y se diviertan con el deporte que practican. Y que si un día pierden la ilusión, que lo dejen. Un deportista debe amar el deporte que practica para poder ser un campeón. Siempre debes sentirte feliz cuando compites y sentir que todo ha valido la pena.*

M2 *Muchas gracias Mónica, y suerte. ***

PAUSE 00'15"

M1 Ahora vas a oír la entrevista por segunda vez.

REPEAT FROM * TO **
PAUSE 00'15"

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TRACK 7

M1 **Ejercicio 2. Preguntas 32 a 40.**

M1 Vas a oír una entrevista con Esteban, un chico que habla sobre su proyecto “Juguetes para todos”.

M1 Escúchala con atención y contesta a las preguntas en español.

M1 Habrá dos pausas durante la entrevista.

M1 Vas a oír la entrevista dos veces, pero antes tienes unos segundos para leer las preguntas.

PAUSE 00’45”

* [SETTING: RADIO INTERVIEW]

F1 *Esteban, háblanos sobre tu proyecto “Juguetes para todos”.*

M2 *“Juguetes para todos” somos un grupo de jóvenes voluntarios que trabajamos en el hospital infantil. Es algo importante para nosotros.*

F1 *¡Eso es fantástico!*

M2 *Gracias. Lo que queremos es hacer felices a los niños. A veces los niños pasan mucho tiempo en el hospital y es un tiempo difícil para ellos.*

F1 *¿Qué te animó a hacer el proyecto?*

M2 *Fue que mi hermano se enfermó hace dos años y tuvo que pasar seis meses en el hospital. Para Navidad el hospital regaló un juguete a cada niño y pensé que era una gran idea porque todos se pusieron muy contentos.*

F1 *¿Y copiaste la idea?*

M2 *Más o menos. Me di cuenta de que unos días después de tener sus regalos, los niños volvían a estar tristes. Ahora con mi proyecto los niños reciben sorpresas frecuentemente. Así no echan tanto de menos a sus casas.*

PAUSE 00’20”

F1 *¿Entonces dais más regalos?*

M2 *Sí pero hacemos muchas cosas más. Somos un grupo de doce jóvenes que organizamos actividades distintas porque dar regalos no es suficiente. Por eso tenemos un club de lectura, teatro, música...*

F1 *¡Cuánta variedad!*

M2 *Sí pero lo que más me gusta hacer es contar historias divertidas a los niños para que imaginen que están en lugares diferentes.*

PAUSE 00’20”

F1 *¿Alguien más os ayuda?*

M2 *Cuando la biblioteca local oyó hablar del club de lectura, decidió prestar libros a los niños. Es importante que lean porque mientras están en el hospital pierden clases en el colegio.*

F1 *¿Recibís dinero para comprar juguetes?*

M2 *Por desgracia no tenemos ayuda económica pero recibimos juguetes gratis del dueño de una juguetería local. Es muy generoso de su parte.*

F1 *¡Qué bien!*

M2 *Después de esta entrevista espero recibir el apoyo de más personas. Pienso que es un proyecto muy bonito y hemos trabajado mucho para tener éxito.*

F1 *Gracias por la entrevista.* **

PAUSE 00'45"

M1 Ahora vas a oír la entrevista por segunda vez.

REPEAT FROM * TO **
PAUSE 00'45"

M1 Se ha terminado el examen. Cierra tu cuestionario.

E This is the end of the examination.

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Grade thresholds – June 2018

Cambridge IGCSE™ Spanish (Foreign Language) (0530)

Grade thresholds taken for Syllabus 0530 (Spanish (Foreign Language)) in the June 2018 examination.

		minimum raw mark required for grade:						
	maximum raw mark available	A	B	C	D	E	F	G
Component 11	45	32	27	22	17	13	9	5
Component 12	45	31	26	22	17	13	9	5
Component 13	45	31	26	22	17	13	9	5
Component 21	45	33	27	22	19	15	12	9
Component 22	45	31	26	21	18	14	11	8
Component 23	45	33	28	22	19	15	12	9
Component 3	100	80	70	60	50	40	30	20
Component 41	50	38	32	26	21	16	11	6
Component 42	50	38	32	26	21	16	11	6
Component 43	50	38	32	26	21	16	11	6

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

The maximum total mark for this syllabus, after weighting has been applied, is **200**.

The overall thresholds for the different grades were set as follows.

Option	Combination of Components	A*	A	B	C	D	E	F	G
X	03, 11, 21, 41	173	150	127	105	86	67	49	31
Y	03, 12, 22, 42	169	147	125	104	85	66	48	30
YC	12, 22, 42, 83	169	147	125	104	85	66	48	30
Z	03, 13, 23, 43	171	149	127	105	86	67	49	31

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SPANISH **0530/03**

Paper 3 Speaking Role Play Card One **May/June 2018**

Approx. 15 minutes

No Additional Materials are required.



READ THESE INSTRUCTIONS FIRST

You must carry out the tasks specified in the situations overleaf. The roles to be played by the Examiner and yourself are indicated. You have 15 minutes to prepare the situations.

The important thing is to convey the message.

You should remember that you are taking part in a **conversation**: you must respond to what the Examiner says and not simply carry out the tasks supplied as though the Examiner were not there.

Although it may not be specified, you are expected to include such details as “Good Morning”, “Thank you”, etc., as appropriate.

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CAMBRIDGE International Examinations

[Turn over

A

Estudiante: tú mismo/a
Profesor(a): empleado/a de un bar

Estás en México. Vas a un bar para tomar un bocadillo.

1 **(i)** Saluda al empleado / a la empleada; **y**

(ii) Dile lo que quieres.

2 Dile de qué quieres el bocadillo.

3 Escucha lo que dice y dile lo que quieres con el bocadillo.

4 Dile qué quieres beber.

5 **(i)** Dale las gracias; **y**

(ii) Pregunta el precio.

B

Estudiante: tú mismo/a
Profesor(a): empleado/a de un polideportivo

Quieres un trabajo para las vacaciones. Llamas por teléfono a un polideportivo en España.

1 **(i)** Saluda al empleado / a la empleada; **y**

(ii) Dile lo que quieres.

2 Dile qué experiencia de trabajo has tenido. Menciona **dos** cosas.

3 Responde a lo que te pregunta.

4 **(i)** Discúlpate; **y**

(ii) Explica por qué no puedes ir hoy a la entrevista.

5 Pregunta algo sobre el trabajo. (¿sueldo? ¿uniforme?)

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SPANISH **0530/03**

Paper 3 Speaking Role Play Card Two **May/June 2018**

Approx. 15 minutes

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

You must carry out the tasks specified in the situations overleaf. The roles to be played by the Examiner and yourself are indicated. You have 15 minutes to prepare the situations.

The important thing is to convey the message.

You should remember that you are taking part in a **conversation**: you must respond to what the Examiner says and not simply carry out the tasks supplied as though the Examiner were not there.

Although it may not be specified, you are expected to include such details as “Good Morning”, “Thank you”, etc., as appropriate.

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A

Estudiante: tú mismo/a
Profesor(a): empleado/a de un bar

Estás en México. Vas a un bar para tomar un bocadillo.

1 **(i)** Saluda al empleado / a la empleada; **y**

(ii) Dile lo que quieres.

2 Dile de qué quieres el bocadillo.

3 Escucha lo que dice y dile lo que quieres con el bocadillo.

4 Dile qué quieres beber.

5 **(i)** Dale las gracias; **y**

(ii) Pregunta el precio.

B

Estudiante: tú mismo/a
Profesor(a): empleado/a de la estación de tren

Estás en la estación de tren en España. Has perdido el tren para Toledo.

1 **(i)** Saluda al empleado / a la empleada; **y**

(ii) Dile qué problema tienes.

2 Responde a lo que te pregunta.

3 Explica por qué perdiste el tren. Menciona **dos** cosas.

4 **(i)** Estás contento/a: ¿Qué dices?

(ii) Dile qué vas a hacer en Toledo.

5 Pregunta algo sobre el tren. (¿andén? ¿coche comedor?)

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SPANISH **0530/03**

Paper 3 Speaking Role Play Card Three **May/June 2018**

Approx. 15 minutes

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

You must carry out the tasks specified in the situations overleaf. The roles to be played by the Examiner and yourself are indicated. You have 15 minutes to prepare the situations.

The important thing is to convey the message.

You should remember that you are taking part in a **conversation**: you must respond to what the Examiner says and not simply carry out the tasks supplied as though the Examiner were not there.

Although it may not be specified, you are expected to include such details as “Good Morning”, “Thank you”, etc., as appropriate.

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A

Estudiante: tú mismo/a
Profesor(a): empleado/a de un bar

Estás en México. Vas a un bar para tomar un bocadillo.

1 **(i)** Saluda al empleado / a la empleada; **y**

(ii) Dile lo que quieres.

2 Dile de qué quieres el bocadillo.

3 Escucha lo que dice y dile lo que quieres con el bocadillo.

4 Dile qué quieres beber.

5 **(i)** Dale las gracias; **y**

(ii) Pregunta el precio.

B

Estudiante: tú mismo/a
Profesor(a): recepcionista en un hotel

Estás en un hotel en Colombia. El ordenador en tu habitación no funciona. Hablas con el/la recepcionista.

1 **(i)** Saluda al/a la recepcionista; **y**

(ii) Explica el problema.

2 Responde a lo que te pregunta.

3 **(i)** No estás contento/a: ¿Qué dices?

(ii) Explica por qué tienes que utilizar el ordenador hoy.

4 Quieres saber algo sobre la cafetería. Haz **una** pregunta apropiada.

5 Dile qué planes tienes para mañana. Menciona **dos** cosas.

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SPANISH **0530/03**

Paper 3 Speaking Role Play Card Four **May/June 2018**

Approx. 15 minutes

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

You must carry out the tasks specified in the situations overleaf. The roles to be played by the Examiner and yourself are indicated. You have 15 minutes to prepare the situations.

The important thing is to convey the message.

You should remember that you are taking part in a **conversation**: you must respond to what the Examiner says and not simply carry out the tasks supplied as though the Examiner were not there.

Although it may not be specified, you are expected to include such details as “Good Morning”, “Thank you”, etc., as appropriate.

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A

Estudiante: tú mismo/a
Profesor(a): tu amigo/a español(a)

Llamas por teléfono a tu amigo/amiga español(a) porque quieres jugar al tenis.

1 **(i)** Saluda a tu amigo/amiga; **y**

(ii) Dile lo que quieres.

2 Dile qué día quieres jugar.

3 Escucha lo que te dice y dile dónde quieres quedar.

4 **(i)** Dale las gracias; **y**

(ii) Pregunta dónde está la pista de tenis.

5 Dile qué quieres hacer después de jugar al tenis.

B

Estudiante: tú mismo/a
Profesor(a): empleado/a de un polideportivo

Quieres un trabajo para las vacaciones. Llamas por teléfono a un polideportivo en España.

1 **(i)** Saluda al empleado / a la empleada; **y**

(ii) Dile lo que quieres.

2 Dile qué experiencia de trabajo has tenido. Menciona **dos** cosas.

3 Responde a lo que te pregunta.

4 **(i)** Discúlpate; **y**

(ii) Explica por qué no puedes ir hoy a la entrevista.

5 Pregunta algo sobre el trabajo. (¿sueldo? ¿uniforme?)

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SPANISH **0530/03**

Paper 3 Speaking Role Play Card Five **May/June 2018**

Approx. 15 minutes

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

You must carry out the tasks specified in the situations overleaf. The roles to be played by the Examiner and yourself are indicated. You have 15 minutes to prepare the situations.

The important thing is to convey the message.

You should remember that you are taking part in a **conversation**: you must respond to what the Examiner says and not simply carry out the tasks supplied as though the Examiner were not there.

Although it may not be specified, you are expected to include such details as “Good Morning”, “Thank you”, etc., as appropriate.

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A

Estudiante: tú mismo/a
Profesor(a): tu amigo/a español(a)

Llamas por teléfono a tu amigo/amiga español(a) porque quieres jugar al tenis.

1 **(i)** Saluda a tu amigo/amiga; **y**

(ii) Dile lo que quieres.

2 Dile qué día quieres jugar.

3 Escucha lo que te dice y dile dónde quieres quedar.

4 **(i)** Dale las gracias; **y**

(ii) Pregunta dónde está la pista de tenis.

5 Dile qué quieres hacer después de jugar al tenis.

B

Estudiante: tú mismo/a
Profesor(a): empleado/a de la estación de tren

Estás en la estación de tren en España. Has perdido el tren para Toledo.

1 **(i)** Saluda al empleado / a la empleada; **y**

(ii) Dile qué problema tienes.

2 Responde a lo que te pregunta.

3 Explica por qué perdiste el tren. Menciona **dos** cosas.

4 **(i)** Estás contento/a: ¿Qué dices?

(ii) Dile qué vas a hacer en Toledo.

5 Pregunta algo sobre el tren. (¿andén? ¿coche comedor?)

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SPANISH **0530/03**

Paper 3 Speaking Role Play Card Six **May/June 2018**

Approx. 15 minutes

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

You must carry out the tasks specified in the situations overleaf. The roles to be played by the Examiner and yourself are indicated. You have 15 minutes to prepare the situations.

The important thing is to convey the message.

You should remember that you are taking part in a **conversation**: you must respond to what the Examiner says and not simply carry out the tasks supplied as though the Examiner were not there.

Although it may not be specified, you are expected to include such details as “Good Morning”, “Thank you”, etc., as appropriate.

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A

Estudiante: tú mismo/a
Profesor(a): tu amigo/a español(a)

Llamas por teléfono a tu amigo/amiga español(a) porque quieres jugar al tenis.

1 **(i)** Saluda a tu amigo/amiga; **y**

(ii) Dile lo que quieres.

2 Dile qué día quieres jugar.

3 Escucha lo que te dice y dile dónde quieres quedar.

4 **(i)** Dale las gracias; **y**

(ii) Pregunta dónde está la pista de tenis.

5 Dile qué quieres hacer después de jugar al tenis.

B

Estudiante: tú mismo/a
Profesor(a): recepcionista en un hotel

Estás en un hotel en Colombia. El ordenador en tu habitación no funciona. Hablas con el/la recepcionista.

1 **(i)** Saluda al/a la recepcionista; **y**

(ii) Explica el problema.

2 Responde a lo que te pregunta.

3 **(i)** No estás contento/a: ¿Qué dices?

(ii) Explica por qué tienes que utilizar el ordenador hoy.

4 Quieres saber algo sobre la cafetería. Haz **una** pregunta apropiada.

5 Dile qué planes tienes para mañana. Menciona **dos** cosas.

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SPANISH **0530/03**

Paper 3 Speaking Role Play Card Seven **May/June 2018**

Approx. 15 minutes

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

You must carry out the tasks specified in the situations overleaf. The roles to be played by the Examiner and yourself are indicated. You have 15 minutes to prepare the situations.

The important thing is to convey the message.

You should remember that you are taking part in a **conversation**: you must respond to what the Examiner says and not simply carry out the tasks supplied as though the Examiner were not there.

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A

Estudiante: tú mismo/a
Profesor(a): empleado/a de la taquilla

Estás en España. Vas a la taquilla para comprar entradas para un espectáculo de flamenco.

1 **(i)** Saluda al empleado / a la empleada; **y**

(ii) Dile lo que quieres.

2 Dile cuántas entradas quieres.

3 Dile qué día quieres ver el espectáculo.

4 Escucha lo que te dice y dile qué espectáculo quieres ver.

5 **(i)** Dale las gracias; **y**

(ii) Pregunta el precio.

B

Estudiante: tú mismo/a
Profesor(a): empleado/a de un polideportivo

Quieres un trabajo para las vacaciones. Llamas por teléfono a un polideportivo en España.

1 **(i)** Saluda al empleado / a la empleada; **y**

(ii) Dile lo que quieres.

2 Dile qué experiencia de trabajo has tenido. Menciona **dos** cosas.

3 Responde a lo que te pregunta.

4 **(i)** Discúlpate; **y**

(ii) Explica por qué no puedes ir hoy a la entrevista.

5 Pregunta algo sobre el trabajo. (¿sueldo? ¿uniforme?)

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SPANISH **0530/03**

Paper 3 Speaking Role Play Card Eight **May/June 2018**

Approx. 15 minutes

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

You must carry out the tasks specified in the situations overleaf. The roles to be played by the Examiner and yourself are indicated. You have 15 minutes to prepare the situations.

The important thing is to convey the message.

You should remember that you are taking part in a **conversation**: you must respond to what the Examiner says and not simply carry out the tasks supplied as though the Examiner were not there.

Although it may not be specified, you are expected to include such details as “Good Morning”, “Thank you”, etc., as appropriate.

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2

A

Estudiante: tú mismo/a
Profesor(a): empleado/a de la taquilla

Estás en España. Vas a la taquilla para comprar entradas para un espectáculo de flamenco.

1 **(i)** Saluda al empleado / a la empleada; **y**

(ii) Dile lo que quieres.

2 Dile cuántas entradas quieres.

3 Dile qué día quieres ver el espectáculo.

4 Escucha lo que te dice y dile qué espectáculo quieres ver.

5 **(i)** Dale las gracias; **y**

(ii) Pregunta el precio.

B

Estudiante: tú mismo/a
Profesor(a): empleado/a de la estación de tren

Estás en la estación de tren en España. Has perdido el tren para Toledo.

1 **(i)** Saluda al empleado / a la empleada; **y**

(ii) Dile qué problema tienes.

2 Responde a lo que te pregunta.

3 Explica por qué perdiste el tren. Menciona **dos** cosas.

4 **(i)** Estás contento/a: ¿Qué dices?

(ii) Dile qué vas a hacer en Toledo.

5 Pregunta algo sobre el tren. (¿andén? ¿coche comedor?)

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SPANISH **0530/03**

Paper 3 Speaking Role Play Card Nine **May/June 2018**

Approx. 15 minutes

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

You must carry out the tasks specified in the situations overleaf. The roles to be played by the Examiner and yourself are indicated. You have 15 minutes to prepare the situations.

The important thing is to convey the message.

You should remember that you are taking part in a **conversation**: you must respond to what the Examiner says and not simply carry out the tasks supplied as though the Examiner were not there.

Although it may not be specified, you are expected to include such details as “Good Morning”, “Thank you”, etc., as appropriate.

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2

A

Estudiante: tú mismo/a
Profesor(a): empleado/a de la taquilla

Estás en España. Vas a la taquilla para comprar entradas para un espectáculo de flamenco.

1 **(i)** Saluda al empleado / a la empleada; **y**

(ii) Dile lo que quieres.

2 Dile cuántas entradas quieres.

3 Dile qué día quieres ver el espectáculo.

4 Escucha lo que te dice y dile qué espectáculo quieres ver.

5 **(i)** Dale las gracias; **y**

(ii) Pregunta el precio.

B

Estudiante: tú mismo/a
Profesor(a): recepcionista en un hotel

Estás en un hotel en Colombia. El ordenador en tu habitación no funciona. Hablas con el/la recepcionista.

1 **(i)** Saluda al/a la recepcionista; **y**

(ii) Explica el problema.

2 Responde a lo que te pregunta.

3 **(i)** No estás contento/a: ¿Qué dices?

(ii) Explica por qué tienes que utilizar el ordenador hoy.

4 Quieres saber algo sobre la cafetería. Haz **una** pregunta apropiada.

5 Dile qué planes tienes para mañana. Menciona **dos** cosas.

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SPANISH **0530/03**

Paper 3 Speaking Role Play Cards One – Nine **May/June 2018**

TEACHERS' NOTES

Approx. 15 minutes

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Each candidate's Speaking test must consist of the following **three** parts:

Part One of the test consists of two role plays. The role play situations are set out on pages 16–21 of this booklet and must be followed carefully by the teacher/Examiner. The teacher/Examiner must play his/her role as prescribed by Cambridge in order that candidates are given the opportunity to attempt all tasks. Extra tasks must not be created. Candidates should study the situations for fifteen minutes and then be prepared to act the roles assigned to them and respond to the parts played by the teacher/Examiner.

Part Two of the test starts with a presentation by the candidate on a topic of his/her choice. The teacher/Examiner must allow the candidate to speak for 1–2 minutes on his/her prepared topic and then follow this up with specific spontaneous questions related to the topic. This section of the test must last **about five minutes** in total.

Part Three of the test is a spontaneous conversation of a more general nature and must last **about five minutes**.

In the interests of fairness to candidates, Centres must adhere to the stipulated timings for the Topic Presentation/Conversation and General Conversation.

The Speaking test must be marked by the Centre according to the instructions and a sample submitted for External moderation.

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This document consists of **23** printed pages and **1** blank page.

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THE COVER SHEET FOR MODERATION SAMPLE **23**

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ADMINISTRATIVE ARRANGEMENTS

1 Examination period

The Speaking tests take place before the main examination series as notified on the timetable. Each Centre decides on a convenient period within these dates for its Speaking tests.

It is important that dates given for the completion of the Speaking tests and the despatch of recordings and mark sheets to Cambridge are adhered to in order to allow sufficient time for moderation.

2 Appointment of teacher/Examiner

Each Centre selects its own teacher/Examiner to conduct and assess the Speaking tests for its candidates. This is normally a teacher from within the Languages department, but could be someone local from outside the Centre. Cambridge is not responsible for any fees agreed.

In the interests of standardisation, there will be only one teacher/Examiner per Centre. Where a Centre wishes to use additional teacher/Examiners, permission to do so **must** be sought from the Languages Group at Cambridge before the start of each Speaking test period. **Permission to use more than one teacher/Examiner will only be granted on the understanding that teacher/Examiners at the Centre work together to ensure a common approach to the conduct of the Speaking tests and the application of the mark scheme.** The sample the Centre submits to Cambridge should include the work of each teacher/Examiner and a Speaking Examination Working Mark Sheet should be submitted for each teacher/Examiner, with candidate names and numbers clearly entered. Please see paragraph 10 (Internal moderation) for further details.

3 Materials for the Speaking test

Confidential test materials (Teachers' Notes Booklet and Role Play Cards) are despatched by Cambridge approximately two to three weeks before the assessment period. These should be opened in the four working days before the Centre's assessment starts and studied, in secure conditions at the Centre, by the teacher/Examiner before conducting his/her first Speaking test. Teacher/Examiners who have prepared their own roles fully and are confident in what they are doing are better able to help candidates who experience any difficulty. Once the materials have been opened, the Speaking tests must be completed as soon as is realistically possible. Once the Centre has completed its Speaking tests, the materials remain confidential and must be kept in a secure place by the Centre.

Please note, the role play situations **remain confidential throughout the examination period**. The Teachers' Notes Booklet and Role Play Cards must be returned to the Centre's secure room when they are not being used to prepare or conduct the live Speaking tests.

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4 Recorded sample for External moderation

The Centre must record the Speaking tests of all candidates. In order to allow Cambridge to check the standard of assessment, the Centre must then select a number of recordings to submit as its sample for External moderation, according to the instructions below. Only the recordings chosen as part of the sample for External moderation must be sent to Cambridge. The other recordings must be retained at the Centre until the result enquiry period has elapsed as they may be requested by Cambridge at a later stage.

- **Centres entering 1–16 candidates** must send the recordings of all the candidates.

- **Centres entering 17 or more candidates** must send:

  (i) the recordings of the first 10 candidates according to candidate number

  and

  (ii) the recordings of 6 candidates spread evenly across the ability range. The candidates selected should be representative of the range of marks awarded by the Centre and should be spread as evenly as possible across that range. If possible, the recordings of the strongest and the weakest candidates at the Centre should be included, with the other recordings spaced at equal intervals in between.

Note: Centres entering 17 or more candidates must send a total of 16 recordings. The category (ii) candidates must be chosen from candidates who do not fall into category (i). In Centres with just over 17 candidates, Cambridge accepts this may mean that the category (ii) candidates are not fully representative of the range.

The recording should be carried out in accordance with the instructions headed 'Recording of candidates' (see paragraph 9). The recording must be sent to Cambridge, together with the Moderator copy of the completed MS1 mark sheet and copies of the completed Speaking Examination Working Mark Sheet and Cover Sheet for Moderation Sample (see pages 22 and 23).

5 Two types of mark sheet are provided

(a) The Speaking Examination Working Mark Sheet is provided in this booklet (see page 22), to be photocopied as required. (An electronic version of the Working Mark Sheet is also available.) Candidates must be marked as they are being examined and not afterwards from a recording. The marks for each section of the test must be entered in detail as specified in the Marking Instructions.

(b) The total marks must then be transferred to the computer-printed Internal Assessment Mark Sheet (MS1) or to computer for Centres submitting marks electronically.

6 Despatch of materials to Cambridge for External moderation

(a) Marks and recordings must be returned to Cambridge as soon as all the Speaking tests have been completed. Centres must not wait until the end of the assessment period before despatching them.

(b) **(i)** The Board copy of the completed Internal Assessment Mark Sheet (MS1) must be returned to Cambridge in the separate envelope provided.

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(ii) The following items must be sent to Cambridge:

- the Moderator copy of the completed Internal Assessment Mark Sheet (MS1) or a signed printout of the marks file for Centres submitting marks electronically
- a copy of the completed Speaking Examination Working Mark Sheet
- a copy of the completed Cover Sheet for Moderation Sample
- the recorded sample
- details of Internal moderation procedures (only for Centres permitted to use more than one teacher/Examiner).

(c) Copies of both types of mark sheet are to be retained by the Centre in case of postal losses or delays.

7 Arrangements for the test

(a) **Quiet conditions**: Centres should ensure well in advance of the Speaking test period that a suitably quiet room will be available. Rooms which are too close to a playground, recreation room or noisy classroom are to be avoided. It is essential to exclude unnecessary background noise, e.g. lawn-mowers, phones. Notices must be displayed to prevent interruptions from people entering the room unaware that a test is in progress.

(b) **Invigilation**: Examination conditions must prevail in the area where the Speaking tests take place, including the space set aside for a candidate to study the role play situations. Adequate supervision must be provided to ensure that each candidate can study alone and in silence and that candidates leaving the interview room do not communicate with those waiting to enter. Candidates are not allowed to bring any notes for use during their preparation time, nor are they allowed to make notes.

(c) **The examination room**: Centres should ensure that a suitably-sized, e.g. not too big, room will be available. Candidates must be examined singly. No other person should be present during the tests, with the exception of another teacher/Examiner or an Officer from Cambridge. In those cases where it is necessary for a second teacher/Examiner to be present during Speaking tests, only one teacher/Examiner must conduct each test.

Teacher/Examiners should be positioned so that they face the candidates when they enter the room, with a table between themselves and the candidates. Candidates should not be positioned where they can see what the teacher/Examiner is writing on the mark sheets as this can be distracting.

Teacher/Examiners must not smoke in the examination room or in the presence of candidates. Those who smoke should arrange for breaks in the timetable as necessary.

8 Conduct of the test

(a) Teacher/Examiners should do their best to put candidates at their ease, e.g. by smiling when they enter the room and indicating where they should sit. A good teacher/Examiner will usually send a candidate out of the interview room smiling, no matter how good or bad the performance has been. However, the use of expressions such as ‘very good’, which candidates may interpret as a comment on performance, should be avoided.

(b) In addition, teacher/Examiners should not walk about or distract candidates in any way (e.g. by doodling or fiddling with papers, etc.); should always appear interested, even in mundane matters; should never show undue surprise, impatience or mockery; and should never correct a candidate.

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9 Recording of candidates

The Centre is responsible for supplying blank CDs in order to record the Speaking tests of all its candidates. The Centre is also responsible for supplying recording equipment. All recording equipment must be of as high a standard as possible to ensure that moderation samples are clearly audible. In order to ensure that recording levels are satisfactory for both candidates and teacher/Examiner, the equipment to be used must be tested in situ some time before the actual tests take place, ideally with one of the candidates.

If at all possible, external microphones should be used so that separate microphones can be used for the candidate and the teacher/Examiner. If only one microphone is used, it should be placed nearer to the candidate than to the teacher/Examiner. With a softly-spoken candidate, the microphone should be placed even nearer to the candidate before the start of the test.

Centres with 16 or fewer candidates will send all their recordings to Cambridge for External moderation. Centres with more than 16 candidates must select 16 recordings to send to Cambridge for External moderation, according to the instructions in paragraph 4 (Recorded sample for External moderation). Moderation samples must be recorded at normal speed onto standard format CDs. **Mini CDs must not be used for sending the moderation sample to Cambridge. Each candidate's file must be saved individually and saved as .mp3 so that it can be accessed for the purposes of moderation.**

The recording must <u>not</u> be stopped once a candidate's test has started.

Each CD must be introduced **by the teacher/Examiner**, as follows:

'CD number ...
Centre number e.g. AA111
Centre name e.g. King's College
Examination number 0530
Examination name Spanish
Name of Examiner e.g. Mr R Peters
Date i.e. the date on which the test is conducted'

Each candidate must be introduced **by the teacher/Examiner**, as follows:

'Candidate number e.g. 047
Candidate name e.g. Jane Williams
Role Play Card e.g. Number 4'

CDs

Each CD sleeve must be labelled with syllabus name, syllabus/component number, Centre name/number and candidate name/number in recording order. Each CD must be labelled with syllabus/component number and Centre number. CD-friendly marker pens must be used to label CDs, as the use of biro, for example, may make the contents of the CD unreadable.

Each recorded file on the CD must be clearly named using the following convention:

Centre number_candidate number_syllabus number_component number.

Before CDs are despatched, spot checks must be made to ensure that every candidate is clearly audible.

If for any reason a test has failed to record or there are problems with the audibility of the recordings, the Centre must contact Cambridge Customer Services immediately to seek advice.

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10 Internal moderation

Centres wishing to use more than one teacher/Examiner to conduct and assess Speaking tests must request permission from Cambridge (see paragraph 2). This will only be granted on the understanding that the following procedures are put in place to ensure that marks submitted by the Centre are consistent for all candidates, irrespective of which teacher/Examiner conducted and assessed the test:

- The teacher/Examiners conducting and assessing Speaking tests at the Centre must work together to ensure a common approach to the conduct of the Speaking test and the application of the mark scheme.

- One teacher/Examiner at the Centre must take responsibility for the standardisation of the marking of teacher/Examiners at the Centre. This person must ensure that all candidates taking the 0530/03 Speaking test at the Centre are judged against the same standards and that a valid rank order of candidates for the Centre as a whole is produced. Standardisation can take various forms, but the initial marking of each candidate must be done by the teacher/Examiner as the test is being conducted and not on the basis of a recording.

- The Speaking tests of all candidates at the Centre must be recorded. A single recorded sample for External moderation should then be produced according to the instructions in paragraph 4 (Recorded sample), with the additional requirement that the sample should, as far as possible, include equal numbers of recordings from each teacher/Examiner used at the Centre. A Speaking Examination Working Mark Sheet should be submitted for each teacher/Examiner, with candidate names and numbers clearly entered.

- The final column on the Speaking Examination Working Mark Sheet (Internal and/or External moderation) must be used to record the results of Internal moderation and details of the Centre's Internal moderation procedures must be enclosed with the materials for External moderation.

Guidelines for the Internal standardisation/moderation of Cambridge IGCSE foreign language Speaking tests are available from Cambridge.

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STRUCTURE OF THE TEST

Test 1: Role Plays (about 5 minutes) 30 marks

(a) A number of alternative Role Play Cards are supplied by Cambridge, and these should be used at random during each session of examining. The teacher/Examiner gives each candidate one card containing two role play situations (Role Play A and Role Play B). Each of these situations consists of five tasks (numbered 1–5 on the Role Play Cards). Candidates must be examined in both role play situations on the card they have been given and must complete all the tasks specified on their card. Having given the first candidate 15 minutes to prepare his/her two situations, the teacher/Examiner should hand a different card to the second candidate to prepare while the first candidate is being examined.

Candidates may not make written notes during their preparation time. They may take the Role Play Card they have prepared into the examination room. However, they may not take the Role Play Card away with them once the Speaking test is over.

Teacher/Examiners should note that although the timing for the role plays is given as five minutes, the actual time it takes to complete them will often be less and will vary from candidate to candidate.

(b) For each role play situation, the role of the teacher/Examiner is specified on pages 16–21 of this booklet. Usually, the teacher/Examiner has to initiate the dialogue. The teacher/Examiner is to assume the role of a well-disposed native speaker with no knowledge of the candidate's first language.

Teacher/Examiners must prepare the situations carefully and ensure that they play their role as prescribed by Cambridge in order that candidates are given the opportunity to attempt all the required tasks. The teacher/Examiner must not create extra tasks, nor must s/he omit tasks.

(c) Each situation must be carried out in full. If the candidate cannot handle one of the tasks set, the teacher/Examiner should not leave too long a pause, but should lead the candidate on to the next task.

(d) Should a candidate miss out a task, the teacher/Examiner should try to guide him/her back to it, in as natural a way as possible, e.g. by repeating or rephrasing a question if the candidate does not complete the task at the first attempt or gives an ambiguous response. It does not matter to Moderators that this may lead to tasks occurring in a different order, as long as they are all attempted. However, teacher/Examiners must ensure that, when rephrasing a task, they do not change its nature, e.g. if the task requires the candidate to produce a particular vocabulary item and this is in fact supplied by the teacher/Examiner, no credit can be given.

For the mark scheme, see Table A of the Marking Instructions.

Test 2: Topic Presentation/Conversation (about 5 minutes) 30 marks

(a) This part of the test starts with a one to two minute presentation by candidates on a topic of their choice which they will have prepared in advance. The teacher/Examiner will follow up the presentation with specific questions on the topic, bringing the total time for the Topic Presentation and Topic Conversation to approximately five minutes.

(b) It is not expected that all candidates within a Centre will prepare the same topic. Candidates must be encouraged to choose a topic in which they have a personal interest. Suitable subjects might be, for example, 'School life', 'Hobbies and pastimes' (general or specific), 'My country', 'Life in another country', 'My ambitions', 'Holidays'. Topics dealing with politics or social and economic issues are ambitious for this level of achievement and may disadvantage candidates if they do not possess the linguistic skills and maturity of ideas which such topics necessitate. Candidates

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should not be allowed to present 'Myself' or 'My life' as topics as these can often pre-empt the General Conversation section.

(c) Candidates may use illustrative material, e.g. photographs, if this seems appropriate to their topic. However, they are not allowed to make or use written notes of any kind. Furthermore, illustrative material must not contain any words or notes of any kind. If illustrative material is used, the Centre must enclose a photocopy of the material with the sample for External moderation. The Centre number and candidate number must be clearly stated on the photocopy of the illustrative material.

(d) The teacher/Examiner must allow candidates to speak for one to two minutes uninterrupted on their chosen topic before starting the Topic Conversation. Where a candidate has been talking for two minutes and shows no sign of finishing his/her Topic Presentation, the teacher/Examiner must interrupt and start the Topic Conversation.

(e) In the Topic Conversation, candidates should be able to respond to the teacher/Examiner's questions in a spontaneous and natural manner. It is the extent to which candidates can manipulate their prepared material according to the needs of the teacher/Examiner that determines their marks: once the discussion of the prepared Topic begins, candidates must not be allowed to deliver a prepared monologue or a series of obviously prepared replies.

(f) The teacher/Examiner must try to extend the candidate as far as possible by giving him/her the opportunity to provide opinions and justifications and use a variety of tenses. Candidates who do not show that they are able to use past and future tenses accurately cannot be awarded a mark in the Satisfactory band or above for Language (see Table C of the Marking Instructions). In order to extend the candidate as far as possible, the teacher/Examiner should probe, explore, ask for explanations, enlargements, descriptions (how? when? why? tell me a bit more about… etc.).

For the mark scheme, see Tables B and C of the Marking Instructions.

Test 3: General Conversation (about 5 minutes) 30 marks

(a) The teacher/Examiner must indicate to the candidate the point of transition from Topic Conversation to General Conversation.

It can be helpful to ease the candidate into the General Conversation either by starting out from a point of interest noted earlier, or by asking a couple of general 'starter' questions relating to the candidate's everyday life.

Questioning in the General Conversation must not cover the same material as the Topic Conversation, e.g. if the candidate has talked about sport in the Topic Conversation, it is not appropriate for the teacher/Examiner to return to this topic in the General Conversation.

The General Conversation must last the stipulated five minutes for each candidate. Some candidates may dry up after a few minutes, but it is important to persevere with the conversation (e.g. by complete changes of subject), so that they are given every opportunity to do themselves justice.

(b) The teacher/Examiner should aim to cover **two or three** of the Defined Content Examination Topics in this section of the test (these are listed in the Syllabus Content section of the syllabus booklet). With weaker candidates, it may be necessary to cover a greater number of topics superficially, but with more able candidates, the teacher/Examiner should ask a series of linked questions on just two or three topics, in order to explore these in greater depth. Examples of suitable topics are school (subjects, number of periods, times, games, etc.), home, town, journey to and from school, free time (evenings, weekends), holidays, hobbies. All candidates can reasonably be expected to have the command of vocabulary and idiom necessary to discuss these topics.

Precise factual information or knowledge is not required, and candidates should not be penalised for lack of such knowledge. The teacher/Examiner should be ready to pass on quickly to another topic if candidates are obviously out of their depth. Teacher/Examiners should try to avoid questions which might embarrass or upset a candidate.

(c) Candidates are expected to give natural replies to questions so their answers need not be in the form of complete sentences. However, candidates whose conversation consists largely of monosyllabic or disjointed replies cannot gain much credit for such a performance, and it is therefore the teacher/Examiner's responsibility to avoid questions inviting answers of simply 'yes' or 'no'. Instead, the teacher/Examiner must use a variety of question types and interrogative adverbs, ranging from a basic level of simple questions which demand short predictable responses, e.g. when? how many? how long? with whom? with what? how? etc., to more searching questions such as why? tell me about… what do you think about?

(d) Questions should be adjusted to the candidate's ability. However, as in the Topic Conversation, the teacher/Examiner must try to extend the candidate as far as possible by giving them the opportunity to explain and justify their opinions and use a variety of tenses (themes could be past visits to other countries, plans for the future, etc.). Candidates who do not show that they are able to use past and future tenses accurately cannot be awarded a mark in the Satisfactory band or above for Language (see Table C of the Marking Instructions). More able candidates may not be able to do themselves justice if the more stretching questions are avoided.

(e) Candidates should be prompted and encouraged where necessary, and long silences should be avoided. However, candidates should not be interrupted unless it is clear that they cannot complete the answer. Incorrect answers should never be corrected, nor answers supplied when none are given. Questions should be rephrased (rather than repeated) in an attempt to maintain the dialogue.

(f) The use of vocabulary or phrases from the candidate's first language should be avoided, except in the case of particular institutions, e.g. names of examinations, types of school, etc.

(g) The teacher/Examiner must avoid talking too much and limiting the amount of time available to candidates to show what they can do. The onus is on candidates to show that they can converse adequately in the language, but at the same time it is up to the teacher/Examiner to make sure that candidates are given every opportunity to do so by following up any opening given.

For the mark scheme, see Tables B and C of the Marking Instructions.

Test 4: Impression 10 marks

At the end of the test, the teacher/Examiner must make an assessment of the candidate's pronunciation, intonation and fluency based on the candidate's overall performance in the Speaking test.

For the mark scheme, see Table D of the Marking Instructions.

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MARKING INSTRUCTIONS

Use the Speaking Examination Working Mark Sheet (see page 22: to be photocopied as required). An electronic version of the Working Mark Sheet is also available.

Test 1 Role Plays. 30 marks. Use Table A.

Enter the mark for each task in the ten columns 1–10 of the Speaking Examination Working Mark Sheet.

Test 2 Topic Presentation/Conversation. 30 marks. Use Tables B and C.

(i) Award a mark out of 15 for Communication using Table B.
Enter the mark in column 11.

(ii) Award a mark out of 15 for Language using Table C.
Enter the mark in column 12.

Test 3 General Conversation. 30 marks. Use Tables B and C.

Mark as for Test 2 using Tables B and C.
Enter marks out of 15 in columns 13 and 14.

Test 4 Impression. 10 marks. Use Table D.

Enter the mark (maximum 10) in column 15.

Add the marks and enter the total, in large figures, in the column headed Total Mark. Please double-check the addition as even small errors create problems.

Marking: General Principles

1 Teacher/Examiners are urged to use the full range of marks, bearing in mind that it is not necessary for a candidate to be of native speaker standard in order to be given maximum marks within any single category.

2 The general approach is a positive one and marks should be awarded based on what the candidate can do rather than deducted for errors.

3 Above all else, teacher/Examiners should be consistent in their marking. The moderation process allows for adjustments to be made to consistently harsh or consistently generous marking. Where teacher/Examiners are unsure of the mark to award, they should err on the side of generosity.

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TABLE A – Test 1: Role Plays (30 marks)

In this part of the test, the teacher/Examiner plays the part of a sympathetic native speaker with no knowledge of the candidate's first language.

The role plays test the ability of the candidates to communicate needs, information, requests, etc., in plausibly life-like situations. Intelligibility is therefore more important than grammatical or syntactic accuracy. However, verbal communication only is assessed: credit is not given for gestures, facial expressions or other non-verbal forms of communication.

Candidates are required to give natural responses, not necessarily in the form of full sentences. The use of appropriate register and correct idiom is rewarded.

Each of the ten tasks to be performed in the role plays will be assessed using the mark scheme below. Marks may not be awarded for the completion of tasks other than those specified by Cambridge in the Role Play Cards/Teachers' Notes Booklet, nor for tasks that are omitted.

An accurate utterance which not only conveys the meaning but which is expressed in native idiom and appropriate register. Minor errors (adjective endings, use of prepositions, etc.) are tolerated. The utterance is intelligible and the task of communication is achieved.	3
The language used is not necessarily the most appropriate to the situation and may contain inaccuracies which do not obscure the meaning.	2
Communication of some meaning is achieved, but the native speaker would find the message ambiguous or incomplete.	1
The utterance is unintelligible to the native speaker.	0

NB **1** If there are two elements in a task and only one is completed, then a maximum of one mark only may be awarded.

2 When awarding marks, teacher/Examiners should start at the bottom of the mark scheme and work upwards:

0 = nothing of worth communicated
1 = partial communication
2 = all points communicated – but with some linguistic inaccuracies – meaning clear
3 = meaning clear and accurately conveyed.

3 Short utterances, if appropriate, can be worth three marks.

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TABLES B and C – Tests 2 and 3: Topic Presentation/Conversation and General Conversation (2 × 30 marks)

Each of Tests 2 and 3 is awarded two marks: a mark out of 15 for Communication and a mark out of 15 for Language (see Tables B and C).

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

The teacher/Examiner should adopt a 'best-fit' approach. For each of the two assessment criteria, Communication (Table B) and Language (Table C), the teacher/Examiner must select the set of descriptors provided in the mark scheme that most closely describes the quality of the work being marked. As the teacher/Examiner works upwards through the mark scheme, s/he will eventually arrive at a set of descriptors that fits the candidate's performance. When s/he reaches this point, the teacher/Examiner 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.

When awarding the marks for the Topic Presentation/Conversation, the teacher/Examiner may find that the quality of the work produced in the presentation is superior to that produced in the conversation (or vice versa). In such cases, the teacher/Examiner will need to award a mark that takes into account both the strengths and weaknesses of the performance.

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

- If most of the descriptors fit the work, then the teacher/Examiner will award the middle mark in the band.
- If the descriptors fully fit the work (and the teacher/Examiner had perhaps been considering the band above), the highest of the three marks will be awarded.
- If there is just enough evidence (and the teacher/Examiner had perhaps been considering the band below), then the lowest mark in the band will be awarded.

Where there are only two marks within a band, the choice will be between work which in most respects meets the descriptors and work which just meets the descriptors.

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TABLE B – Mark Scheme for Communication

This assesses the candidate's response in terms of comprehension of the teacher/Examiner, immediacy of reaction/response, and successful transmission of messages (including presentation of material in the topic).

Outstanding	• A spontaneous interchange between candidate and Examiner. Candidate responds fully and confidently to all question types. • Can justify and explain routinely. • Very consistent performance. Not necessarily of native speaker standard.	14–15
Very good	• Generally understands questions first time, but may require occasional rephrasing. Can respond satisfactorily to both straightforward and unexpected questions. • Regularly develops own ideas and opinions and provides justifications.	12–13
Good	• Has no difficulty with straightforward questions and responds satisfactorily to some unexpected ones. • Communicates essential elements and can expand occasionally. • Regularly expresses opinions with some simple justifications.	10–11
Satisfactory	• Understands most straightforward questions, but has difficulty with some unexpected ones and needs some rephrasing. • Communicates most of the essential elements. • Can convey simple, straightforward opinions.	7–9
Weak	• Has difficulty with many straightforward questions, but still attempts an answer. • Communicates simple pieces of information.	4–6
Poor	• Frequently has difficulty understanding the questions and has great difficulty in replying. • Communicates a few facts.	1–3
	• Communicates no relevant information.	0

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TABLE C – Mark Scheme for Language

This assesses the linguistic content of the candidate's answers in terms of complexity, accuracy and range of structures, vocabulary and idiom.

Outstanding	• Very accurate use of a wide range of structures, vocabulary and idiom with occasional errors in more complex language. • Not necessarily of native speaker standard.	14–15
Very good	• Wide range of mostly accurate structures and vocabulary.	12–13
Good	• Good range of generally accurate structures, varied vocabulary.	10–11
Satisfactory*	• Adequate range of structures and vocabulary. **Can use past and future tenses accurately.** Some ambiguity.	7–9
Weak	• Some manipulation of structures and awareness of verbs, though often faulty and/or incomplete. Shows elementary, limited vocabulary.	4–6
Poor	• Shows very limited range of structures and vocabulary.	1–3
	• Nothing coherent or accurate enough to be comprehensible.	0

*Candidates who do not show that they are able to use past and future tenses accurately cannot be awarded a mark in the Satisfactory band or above for Language.

TABLE D – Impression (10 marks)

This assesses the candidate's performance across the whole Speaking test in terms of pronunciation, intonation and fluency.

Very good pronunciation, intonation and fluency; an occasional slight mistake or hesitation. Not necessarily of native speaker standard.	9–10
Good pronunciation and fluency; makes a fair attempt at correct intonation and expression; some mistakes and/or hesitation.	7–8
A fair degree of fluency and accuracy in pronunciation despite quite a number of errors; some attempt at intonation and expression.	5–6
Conveys some meaning despite a lack of fluency and many errors; pronunciation strongly influenced by first language.	3–4
Many gross errors; frequently incomprehensible.	1–2
Nothing comprehensible.	0

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For Role Play Cards One, Two, Three. Role Play A.

A

Estudiante: tú mismo/a
Profesor(a): empleado/a de un bar

Estás en México. Vas a un bar para tomar un bocadillo.

P **Salude al/a la estudiante y pregúntele "¿En qué puedo servirlo/la?"**

E **(i)** Saluda al empleado / a la empleada; **y**

(ii) Dile lo que quieres.

P **Pregúntele "¿De qué quiere el bocadillo?"**

E Dile de qué quieres el bocadillo.

P **Pregúntele "¿Quiere el bocadillo con ensalada o con patatas fritas?"**

E Escucha lo que dice y dile lo que quieres con el bocadillo.

P **Pregúntele "¿Qué quiere beber?"**

E Dile qué quieres beber.

P **Dígale "Aquí tiene el bocadillo y la bebida."**

E **(i)** Dale las gracias; **y**

(ii) Pregunta el precio.

P **Responda de forma apropiada y termine la conversación.**

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For Role Play Cards Four, Five, Six. Role Play A.

A

Estudiante: tú mismo/a
Profesor(a): tu amigo/a español(a)

Llamas por teléfono a tu amigo/amiga español(a) porque quieres jugar al tenis.

P **Conteste el teléfono.**

E **(i)** Saluda a tu amigo/amiga; **y**

(ii) Dile lo que quieres.

P **Pregúntele "¿Qué día quieres jugar?"**

E Dile qué día quieres jugar.

P **Dígale "Muy bien. ¿Quieres quedar en mi casa o en el centro?"**

E Escucha lo que te dice y dile dónde quieres quedar.

P **Dígale "Vale. Voy a traer unas raquetas nuevas para jugar."**

E **(i)** Dale las gracias; **y**

(ii) Pregunta dónde está la pista de tenis.

P **Dígale "Está muy cerca. ¿Qué quieres hacer después de jugar al tenis?"**

E Dile qué quieres hacer después de jugar al tenis.

P **Responda de forma apropiada y termine la conversación.**

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For Role Play Cards Seven, Eight, Nine. Role Play A.

A

Estudiante: tú mismo/a
Profesor(a): empleado/a de la taquilla

Estás en España. Vas a la taquilla para comprar entradas para un espectáculo de flamenco.

P **Salude al/a la estudiante y pregúntele "¿En qué puedo servirlo/la?"**

E **(i)** Saluda al empleado / a la empleada; **y**

(ii) Dile lo que quieres.

P **Pregúntele "¿Cuántas entradas quiere?"**

E Dile cuántas entradas quieres.

P **Pregúntele "¿Qué día quiere ver el espectáculo?"**

E Dile qué día quieres ver el espectáculo.

P **Pregúntele "¿Quiere ver el espectáculo de la tarde o de la noche?"**

E Escucha lo que te dice y dile qué espectáculo quieres ver.

P **Dígale "Aquí tiene la(s) entrada(s)."**

E **(i)** Dale las gracias; **y**

(ii) Pregunta el precio.

P **Responda de forma apropiada y termine la conversación.**

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For Role Play Cards One, Four, Seven. Role Play B.

B

Estudiante: tú mismo/a
Profesor(a): empleado/a de un polideportivo

Quieres un trabajo para las vacaciones. Llamas por teléfono a un polideportivo en España.

P **Conteste el teléfono y diga "Polideportivo Central. ¿Dígame?"**

E **(i)** Saluda al empleado / a la empleada; **y**

(ii) Dile lo que quieres.

P **Pregúntele "¿Qué experiencia de trabajo ha tenido?"**

E Dile qué experiencia de trabajo has tenido. Menciona **dos** cosas.

P **Pregúntele "¿Qué deporte le interesa?"**

E Responde a lo que te pregunta.

P **Pregúntele "¿Puede venir hoy para una entrevista?"**

E **(i)** Discúlpate; **y**

(ii) Explica por qué no puedes ir hoy a la entrevista.

P **Dígale "Vale. Podemos hacer la entrevista mañana por la mañana a las nueve."**

E Pregunta algo sobre el trabajo. (¿sueldo? ¿uniforme?)

P **Responda de forma apropiada y termine la conversación.**

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[Turn over

For Role Play Cards Two, Five, Eight. Role Play B.

B

Estudiante: tú mismo/a
Profesor(a): empleado/a de la estación de tren

Estás en la estación de tren en España. Has perdido el tren para Toledo.

P **Salude al/a la estudiante y pregúntele "¿En qué puedo servirlo/la?"**

E **(i)** Saluda al empleado / a la empleada; **y**

(ii) Dile qué problema tienes.

P **Pregúntele "¿Qué tipo de billete tiene?"**

E Responde a lo que te pregunta.

P **Pregúntele "¿Por qué perdió el tren?"**

E Explica por qué perdiste el tren. Menciona **dos** cosas.

P **Dígale "No se preocupe. Puede tomar el próximo tren. ¿Qué va a hacer en Toledo?"**

E **(i)** Estás contento/a: ¿Qué dices?

(ii) Dile qué vas a hacer en Toledo.

P **Dígale "El próximo tren pasa dentro de media hora."**

E Pregunta algo sobre el tren. (¿andén? ¿coche comedor?)

P **Responda de forma apropiada y termine la conversación.**

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For Role Play Cards Three, Six, Nine. Role Play B.

B

Estudiante: tú mismo/a
Profesor(a): recepcionista en un hotel

Estás en un hotel en Colombia. El ordenador en tu habitación no funciona. Hablas con el/la recepcionista.

P **Salude al/a la estudiante y pregúntele "¿En qué puedo servirlo/la?"**

E **(i)** Saluda al/a la recepcionista; **y**

(ii) Explica el problema.

P **Pregúntele "¿Cuál es su número de habitación?"**

E Responde a lo que te pregunta.

P **Dígale "Lo siento. En este momento no hay un técnico aquí."**

E **(i)** No estás contento/a: ¿Qué dices?

(ii) Explica por qué tienes que utilizar el ordenador hoy.

P **Dígale "No se preocupe. Hay una cafetería Internet en el pueblo."**

E Quieres saber algo sobre la cafetería. Haz **una** pregunta apropiada.

P **Responda de forma apropiada y pregúntele "¿Qué planes tiene para mañana?"**

E Dile qué planes tienes para mañana. Menciona **dos** cosas.

P **Responda de forma apropiada y termine la conversación.**

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SPANISH (0530)
Speaking Examination Working Mark Sheet

Please read the instructions printed in the Teachers' Notes Booklet before completing this form.

Centre Number						Centre Name		**June**	**2**	**0**	**1**	**8**

Candidate Number	R.P. Card no.	Candidate Name		Role Play A (max 15)					Role Play B (max 15)					Topic / Topic Conversation (max 30)		General Conversation (max 30)		Impression (max 10)	Total Mark	Internal and/or External Moderation
			Task	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
			Mark (Max)	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**15**	**15**	**15**	**15**	**10**	**100**	

Name of Examiner completing this form in capitals		Signature		Date						

Cambridge IGCSE Spanish (0530): Cover Sheet for Moderation Sample

A copy of this cover sheet must be completed by the Centre and enclosed with the moderation documentation and recorded sample to be despatched to Cambridge.

Centre name: | **Centre number:**

1 Tick to confirm that the required moderation documents are enclosed:

- ☐ (i) Moderator copy of MS1 **or** printout of Internal Marks Report.
- ☐ (ii) Copy of completed Working Mark Sheet(s) (WMS).*

(* One WMS per Examiner in Centres using more than one Examiner)

If any other documents are enclosed for Cambridge's attention, please list them below:

.....

2 Tick to confirm that documentation has been checked for arithmetical and transcription errors:

- ☐ (i) Addition of marks on WMS has been checked and Total Mark is correct for each candidate.
- ☐ (ii) Total Mark for each candidate has been correctly transferred to the MS1 or computer.

3 Tick to confirm that the recording quality of moderation samples has been checked:

- ☐ All sample recordings are clearly audible.
- ☐ Samples are recorded on standard size CDs and recorded at normal speed.
- ☐ **Digital recordings only:** each candidate saved individually and files saved as .mp3.

4 Tick to confirm that the correct number of candidates has been submitted for moderation:

For Centres with 16 or fewer candidates, the following are enclosed:

- ☐ Recordings of the complete Speaking tests of all candidates.

For Centres with 17 or more candidates, the following are enclosed:

- ☐ (i) Recordings of the complete Speaking tests of 6 candidates across the range **AND**
- ☐ (ii) Recordings of the complete Speaking tests of the first 10 candidates by candidate number.

5 CENTRES USING MORE THAN 1 EXAMINER – tick to confirm Internal moderation procedures:

- ☐ Copy of permission from Cambridge to use more than 1 Examiner enclosed.
- ☐ Internal moderation carried out and details of Internal moderation procedures enclosed.

Materials checked by:	(name)	**Date:**	
	(signature)		

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Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

SPANISH **0530/11**

Paper 1 Listening **May/June 2018**

MARK SCHEME

Maximum Mark: 45

Published

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 International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2018 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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PUBLISHED

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

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GENERIC MARKING PRINCIPLE 5: Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).
GENERIC MARKING PRINCIPLE 6: Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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1 General Marking Principles

1.1 It is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided in Section 2. 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 2 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.** Often the general principles will have to be weighed up against each other, e.g. the answer might pass the look-alike test (1.5(b)), but if the candidate has produced an answer that is another word in the target language they will not score (1.6).

1.2 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.

1.3 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. 2 boxes ticked instead of the 1 box stipulated), and neither has been crossed out/discounted by the candidate, no mark can be awarded.
(c)	Where candidates must tick a number of boxes (e.g. tick the 6 true statements) and tick too many, apply the following rule: deduct the number of 'extra' answers indicated by the candidate from their number of correct answers. The remaining number is the mark awarded, e.g. the candidate is asked to tick 6 statements, but ticks 8. 5 of the ticks are correctly placed, but 2 are 'extras' (8 ticks placed by candidate minus 6 ticks required by rubric = 2 'extras'). Therefore the candidate is awarded a mark of 3.
(d)	Answers in pen do not take precedence over answers in pencil, e.g. if a candidate is asked to tick 1 box and ticks 2, one in pen and the other in pencil, the mark cannot be awarded unless there is explicit indication from the candidate as to which is his/her final answer.

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1.4 For questions requiring more than one element for the answer, (i) and (ii), where the answers are interchangeable:

(a)	Both correct answers on line 1 and line 2 blank = 2
(b)	Both correct answers on line 1 and line 2 wrong = 1

(or vice-versa)

1.5 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 etc., unless Mark Scheme specifies otherwise.
(e)	Accept incorrect tense unless Mark Scheme specifies otherwise.
(f)	Tolerate incorrect auxiliary unless Mark Scheme specifies otherwise.
(g)	Tolerate incorrect use of infinitive unless Mark Scheme specifies otherwise.

1.6 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 1.5 above).

1.7 Where words are combined or split inappropriately do not award the mark, e.g. 'supadre' and 'elar ticulo' (inappropriate splitting or combination is an indication that the candidate has not understood).

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1.8 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.

1.9 No response and '0' marks

There is a NR (No Response) option in **RM Assessor**.

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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1.10 Extra material:

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 recorded material. 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. The Detailed Mark Scheme cannot cover all eventualities and where specific instructions are not provided, Examiners must check the transcript to ensure the correct elements which would qualify for the mark are not contradicted or distorted by any extra material. The following, general, rules should be applied:

(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 transcript 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 original transcript:	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 heard and pure guesswork. Therefore where a particular answer is not covered in the Mark Scheme, Examiners should consult their Team Leader

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2 Detailed Mark Scheme

Section 1 Exercise 1

Question	Answer	Marks	Guidance
1	A	**1**	
2	C	**1**	
3	C	**1**	
4	B	**1**	
5	D	**1**	
6	A	**1**	
7	D	**1**	
8	B	**1**	

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Section 1 Exercise 2

Question	Answer	Marks	Guidance
9	norte	**1**	
10	B	**1**	
11	A	**1**	
12	A	**1**	
13	C	**1**	
14	verde	**1**	
15	B	**1**	

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Section 2 Exercise 1

Question	Answer	Marks	Guidance
16	**(a)** ✓ **(b)** **(c)** **(d)** ✓ **(e)** **(f)** **(g)** ✓ **(h)** ✓ **(i)** **(j)** ✓ **(k)** **(l)** ✓ Type in the letter for each correct option:	**6**	A mark out of 6 is entered for the whole exercise in the mark input box. USE MARKING TOOL TO TICK '✓' EACH CORRECT ANSWER UNLESS ALL 6 CORRECT If more than 6 boxes are ticked by the candidate, indicate 'working' in 'Comments' box: e.g. 7 boxes ticked of which 6 are correct use formula 6 – 1 = 5 (where 1 = the number of extra boxes ticked).

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Section 2 Exercise 2: Part 1

Question	Answer	Marks	Guidance
17	mayors mallores maiores (60–85 años)	**1**	**Refuse** adultos **Refuse** malloras **Refuse** mayors **Refuse** majores de edad **Refuse** 60–85 años ***tc*** **Refuse** 60/80
18	años anios	**1**	**Refuse** anos
19	alquilar	**1**	**Refuse** alquillar
20	suficiente sufficiente sufisiente	**1**	
21	tímidos	**1**	

Section 2 Exercise 2: Part 2

Question	Answer	Marks	Guidance
22	(trabajar) en parejas	**1**	**Refuse** con otros estudiantes **Refuse** emparejas **Refuse** practicar conversación
23	(es) encantador	**1**	
24	pastel	**1**	**Refuse** pastel en la mesa
25	(hacer) (un) viaje ir de viaje	**1**	**Accept** any tense of the verb *ir* or of the verb *hacer*

Note: For questions with 2 interchangeable answers: 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)

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Section 3 Exercise 1

Question	Answer	Marks	Guidance
26	B	**1**	
27	A	**1**	
28	C	**1**	
29	A	**1**	
30	D	**1**	
31	B	**1**	

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Section 3 Exercise 2

Question	Answer	Marks	Guidance
32	se/me aburría se sentía aburría (es/está) aburrida	**1**	**Refuse** aborrida/aburida **Refuse** abburia **Refuse** aburría ***tc*** **Refuse** se aburrida **Refuse** rápido, aburrido
33	(no paré/paró de) dar vueltas (a la pista)	**1**	**Refuse** paré/paró de dar vueltas **Refuse** (no paré) de vueltas **Refuse** conducir **Refuse** dar voltas
34	(sacaba) malas notas (en todas las asignaturas/pruebas)	**1**	**Refuse** las notas de las asignaturas ***tc*** **Refuse** sace malas notas **Refuse** ganar malas notas **Refuse** (sacaba) malas notas en todas las signaturas **Accept** any form of the verb *sacar*
35	estar/ser en forma	**1**	**Refuse** estar enforma
36	en la sierra	**1**	**Refuse** en la cierra/ciera/siera

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Question	Answer	Marks	Guidance
37	antes de (una) curva/curva antes (las) curvas/curbas	**1**	**Refuse** con/en (las) curvas **Refuse** antes de (una/las) corva/corvas
38	(era) (muy) exigente (era) (muy) exijente/excigente/exzigente	**1**	**Refuse** exigerente **Refuse** exegente/exagente
39	se marea	**1**	
40	(a un) sitio (de) tranquilo (a un) citio (de) tranquilo	**1**	**Refuse** a un sitio ***tc*** **Refuse** un sitio tranquillo

Note: For questions with 2 interchangeable answers: 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)

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CANDIDATE NAME									
CENTRE NUMBER						CANDIDATE NUMBER				

9827513458

SPANISH **0530/11**

Paper 1 Listening **May/June 2018**

Approx. 45 minutes

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces at the top of this page.
Write in dark blue or black pen.
Do not use staples, paper clips, glue or correction fluid.
DO **NOT** WRITE IN ANY BARCODES.

Answer **all** questions.

The number of marks is given in brackets [ ] at the end of each question or part question.

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Sección 1

Ejercicio 1 Preguntas 1–8

En esta sección del examen vas a oír una serie de observaciones o diálogos cortos que podrías oír en países donde se habla español.

Para cada pregunta indica tu respuesta escribiendo una X en la casilla correcta.

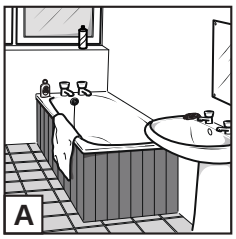
Vas a oír cada observación o diálogo dos veces.

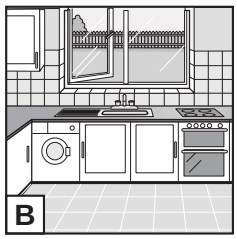
Esta noche, vas a dormir a casa de tu primo español, Carlos.

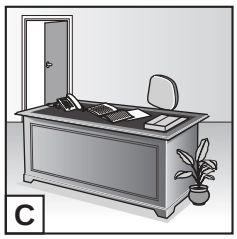
1 Carlos te dice:

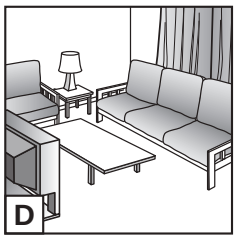
¿Qué habitación está a la izquierda?

A	
B	
C	
D	







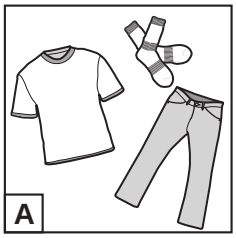


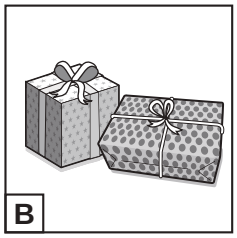
[1]

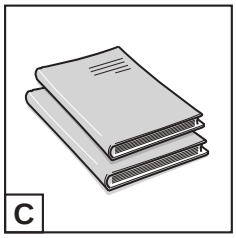
2 Después, Carlos dice:

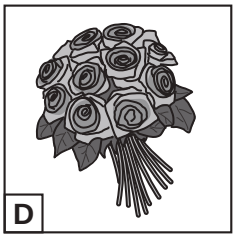
¿Qué quiere dejar Carlos en el dormitorio?

A	
B	
C	
D	







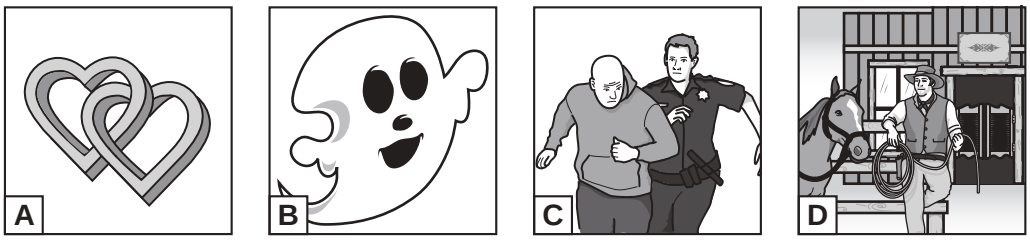


[1]

3 Carlos quiere ver una película. Dice:

¿Qué tipo de película quiere ver Carlos?

A	
B	
C	
D	

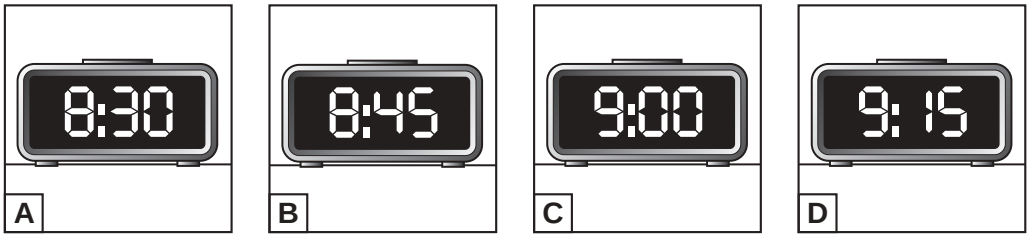


[1]

4 Carlos te dice:

¿A qué hora empieza la película?

A	
B	
C	
D	

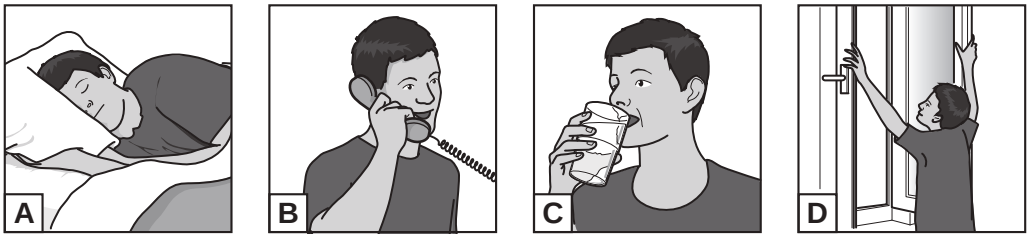


[1]

5 Carlos va a hacer algo. Te dice:

¿Qué va a hacer Carlos?

A	
B	
C	
D	

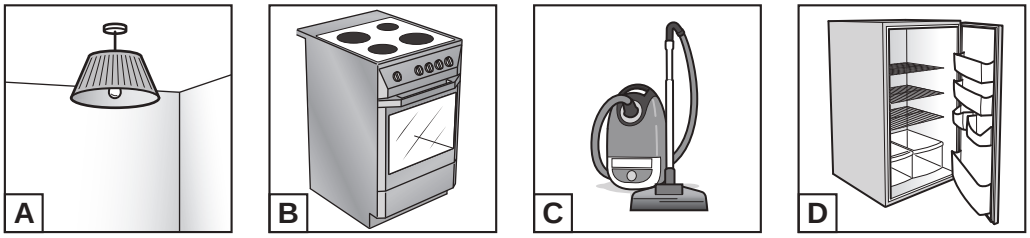


[1]

6 Vais a la cocina. La madre de Carlos dice:

¿Qué no funciona?

A	
B	
C	
D	

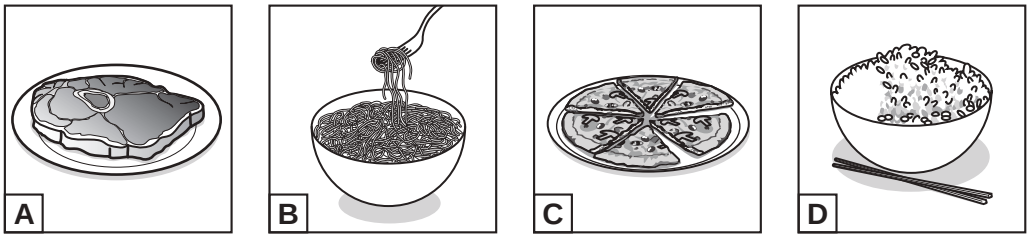


[1]

7 Tenéis hambre. Carlos sugiere:

¿Qué sugiere comer Carlos?

A	
B	
C	
D	

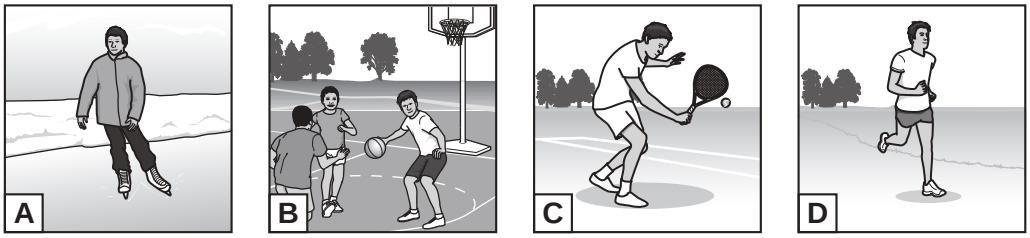


[1]

8 Más tarde, Carlos dice:

¿Qué va a hacer Carlos mañana?

A	
B	
C	
D	



[1]

[Total: 8]

Ejercicio 2 Preguntas 9–15

Vas a oír a una guía que da información sobre un parque natural en Ecuador.

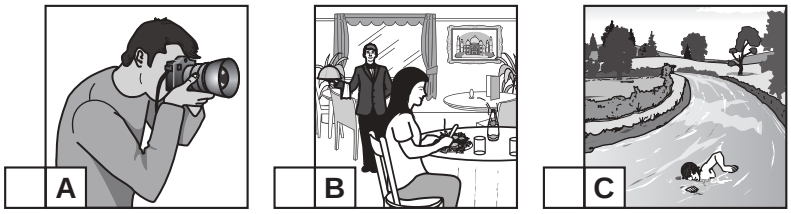
Escúchala con atención y completa la ficha **en español**. Habrá una pausa durante lo que dice la guía.

Vas a oír la información dos veces, pero antes tienes unos segundos para leer las preguntas.

Parque Natural

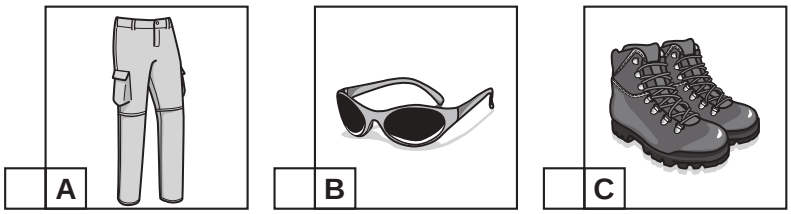
9 El parque está en el ..... del país. [1]

10 Todos van a parar para: *(indica **1** respuesta)*



[1]

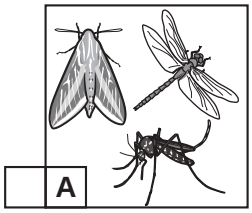
11 Es mejor llevar: *(indica **1** respuesta)*

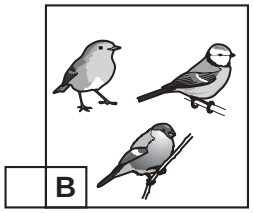


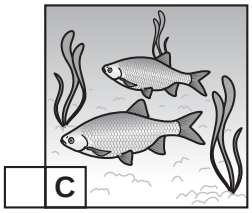
[1]

[PAUSA]

12 En el parque hay miles de tipos de: *(indica **1** respuesta)*

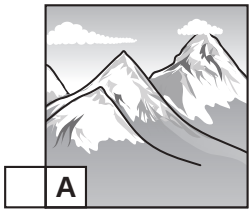

A

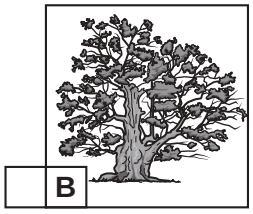

B

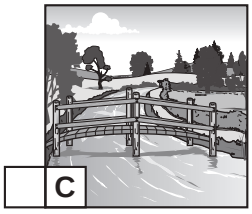

C

[1]

13 El parque es muy famoso por: *(indica **1** respuesta)*


A

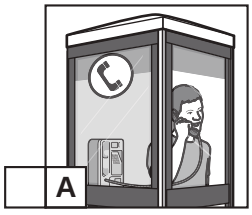

B

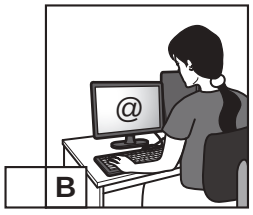

C

[1]

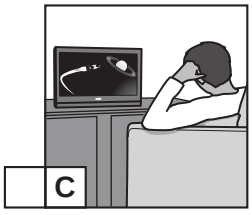
14 La puerta de la sala para descansar es de color ..... . [1]

15 En la sala para descansar se puede: *(indica **1** respuesta)*


A



B


C

[1]

[Total: 7]

Sección 2

Ejercicio 1 Pregunta 16

Vas a oír la opinión de cuatro jóvenes sobre el comedor de su colegio. Escucha lo que dicen con atención y escribe una X en la casilla si la afirmación es **Verdad**.

Hay que marcar **solo 6** casillas (XXXXXX).

Vas a oír lo que dicen dos veces, pero antes tienes unos segundos para leer las afirmaciones.

	VERDAD
Adela	
(a) Según Adela, en su colegio hay mucha comida diferente.	☐
(b) Adela come carne y pescado frecuentemente.	☐
(c) En el colegio donde Adela iba antes, se prohibía traer comida.	☐
Santiago	
(d) En el colegio de Santiago la comida es muy buena.	☐
(e) En el comedor algunos empleados son perezosos.	☐
(f) En el comedor todos los estudiantes comen postre.	☐
Paula	
(g) Según Paula, su colegio necesita un cocinero nuevo.	☐
(h) En el comedor de Paula, las porciones son pequeñas.	☐
(i) Al cocinero le parece que los alumnos se portan bien.	☐
Matías	
(j) En el comedor de su colegio hay siempre mucha gente.	☐
(k) Matías come bocadillos porque es más barato.	☐
(l) Matías y sus amigos salen al patio para comer.	☐

[Total: 6]

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Ejercicio 2 Preguntas 17–25

Vas a oír una entrevista con Roberto, un joven que cuenta su experiencia como profesor de español. Escúchala con atención y contesta a las preguntas. Habrá una pausa durante la entrevista.

Primera parte: Preguntas 17 a 21. En cada frase hay algo que no corresponde a lo que se dice en la entrevista. Escucha la entrevista y escribe la palabra correcta **en español**.

Vas a oír la primera parte de la entrevista dos veces, pero antes tienes unos segundos para leer las preguntas 17 a 21.

17 Roberto enseña español a ~~***adolescentes***~~. .....[1]

18 Hace dos ~~***meses***~~ llegó mucha gente a la ciudad. .....[1]

19 Roberto decidió ~~***comprar***~~ un piso. .....[1]

20 Roberto tenía ~~***poco***~~ espacio en el piso. .....[1]

21 Según Roberto, los estudiantes ~~***serios***~~ a veces no saben qué decir. .....[1]

[PAUSA]

Segunda parte: Preguntas 22 a 25. Vas a oír la segunda parte de la entrevista dos veces. Escúchala y contesta a las preguntas **en español**. Tienes unos segundos para leer las preguntas.

22 ¿Cómo prefieren trabajar los estudiantes de Roberto?

.....[1]

23 Según Ana, ¿cómo es Roberto?

.....[1]

24 ¿Cuál fue el regalo que recibió Roberto?

.....[1]

25 ¿Qué va a sugerir Roberto mañana?

.....[1]

[Total: 9]

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Sección 3

Ejercicio 1 Preguntas 26–31

Vas a oír una entrevista con Julia, una niña de 12 años con un proyecto para ayudar a los animales.

Escúchala con atención y contesta a las preguntas escribiendo una X en la casilla correcta.

Habrá una pausa durante la entrevista.

Vas a oír la entrevista dos veces, pero antes tienes unos segundos para leer las preguntas.

26 ¿Qué le pasó a Julia hace unos meses?

A		Perdió mucho dinero.
B		Encontró un perro herido.
C		Se peleó con su madre.
D		Tuvo un problema en un ojo. [1]

27 ¿Qué sugirió hacer la madre de Julia para conseguir dinero?

A		vender limonada en la calle
B		pedir dinero a sus amigos
C		trabajar en la tienda de su tía
D		ayudar con las tareas de la casa [1]

28 ¿Por qué el libro de Julia se llama *Helado de vainilla*?

A		Julia escribió el libro en verano.
B		El perro de Julia se llama *Helado de vainilla*.
C		A Julia le encanta el helado de vainilla.
D		Es un libro de recetas de helados. [1]

[PAUSA]

29 El abuelo de Julia la ayudó porque…

A		Julia necesitaba más ideas.
B		él escribe mejor que Julia.
C		él había ganado concursos.
D		Julia tenía poco tiempo para escribir. [1]

30 Lo que hace sentir **más** orgullosa a la madre de Julia es…

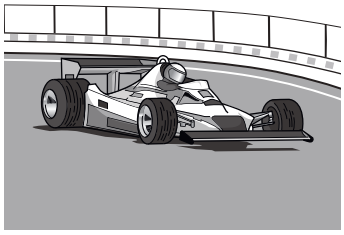
A		que Julia ha conseguido mucho dinero.
B		el número de libros que Julia ha vendido.
C		que Julia aceptó la ayuda de su abuelo.
D		el trabajo tan duro de Julia. [1]

31 Según Julia, puede ser que su familia…

A		emplee a un jardinero.
B		se mude de casa.
C		tenga más animales.
D		escriba otro libro más. [1]

[Total: 6]

Ejercicio 2 Preguntas 32–40



Vas a oír una entrevista con Sofía, una conductora de coches de carrera.

Escucha la entrevista con atención y contesta a las preguntas **en español**.

Habrá dos pausas durante la entrevista.

Vas a oír la entrevista dos veces, pero antes tienes unos segundos para leer las preguntas.

32 ¿Cómo se sentía Sofía en las clases de equitación?

.....[1]

33 El primer día que Sofía condujo un coche de carrera, ¿qué hizo durante horas?

.....[1]

34 ¿Cuál era el problema de Sofía en la universidad?

.....[1]

[PAUSA]

35 Según Sofía, ¿qué es importante recordar?

.....[1]

36 ¿Adónde va a correr Sofía con su amiga?

.....[1]

37 ¿Cuándo está nerviosa Sofía?

.....[1]

[PAUSA]

38 ¿Cómo describe Sofía a su padre?

.....[1]

39 ¿Qué le pasa a la madre de Sofía cuando viaja en coche?

.....[1]

40 ¿Adónde le gustaría a Sofía ir de vacaciones con su familia?

.....[1]

[Total: 9]

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SPANISH **0530/11**

Paper 1 Listening **May/June 2018**

TRANSCRIPT

Approx. 45 minutes

This 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.

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TRACK 1

ENG This is the Cambridge International Examinations, International General Certificate of Secondary Education, June 2018 Examination, in Spanish. Paper 1, Listening.

TRACK 2

M1 **Sección 1**

M1 **Ejercicio 1. Preguntas 1 a 8.**

M1 En esta sección del examen vas a oír una serie de observaciones o diálogos cortos que podrías oír en países donde se habla español.

M1 Para cada pregunta indica tu respuesta escribiendo una X en la casilla correcta.

M1 Vas a oír cada observación o diálogo dos veces.

M1 Esta noche, vas a dormir a casa de tu primo español, Carlos.

M1 **Número 1**

M1 Carlos te dice:

* [SETTING: INTERIOR]

M2 *A la izquierda tienes el cuarto de baño.*

M1 ¿Qué habitación está a la izquierda? **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

M1 **Número 2**

M1 Después, Carlos dice:

* [SETTING: INTERIOR]

M2 *Quiero dejar mis cuadernos en el dormitorio.*

M1 ¿Qué quiere dejar Carlos en el dormitorio? **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

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M1 **Número 3**

M1 Carlos quiere ver una película. Dice:

* [SETTING: INTERIOR]

M2 *Hay una película policíaca en la televisión. ¿La vemos?*

M1 ¿Qué tipo de película quiere ver Carlos? **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

M1 **Número 4**

M1 Carlos te dice:

* [SETTING: INTERIOR]

M2 *La película empieza a las nueve menos cuarto.*

M1 ¿A qué hora empieza la película? **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

M1 **Número 5**

M1 Carlos va a hacer algo. Te dice:

* [SETTING: INTERIOR]

M2 Voy a abrir la ventana.

M1 ¿Qué va a hacer Carlos? **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

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M1 **Número 6**

M1 Vais a la cocina. La madre de Carlos dice:

* [SETTING: INTERIOR]

F1 *La luz no funciona.*

M1 ¿Qué no funciona? **

PAUSE 00’10”
REPEAT FROM * TO **
PAUSE 00’05”

M1 **Número 7**

M1 Tenéis hambre. Carlos sugiere:

* [SETTING: INTERIOR]

M2 *Podemos comer arroz.*

M1 ¿Qué sugiere comer Carlos? **

PAUSE 00’10”
REPEAT FROM * TO **
PAUSE 00’05”

M1 **Número 8**

M1 Más tarde, Carlos dice:

* [SETTING: INTERIOR]

M2 *Mañana voy a jugar al baloncesto.*

M1 ¿Qué va a hacer Carlos mañana? **

PAUSE 00’10”
REPEAT FROM * TO **
PAUSE 00’05”

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TRACK 3

M1 **Ejercicio 2. Preguntas 9 a 15.**

M1 Vas a oír a una guía que da información sobre un parque natural en Ecuador. Escúchala con atención y completa la ficha en español. Habrá una pausa durante lo que dice la guía.

M1 Vas a oír la información dos veces, pero antes tienes unos segundos para leer las preguntas.

PAUSE 00'30"

* [SETTING: RADIO ADVERT]

F1 *Buenos días a todos. Bienvenidos al parque natural. Es el parque natural más interesante del norte del país. Esperamos que lo pasen bien.*

Durante la excursión, vamos a parar para comer algo. Vamos a ir a un restaurante que es pequeño pero que sirve muy buena comida.

En el parque les aconsejamos llevar pantalones largos, aunque al mediodía las temperaturas son bastante altas. Si no los tienen, pueden comprarlos en nuestra tienda ahora.

PAUSE 00'05"

F1 *En el parque se pueden encontrar miles de tipos de insectos diferentes, además de una gran variedad de plantas y flores. Es maravilloso.*

Como ya saben, este parque es muy conocido por su antiguo puente de madera. Se construyó hace doscientos setenta años y es una de las mayores atracciones del parque.

Para terminar me gustaría recordarles que hay una sala para descansar. Es fácil de encontrar porque tiene una gran puerta de color verde.

Allí pueden estar hasta las seis de la tarde y se puede usar Internet si lo necesitan. Esperamos que disfruten del día. **

PAUSE 00'10"

M1 Ahora vas a oír la información por segunda vez.

REPEAT FROM * TO **
PAUSE 00'10"

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TRACK 4

M1 **Sección 2**

M1 **Ejercicio 1. Pregunta 16.**

M1 Vas a oír la opinión de cuatro jóvenes sobre el comedor de su colegio.

M1 Escucha lo que dicen con atención y escribe una X en la casilla si la afirmación es Verdad.

M1 Hay que marcar solo 6 casillas.

M1 Vas a oír lo que dicen dos veces, pero antes tienes unos segundos para leer las afirmaciones.

PAUSE 00'30"

M1 Escucha lo que dicen los jóvenes.

* [SETTING: INTERIOR]

F2 *Hola, soy Adela. En el comedor de mi colegio la comida es muy variada y se puede escoger entre ocho platos diferentes. Yo como o una ensalada o verdura todos los días porque soy vegetariana. En mi colegio de antes solo nos servían comida rápida y si alguien quería algo distinto, podía traerlo de casa. Por eso yo siempre me preparaba comida.*

PAUSE 00'05"

M1 *Hola, me llamo Santiago. En mi colegio se come muy sano y la calidad de la comida es excelente porque todo es fresco. Además, todos los empleados se preocupan por lo que hacen y trabajan muy duro. Eso sí, hay que ser muy puntual porque el cocinero siempre dice que si llegamos tarde, no nos deja comer postre. Siempre hay gente que llega tarde así que ¡a mí me parece justo!*

PAUSE 00'05"

F1 *Me llamo Paula y en mi colegio tenemos un problema: necesitamos cambiar de cocinero. Todos los días hay estudiantes que comen poco porque las porciones no son grandes. Además, el cocinero está siempre quejándose porque dice que los estudiantes hacemos demasiado ruido. Todos estamos hartos y pensamos que debería irse.*

PAUSE 00'05"

M2 *Hola, yo soy Matías. En mi colegio se sirve comida fantástica. Lo malo es que falta espacio en el comedor y siempre está muy lleno. Por eso, mis amigos y yo tomamos un bocadillo todos los días porque es más fácil y rápido. Nos sentamos en el patio para comer. A mí me encanta porque se está más tranquilo y pasamos más tiempo hablando que esperando. ***

PAUSE 00'10"

M1 Ahora vas a oír a los jóvenes por segunda vez.

REPEAT FROM * TO **
PAUSE 00'10"

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TRACK 5

M1 **Ejercicio 2. Preguntas 17 a 25.**

M1 Vas a oír una entrevista con Roberto, un joven que cuenta su experiencia como profesor de español.

M1 Escúchala con atención y contesta a las preguntas.

M1 Habrá una pausa durante la entrevista.

M1 **Primera parte: Preguntas 17 a 21.**

M1 En cada frase hay algo que no corresponde a lo que se dice en la entrevista. Escucha la entrevista y escribe la palabra correcta en español.

M1 Vas a oír la primera parte de la entrevista dos veces, pero antes tienes unos segundos para leer las preguntas 17 a 21.

PAUSE 00'30"

* [SETTING: INTERIOR]

F1 *Buenos días, Roberto. Cuéntanos, ¿a quiénes enseñas español?*

M2 *Pues, los que vienen a mis clases son todos mayores. Las edades van desde sesenta hasta ochenta y cinco años. Los más mayores son los más simpáticos.*

F1 *Y ¿por qué decidiste enseñar a estas personas?*

M2 *Pues, la verdad es que hace dos años empezó a venir gente de muchos países a mi ciudad. La mayoría no hablaba nada de español y por eso pensé que podría ser útil a esta gente.*

F1 *Entonces, ¿qué hiciste?*

M2 *Decidí alquilar un piso y dar clases allí. ¡Así nació mi escuela de idiomas! Dos semanas después ya tenía cinco estudiantes y después de un mes tenía diez más. Entonces busqué otro profesor.*

F1 *Ah, ¿sí?*

M2 *Sí, para mí era esencial encontrar otro profesor pronto. En el piso había suficiente espacio para tener otro grupo. Al principio pensé que tardaría mucho tiempo en encontrar a alguien pero en una semana lo hice. ¡Tuve suerte!*

F1 *Y ¿es un trabajo difícil?*

M2 *Bueno, depende. Algunos estudiantes a veces no saben qué decir porque son tímidos. Para mí lo más importante es que sigan aprendiendo.* **

PAUSE 00'20"

M1 Ahora vas a oír la primera parte de la entrevista por segunda vez.

REPEAT FROM * TO **
PAUSE 00'20"

M1 **Segunda parte: Preguntas 22 a 25.**

M1 Vas a oír la segunda parte de la entrevista dos veces. Escúchala y contesta a las preguntas en español. Tienes unos segundos para leer las preguntas.

PAUSE 00'30"

*** [SETTING: INTERIOR]

F1 *¿Qué hacéis normalmente en las clases?*

M2 *Hacemos diferentes actividades, desde practicar conversación hasta ver películas. Lo que les gusta más es trabajar en parejas porque así se pueden ayudar.*

F1 *Y ¿cómo te llevas con los estudiantes?*

M2 *Pues, me llevo genial con todos pero sobre todo con Ana, una mujer jubilada que antes era cocinera. Siempre me dice que cree que soy encantador. ¡Y lo agradezco, claro!*

F1 *Ay, ¡qué bien!*

M2 *Sí. La semana pasada fue mi cumpleaños y cuando llegué a clase no había nadie. Pensé que algo malo había ocurrido. Cuando encendí la luz, había un pastel en la mesa. Lo había hecho Ana.*

F1 *¿Qué otros planes tienes?*

M2 *Bueno, he pensado en algo especial para mis estudiantes. Mañana voy a sugerir un viaje. Creo que les va a sorprender mucho.* ****

PAUSE 00'20"

M1 Ahora vas a oír la segunda parte de la entrevista por segunda vez.

REPEAT FROM *** TO ****
PAUSE 00'20"

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TRACK 6

M2 **Sección 3**

M2 **Ejercicio 1. Preguntas 26 a 31.**

M2 Vas a oír una entrevista con Julia, una niña de 12 años con un proyecto para ayudar a los animales.

M2 Escúchala con atención y contesta a las preguntas escribiendo una X en la casilla correcta.

M2 Habrá una pausa durante la entrevista.

M2 Vas a oír la entrevista dos veces, pero antes tienes unos segundos para leer las preguntas.

PAUSE 01'00"

* [SETTING: INTERIOR]

M1 *Julia, bienvenida a nuestro programa. Cuéntanos, ¿cómo empezó tu proyecto?*

F2 *Quería juntar dinero para dárselo a un grupo que ayuda a perros sin dueño. Hace unos meses mi madre y yo encontramos un perro en la calle y lo recogimos. Me puse muy triste porque el perro se había hecho daño en un ojo. Me da mucha lástima que la gente deje a sus animales cuando no los quiere.*

M1 *¿Y qué hiciste para juntar el dinero?*

F2 *Pues, al principio me costó trabajo pensar en algo. Yo intenté juntar dinero pidiéndoselo a mi familia y amigos pero no pude conseguir mucho. Después de dos semanas, no se me ocurría nada. Mi madre intentó convencerme de vender limonada en la calle. Sin embargo, eso tampoco funcionó.*

M1 *Y ¿entonces?*

F2 *Al final pensé que si hacía algo para hacer a la gente feliz, seguro que muchas personas lo comprarían. Así que al final escribí un libro. Lo llamé Helado de vainilla porque comerlo es lo que más me gusta en el mundo. Se trata de un libro de historias cortas que siempre tienen un final feliz.*

PAUSE 00'15"

M1 *¿Y lo escribiste tú sola?*

F2 *Bueno, al principio estuve unos días escribiendo sola. Yo ya había escrito historias cortas en mi colegio e incluso había ganado un concurso. Sin embargo, mi abuelo escribe historias tan buenas como las mías y cuando era pequeña me contaba historias todas las noches. Le pedí un poco de ayuda porque, después de escribir tres historias, me faltaban ideas. Él aceptó encantado.*

M1 *Ah, ¡muy bien! Y ha sido un éxito, ¿no?*

F2 *Por suerte sí. Mi madre dice que por ahora hemos vendido cuatro mil copias y eso es un montón. Además, me ha dicho que está muy orgullosa de mí, más que nada, por todo el esfuerzo que he puesto para ayudar a los perros.*

M1 *¿Qué va a pasar ahora?*

F2 *Bueno, nuestro perro tiene mucha energía. Probablemente tendremos que irnos a una casa que tenga un jardín más grande pero ya mis padres dijeron que no vamos a tener más animales. Mi sueño es poder estudiar en la universidad para ser veterinaria en el futuro.*

M1 *Muchas gracias por la entrevista. ***

PAUSE 00'15"

M2 Ahora vas a oír la entrevista por segunda vez.

REPEAT FROM * TO **
PAUSE 00'15"

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TRACK 7

M1 **Ejercicio 2. Preguntas 32 a 40.**

M1 Vas a oír una entrevista con Sofía, una conductora de coches de carrera.

M1 Escucha la entrevista con atención y contesta a las preguntas en español.

M1 Habrá dos pausas durante la entrevista.

M1 Vas a oír la entrevista dos veces, pero antes tienes unos segundos para leer las preguntas.

PAUSE 00'45"

* [SETTING: INTERIOR]

M2 *Hola Sofía. ¿Cómo empezó a conducir?*

F1 *De pequeña en mi tiempo libre hacía equitación pero no me dejaban ir rápido y me aburría. Por otro lado, mi hermano conducía coches de carrera con mi padre y un día fui con ellos.*

M2 *Y ¿qué pasó?*

F1 *Pues que me encantó. Al llegar, me puse el casco y el traje de conducir y durante horas no paré de dar vueltas a la pista. Se pasó el tiempo rapidísimo.*

M2 *¿Y también fue a la universidad?*

F1 *Sí, intenté estudiar Física en la universidad. Lo que me pasaba es que, aunque los profesores eran buenos, sacaba malas notas en todas las asignaturas. Era un gran problema.*

PAUSE 00'20"

M2 *Ahora, ¿cómo es su rutina?*

F1 *Tengo que conducir al menos tres horas diarias pero no se puede olvidar que hay que estar en forma. En mi opinión, esto es tan importante como las horas conduciendo.*

M2 *¿Qué deporte hace?*

F1 *Hago una serie de ejercicios en el gimnasio pero también salgo a correr con una amiga en la sierra. Es una buena oportunidad para charlar y estar juntas.*

M2 *Conducir coches de carrera tiene riesgos, ¿no?*

F1 *Bueno, eso no se puede negar. Hay un momento en el que siempre estoy nerviosa y es antes de una curva. No importa cuánta experiencia tenga.*

PAUSE 00'20"

M2 *¿Cuál ha sido el papel de sus padres en su vida?*

F1 *Bueno, es difícil decir. Mi padre me dio la oportunidad de empezar a conducir aunque era muy exigente. Mi madre me apoya mucho pero ¡no sabe conducir!*

M2 *¿Ah no? ¡Qué raro!*

F1 *Sí. Odia ir en coche porque se marea. A veces no tiene opción pero lo evita siempre que puede.*

M2 *Y finalmente, ¿tiene algún plan para el futuro?*

F1 *La verdad es que no tengo nada fijo. De momento la semana que viene voy a tener días de vacaciones. Quiero ir con mi familia a un sitio tranquilo. No es nada seguro aún.*

M2 *Espero que disfruten. Gracias. ***

PAUSE 00'45"

M1 Ahora vas a oír la entrevista por segunda vez.

REPEAT FROM * TO **
PAUSE 00'45"

M1 Se ha terminado el examen. Cierra tu cuestionario.

ENG This is the end of the examination.

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Cambridge International General Certificate of Secondary Education

SPANISH **0530/12**

Paper 1 Listening **May/June 2018**

MARK SCHEME

Maximum Mark: 45

Published

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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PUBLISHED

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

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GENERIC MARKING PRINCIPLE 5: Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).
GENERIC MARKING PRINCIPLE 6: Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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1 General Marking Principles

1.1 It is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided in Section 2. 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 2 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.** Often the general principles will have to be weighed up against each other, e.g. the answer might pass the look-alike test (1.5(b)), but if the candidate has produced an answer that is another word in the target language they will not score (1.6).

1.2 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.

1.3 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. 2 boxes ticked instead of the 1 box stipulated), and neither has been crossed out/discounted by the candidate, no mark can be awarded.
(c)	Where candidates must tick a number of boxes (e.g. tick the 6 true statements) and tick too many, apply the following rule: deduct the number of 'extra' answers indicated by the candidate from their number of correct answers. The remaining number is the mark awarded, e.g. the candidate is asked to tick 6 statements, but ticks 8. 5 of the ticks are correctly placed, but 2 are 'extras' (8 ticks placed by candidate minus 6 ticks required by rubric = 2 'extras'). Therefore the candidate is awarded a mark of 3.
(d)	Answers in pen do not take precedence over answers in pencil, e.g. if a candidate is asked to tick 1 box and ticks 2, one in pen and the other in pencil, the mark cannot be awarded unless there is explicit indication from the candidate as to which is his/her final answer.

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1.4 For questions requiring more than one element for the answer, (i) and (ii), where the answers are interchangeable:

(a)	Both correct answers on line 1 and line 2 blank = 2
(b)	Both correct answers on line 1 and line 2 wrong = 1

(or vice-versa)

1.5 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 etc., unless Mark Scheme specifies otherwise.
(e)	Accept incorrect tense unless Mark Scheme specifies otherwise.
(f)	Tolerate incorrect auxiliary unless Mark Scheme specifies otherwise.
(g)	Tolerate incorrect use of infinitive unless Mark Scheme specifies otherwise.

1.6 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 1.5 above).

1.7 Where words are combined or split inappropriately do not award the mark, e.g. 'supadre' and 'elar ticulo' (inappropriate splitting or combination is an indication that the candidate has not understood).

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1.8 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.

1.9 No response and '0' marks

There is a NR (No Response) option in **RM Assessor**.

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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1.10 Extra material:

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 recorded material. 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. The Detailed Mark Scheme cannot cover all eventualities and where specific instructions are not provided, Examiners must check the transcript to ensure the correct elements which would qualify for the mark are not contradicted or distorted by any extra material. The following, general, rules should be applied:

(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 transcript 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 original transcript:	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 heard and pure guesswork. Therefore where a particular answer is not covered in the Mark Scheme, Examiners should consult their Team Leader

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2 Detailed Mark Scheme

Section 1 Exercise 1

Question	Answer	Marks	Guidance
1	A	**1**	
2	B	**1**	
3	B	**1**	
4	D	**1**	
5	C	**1**	
6	D	**1**	
7	B	**1**	
8	A	**1**	

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Section 1 Exercise 2

Question	Answer	Marks	Guidance
9	17 diecisiete dieci-siete diez y siete diecisiete diesisiete dieci siete	**1**	**Refuse** diez siete **Refuse** diez-siete **Refuse** dieci seite **Refuse** dicisiete
10	C	**1**	
11	B	**1**	
12	sábado(s) (por la mañana HA) sábado(s) (10 a 11.30 / a las diez HA) el/en sábado	**1**	**Refuse** sábados de la INV **Refuse** mamama a las diez **Refuse** sábados once y media INV
13	A	**1**	
14	B	**1**	
15	C	**1**	

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Section 2 Exercise 1

Question	Answer	Marks	Guidance
16	**(a)** **(b)** ✓ **(c)** **(d)** **(e)** ✓ **(f)** **(g)** ✓ **(h)** ✓ **(i)** **(j)** **(k)** ✓ **(l)** ✓ Type in the letter for each correct option:	**6**	A mark out of 6 is entered for the whole exercise in the mark input box. USE MARKING TOOL TO TICK '✓' EACH CORRECT ANSWER UNLESS ALL 6 CORRECT If more than 6 boxes are ticked by the candidate, indicate 'working' in 'Comments' box: e.g. 7 boxes ticked of which 6 are correct use formula 6 – 1 = 5 (where 1 = the number of extra boxes ticked).

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Section 2 Exercise 2: Part 1

Question	Answer	Marks	Guidance
17	histórico/a istórico/a	**1**	**Refuse** historia **Refuse** historical **Refuse** antiguo
18	pintor	**1**	**Refuse** paintor **Refuse** pinto **Refuse** pintur/pinturo/pintura/pinture
19	playa plaia cerca del mar	**1**	**Refuse** plaja
20	regaló regalo	**1**	**Refuse** dar a regalo **Refuse** compró
21	mejor	**1**	**Refuse** major/mayor **Refuse** mellor **Refuse** buen(o) **Refuse** bien

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Section 2 Exercise 2: Part 2

Question	Answer	Marks	Guidance
22	(en) (un) hotel (en) hoteles (en) hotels (en) oteles	1	**Refuse** motels **Refuse** hotelos **Refuse** otels **Refuse** hotelles **Refuse** dormir de hoteles
23	(el) pie	1	**Refuse** piel **Refuse** pied **Refuse** piez **Refuse** doli a pie cuando carrera **Refuse** a pie
24	(más/mucho) arroz (más/mucho) arros (más/mucho) aroz	1	**Refuse** aros

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Question	Answer	Marks	Guidance
25	entrenar (a) niños entrenar cómo correr (a) niños entrenador de niños entrena niños	1	**Refuse** ninos (for *niños*) **Refuse** entrenada/entreñado niños **Refuse** entreñar/entenar/en trenar/entrener/entranar/ entrainar niños **Refuse** te gustaría entrenar niños **Refuse** entrenar/entrenador ***tc*** **Refuse** entrenador niños **Refuse** entrena de niños **Refuse** trabajar con niños **Refuse** enseñar a los niños ***tc***

Note: For questions with 2 interchangeable answers: 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)

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Section 3 Exercise 1

Question	Answer	Marks	Guidance
26	C	**1**	
27	A	**1**	
28	B	**1**	
29	D	**1**	
30	A	**1**	
31	C	**1**	

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Section 3 Exercise 2

Question	Answer	Marks	Guidance
32	(hace) medio/media siglo desde/el medio siglo medio ciglo (hace) 50 años (hace) cincuenta años	1	**Refuse** medios siglo **Refuse** muchos años **Refuse** sieglo
33	(en (una)) fábrica factoría fabrika trabajan… (accept present tense)	1	**Refuse** de una fábrica **Refuse** una fábrica con animales INV **Refuse** era una fábrica de la familia INV **Refuse** fabric(o)
34(i)	quería/quiería/querría descansar ((d)el trabajo) pueda descansar ((d)el trabajo) cansado de(l) trabajo *The answers to questions 34(i) and 34(ii) are interchangeable. Candidates may give the answer to 34(ii) for 34(i) and vice versa. This is acceptable.*	1	**Refuse** quería descancar/descanser **Refuse** cansado trabajo **Refuse** descansar del trabajo ***tc*** **Refuse** quería descansar para/en/un el trabajo

Question	Answer	Marks	Guidance
34(ii)	era bastante mayor (maior / mallor) es/fue/está/estaba bastante mayor era bastante maior/mallor) Víctor era bastante mayor (Victor) trabajó allí durante mucho tiempo (*accept if it is clear that the subject of the answer is Víctor*) (Victor) era bastante menor que él (*accept if it is clear that the subject of the answer is Víctor*) (Victor) trabajó allí desde (los) dieciséis años (*accept if it is clear that the subject of the answer is Víctor*) *The answers to questions 34(i) and 34(ii) are interchangeable. Candidates may give the answer to 34(ii) for 34(i) and vice versa. This is acceptable.*	1	**Refuse** era bas tante mayor **Refuse** era bastante major **Refuse** era bastante meyor **Refuse** era muy antiguo
35	disfruta(r) (d)el trabajo disfrute/disfruto (d)el trabajo disfrutar al trabajo	1	**Refuse** disfruta(r) la experiencia **Refuse** desfruitir/disfrutir/disfruter… **Refuse** desfrutar… **Refuse** disfruta ***tc***
36	(a) personas con problemas de salud (a) personas con problemas con/para salud	1	**Refuse** salude/salu/salut/salun (for *salud*) **Refuse** problemas de salud ***tc*** **Refuse** problema(o)s

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Question	Answer	Marks	Guidance
37	la mayoría repite(n) la experiencia/experiencia repiten/repeten/repita(n) la experiencia repetir/repitir la experiencia la malloría/maioría repite(n)/repete(n)/repita(n) la experiencia	1	**Refuse** repiter/repetar/repeater/repeater/repeta (for *repetir*) **Refuse** experenca/experienza/experencia (for *experiencia*) **Refuse** experiencia ***tc*** **Refuse** la mayoría repite ***tc*** **Refuse** repite la experiencia (the verb in the singular would refer to Víctor)
38	(a) principio(s) (de) agosto	1	**Refuse** (a) principio(s) (de) augosto **Refuse** (a) principio(s) (de) augusto **Refuse** (a) principio(s) (de) agusto **Refuse** prencipios
39	son/es (más/muy) pequeño/a(s) están más pequeños	1	**Refuse** pequenos (for *pequeños*) **Refuse** cabellos (for *caballos*) **Refuse** caballos hay pequeño **Refuse** eso más pequeños **Refuse** por qué son más pequeños

Note: For questions with 2 interchangeable answers: 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)

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Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

CANDIDATE NAME									
CENTRE NUMBER						CANDIDATE NUMBER				

5101495109

SPANISH **0530/12**

Paper 1 Listening **May/June 2018**

Approx. 45 minutes

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces at the top of this page.
Write in dark blue or black pen.
Do not use staples, paper clips, glue or correction fluid.
DO **NOT** WRITE IN ANY BARCODES.

Answer **all** questions.

The number of marks is given in brackets [ ] at the end of each question or part question.

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This document consists of **11** printed pages and **1** blank page.

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Sección 1

Ejercicio 1 Preguntas 1–8

En esta sección del examen vas a oír una serie de observaciones o diálogos cortos que podrías oír en países donde se habla español.

Para cada pregunta indica tu respuesta escribiendo una X en la casilla correcta.

Vas a oír cada observación o diálogo dos veces.

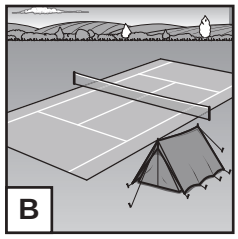
Estás con tu amiga española en un camping.

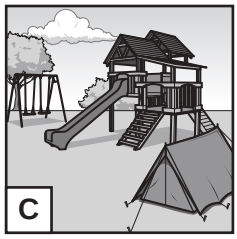
1 En la recepción del camping, el recepcionista dice:

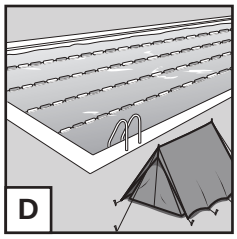
¿Dónde hay un sitio?

A	
B	
C	
D	









[1]

2 El recepcionista dice:

¿Cuánto cuesta el camping al día?

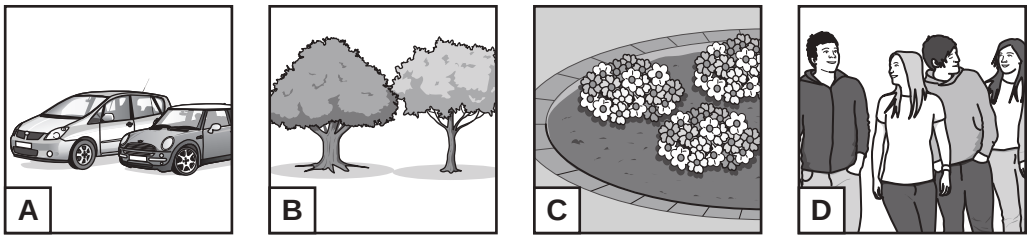
A		€15
B		€25
C		€35
D		€50

[1]

3 Más tarde, tu amiga dice:

¿Qué ve tu amiga en el camping?

A	
B	
C	
D	

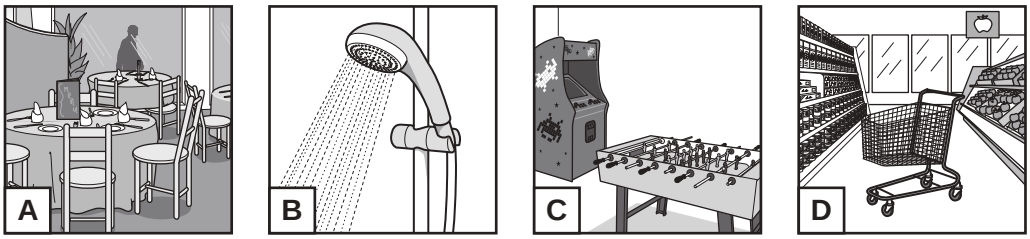


[1]

4 Después, tu amiga pregunta:

¿Adónde quiere ir tu amiga?

A	
B	
C	
D	

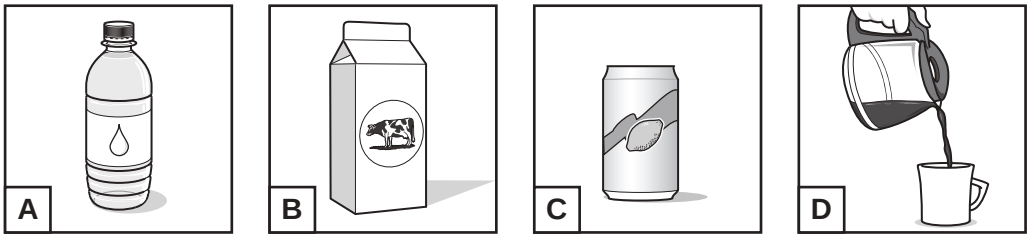


[1]

5 Tu amiga te da algo. Dice:

¿Qué te da tu amiga?

A	
B	
C	
D	



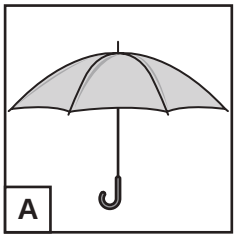
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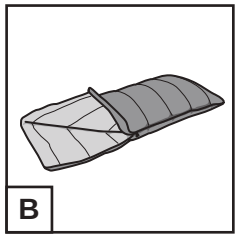
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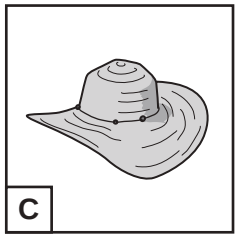
6 Tu amiga necesita algo. Dice:

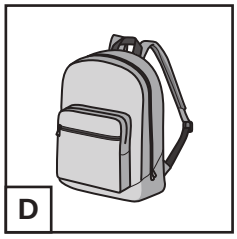
¿Qué va a buscar tu amiga?

A	
B	
C	
D	







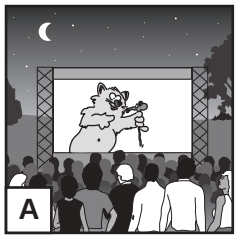


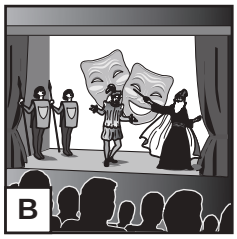
[1]

7 Tu amiga ve un anuncio. Dice:

¿Qué hay esta noche?

A	
B	
C	
D	







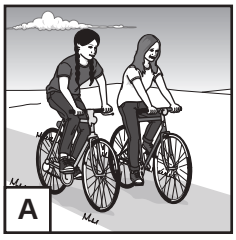


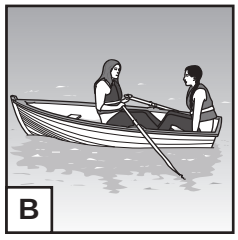
[1]

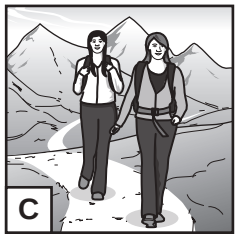
8 Tu amiga dice:

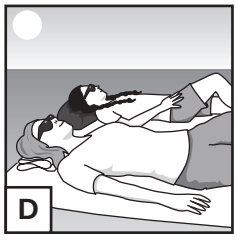
¿Qué quiere hacer tu amiga mañana?

A	
B	
C	
D	









[1]

[Total: 8]

Ejercicio 2 Preguntas 9–15

Vas a oír un anuncio sobre un club de lectura para jóvenes.

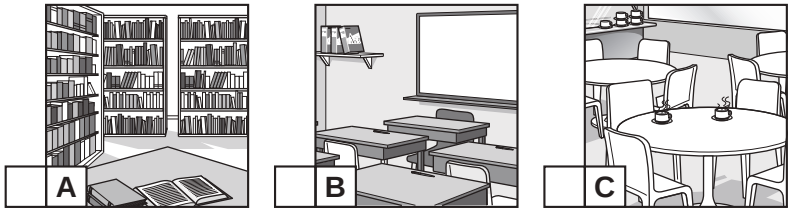
Escúchalo con atención y completa la ficha **en español**. Habrá una pausa durante el anuncio.

Vas a oír el anuncio dos veces, pero antes tienes unos segundos para leer las preguntas.

Club de lectura para jóvenes

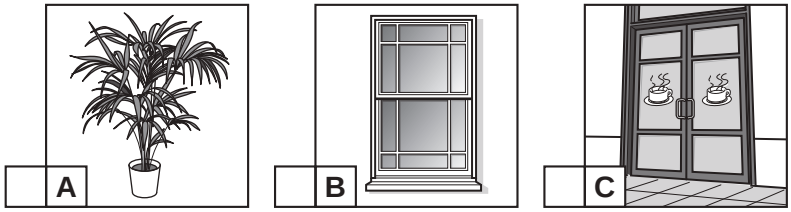
9 Pueden participar chicos y chicas de entre 14 y ..... años. [1]

10 ¿Dónde tiene lugar el club de lectura? *(indica **1** respuesta)*



[1]

11 La mesa donde se reúnen los jóvenes está al lado de: *(indica **1** respuesta)*

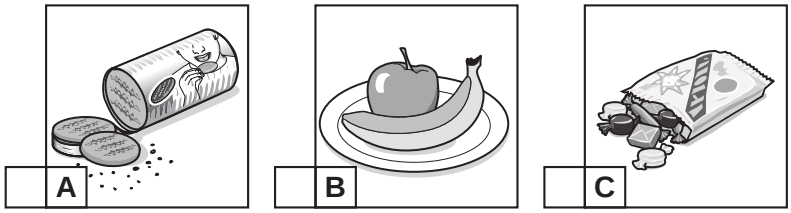


[1]

12 Día en el que se reúne el club de lectura: ..... [1]

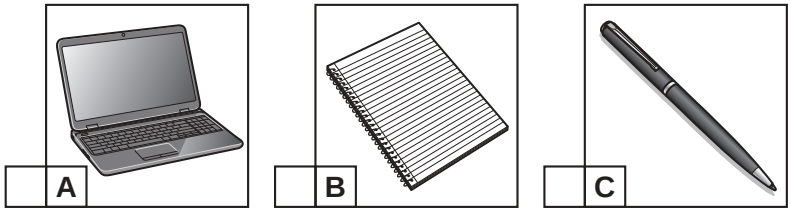
[PAUSA]

13 ¿Qué se puede comer en el club de lectura? *(indica **1** respuesta)*



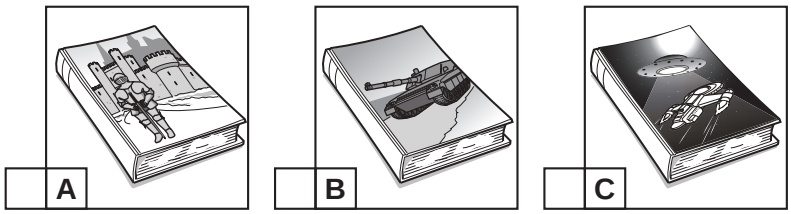
[1]

14 Al club recomiendan traer: *(indica **1** respuesta)*



[1]

15 ¿De qué tipo de novela van a hablar este mes? *(indica **1** respuesta)*



[1]

[Total: 7]

Sección 2

Ejercicio 1 Pregunta 16

Vas a oír la opinión de cuatro jóvenes sobre sus amigos. Escucha lo que dicen con atención y escribe una X en la casilla si la afirmación es Verdad.

Hay que marcar **solo 6** casillas (XXXXXX).

Vas a oír lo que dicen dos veces, pero antes tienes unos segundos para leer las afirmaciones.

	VERDAD
Mariana	
(a) Mariana encuentra fácil hacer amigos.	☐
(b) La mejor amiga de Mariana es su hermana.	☐
(c) A Mariana le gustaría tener novio.	☐
Emilio	
(d) Para Emilio, su familia es lo más importante.	☐
(e) Emilio va de vacaciones con sus amigos.	☐
(f) A Emilio y a sus amigos les gusta el mismo tipo de comida.	☐
Susana	
(g) Susana y su mejor amiga se conocieron en un tren.	☐
(h) A Susana y a su mejor amiga les interesa la misma música.	☐
(i) Susana ve a su mejor amiga todos los días.	☐
Arturo	
(j) Arturo tiene problemas para conocer a chicas.	☐
(k) Arturo y su mejor amigo, Paco, son vecinos.	☐
(l) El mejor amigo de Arturo tiene buen carácter.	☐

[Total: 6]

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Ejercicio 2 Preguntas 17–25

Vas a oír una entrevista con Miguel, que hace deporte en su tiempo libre. Escúchala con atención y contesta a las preguntas. Habrá una pausa durante la entrevista.

Primera parte: Preguntas 17 a 21. En cada frase hay algo que no corresponde a lo que se dice en la entrevista. Escucha la entrevista y escribe la palabra correcta **en español**.

Vas a oír la primera parte de la entrevista dos veces, pero antes tienes unos segundos para leer las preguntas 17 a 21.

17 El barrio donde vive Miguel es ~~***moderno***~~. .....[1]

18 Miguel trabaja como ~~***arquitecto***~~. .....[1]

19 Miguel prefiere correr en la ~~***pista***~~. .....[1]

20 El abuelo de Miguel le ~~***critico***~~ las zapatillas. .....[1]

21 Miguel corre ~~***mal***~~ cuando hace calor. .....[1]

[PAUSA]

Segunda parte: Preguntas 22 a 25. Vas a oír la segunda parte de la entrevista dos veces. Escúchala y contesta a las preguntas **en español**. Tienes unos segundos para leer las preguntas.

22 ¿Dónde **no** le gusta dormir a Miguel cuando está lejos de casa?

.....[1]

23 ¿Cuál es la parte del cuerpo que le dolía a Miguel?

.....[1]

24 Según sus compañeros, ¿qué debería comer Miguel?

.....[1]

25 ¿Qué quiere hacer Miguel en el futuro?

.....[1]

[Total: 9]

Sección 3

Ejercicio 1 Preguntas 26–31

Vas a oír una conversación entre Marta y Pablo, dos amigos españoles.

Escúchala con atención y contesta a las preguntas escribiendo una X en la casilla correcta.

Habrá una pausa durante la conversación.

Vas a oír la conversación dos veces, pero antes tienes unos segundos para leer las preguntas.

26 ¿Qué es lo único que ha hecho Marta desde que volvió de Colombia?

A		guardar la ropa
B		limpiar la casa
C		visitar a su familia
D		ver sus fotos [1]

27 El tema del proyecto que hizo Marta en Colombia era…

A		el medio ambiente.
B		el turismo.
C		la historia.
D		la enseñanza. [1]

28 ¿Qué ventaja tenía la casa donde vivió Marta?

A		Era gratis.
B		Estaba cerca del trabajo.
C		Estaba en la capital.
D		Tenía mucho espacio. [1]

[PAUSA]

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29 ¿Qué le sorprendió a Marta del pueblo de Salento?

A	☐	el clima variable
B	☐	el paisaje verde
C	☐	las casas de colores
D	☐	la comida deliciosa [1]

30 Marta dice que el *Parque de Atracciones del Café*…

A	☐	era diferente a los que había visitado antes.
B	☐	tenía pocas cosas para los niños.
C	☐	cerraba demasiado temprano.
D	☐	debería reducir las colas de la entrada. [1]

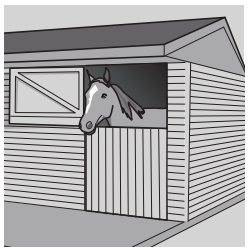
31 ¿Qué va a hacer Marta con sus amigos colombianos durante las vacaciones?

A	☐	descansar en la montaña
B	☐	reunirse de nuevo en Colombia
C	☐	hacer un viaje en coche
D	☐	visitar monumentos famosos [1]

[Total: 6]

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Ejercicio 2 Preguntas 32–39



Vas a oír una entrevista con Víctor, director de un centro de equitación.

Escúchala con atención y contesta a las preguntas **en español**.

Habrá dos pausas durante la entrevista.

Vas a oír la entrevista dos veces, pero antes tienes unos segundos para leer las preguntas.

32 ¿Cuánto tiempo lleva funcionando el centro de equitación?

.....[1]

33 ¿Dónde trabajaban los padres de Víctor?

.....[1]

34 ¿Por qué el dueño del centro le dio el trabajo de director a Víctor? Da **dos** razones.

(i) .....[1]

(ii) .....[1]

[PAUSA]

35 ¿Qué consejo le dio el dueño del centro a Víctor?

.....[1]

36 Los domingos, ¿para quiénes se organizan paseos a caballo?

.....[1]

[PAUSA]

37 Para Víctor, ¿cuál es la mejor prueba de que los clientes lo pasan muy bien?

.....[1]

38 ¿Cuándo hay más empleados en el centro de equitación?

.....[1]

39 ¿Por qué los caballos del norte de España son ideales para los niños?

.....[1]

[Total: 9]

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SPANISH **0530/12**

Paper 1 Listening **May/June 2018**

TRANSCRIPT

Approx. 45 minutes

This 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.

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TRACK 1

ENG This is the Cambridge International Examinations, International General Certificate of Secondary Education, June 2018 Examination, in Spanish. Paper 1, Listening.

TRACK 2

M1 **Sección 1**

M1 **Ejercicio 1. Preguntas 1 a 8.**

M1 En esta sección del examen vas a oír una serie de observaciones o diálogos cortos que podrías oír en países donde se habla español.

M1 Para cada pregunta indica tu respuesta escribiendo una X en la casilla correcta.

M1 Vas a oír cada observación o diálogo dos veces.

M1 Estás con tu amiga española en un camping.

M1 **Número 1**

M1 En la recepción del camping, el recepcionista dice:

* [SETTING: INTERIOR]

M2 Hay un sitio al lado del río.

M1 ¿Dónde hay un sitio? **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

M1 **Número 2**

M1 El recepcionista dice:

* [SETTING: INTERIOR]

M2 El camping cuesta veinticinco euros al día.

M1 ¿Cuánto cuesta el camping al día? **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

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M1 **Número 3**

M1 Más tarde, tu amiga dice:

* [SETTING: EXTERIOR]

F2 Mira, hay muchos árboles aquí.

M1 ¿Qué ve tu amiga en el camping? **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

M1 **Número 4**

M1 Después, tu amiga pregunta:

* [SETTING: EXTERIOR]

F2 ¿Vamos al supermercado?

M1 ¿Adónde quiere ir tu amiga? **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

M1 **Número 5**

M1 Tu amiga te da algo. Dice:

* [SETTING: EXTERIOR]

F2 *Toma esta limonada.*

M1 ¿Qué te da tu amiga? **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

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M1 **Número 6**

M1 Tu amiga necesita algo. Dice:

* [SETTING: EXTERIOR]

F2 *Voy a buscar la mochila.*

M1 ¿Qué va a buscar tu amiga? **

PAUSE 00’10”
REPEAT FROM * TO **
PAUSE 00’05”

M1 **Número 7**

M1 Tu amiga ve un anuncio. Dice:

* [SETTING: EXTERIOR]

F2 *Esta noche hay una obra de teatro. ¿Vamos?*

M1 ¿Qué hay esta noche? **

PAUSE 00’10”
REPEAT FROM * TO **
PAUSE 00’05”

M1 **Número 8**

M1 Tu amiga dice:

* [SETTING: EXTERIOR]

F2 *Mañana podemos dar un paseo en bicicleta.*

M1 ¿Qué quiere hacer tu amiga mañana? **

PAUSE 00’10”
REPEAT FROM * TO **
PAUSE 00’05”

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TRACK 3

M1 **Ejercicio 2. Preguntas 9 a 15.**

M1 Vas a oír un anuncio sobre un club de lectura para jóvenes. Escúchalo con atención y completa la ficha en español. Habrá una pausa durante el anuncio.

M1 Vas a oír el anuncio dos veces, pero antes tienes unos segundos para leer las preguntas.

PAUSE 00'30"

* [SETTING: RADIO ADVERT]

F1 *Ahora, información sobre las actividades del mes. Si te gusta leer, ven al club de lectura para jóvenes organizado por chicos y chicas del pueblo. Pueden venir todos los jóvenes entre 14 y 17 años interesados en hablar de sus libros favoritos.*

El club tiene lugar en la cafetería Luna, que está cerca del mercado.

Los jóvenes se reúnen en una mesa al lado de la ventana; es una zona tranquila con vistas al castillo.

El club de lectura es los sábados por la mañana, de las diez a las once y media. No importa si llegas un poco tarde.

PAUSE 00'05"

F1 *Durante las reuniones del club hay galletas y algo para beber. Los miembros solo tienen que pagar tres euros al mes – y ya está.*

Si quieres participar, te recomendamos traer un cuaderno para tomar notas. Nosotros te damos los libros.

*Ya hemos elegido la novela para este mes. Vamos a hablar de la novela llamada Estrella. Es una novela de ciencia ficción que ha tenido mucho éxito con los jóvenes. Si te interesa, envía un correo electrónico al club. ***

PAUSE 00'10"

M1 Ahora vas a oír el anuncio por segunda vez.

REPEAT FROM * TO **
PAUSE 00'10"

TRACK 4

M1 **Sección 2**

M1 **Ejercicio 1. Pregunta 16.**

M1 Vas a oír la opinión de cuatro jóvenes sobre sus amigos.

M1 Escucha lo que dicen con atención y escribe una X en la casilla si la afirmación es Verdad.

M1 Hay que marcar solo 6 casillas.

M1 Vas a oír lo que dicen dos veces, pero antes tienes unos segundos para leer las afirmaciones.

PAUSE 00'30"

M1 Escucha lo que dicen los jóvenes.

* [SETTING: INTERIOR]

F2 *Hola, soy Mariana. Para mí, hacer amigos es complicado: mis padres trabajan para una compañía internacional y nos tenemos que cambiar de país con frecuencia. Por suerte, mi hermana gemela y yo nos llevamos genial; ella es mi mejor amiga. Nos contamos todo desde que éramos pequeñas, aunque ahora, desde que yo tengo novio, pasamos menos tiempo juntas.*

PAUSE 00'05"

M1 *Me llamo Emilio. Para mí, como no tengo mucha familia, la amistad es lo más importante en mi vida. Por eso, durante las vacaciones mis amigos y yo pasamos tres semanas juntos en la costa. Nos gustan las mismas cosas como ir a museos, visitar pueblos típicos y cosas así. Lo único en lo que no estamos de acuerdo es en la comida porque a cada uno le gustan platos diferentes.*

PAUSE 00'05"

F1 *Yo soy Susana. Mi mejor amiga y yo hablamos por primera vez durante un viaje en tren. Ella llevaba una camiseta de mi grupo de música favorito. Yo le pregunté si le gustaba y me dijo que sí. De hecho, íbamos al mismo concierto y así empezó nuestra amistad. Aunque vivimos en ciudades diferentes, nos vemos los fines de semana y hablamos por teléfono casi todos los días.*

PAUSE 00'05"

M2 *Hola, soy Arturo. Yo nunca he tenido problemas para hacer amigos, tanto chicos como chicas. Mi mejor amigo se llama Paco. Nos conocemos desde que empezamos el colegio y vive justo al lado de mi casa. Me gusta estar con él porque siempre está de buen humor y, en los malos momentos, me hace reír. ***

PAUSE 00'10"

M1 Ahora vas a oír a los jóvenes por segunda vez.

REPEAT FROM * TO **
PAUSE 00'10"

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TRACK 5

M2 **Ejercicio 2. Preguntas 17 a 25.**

M2 Vas a oír una entrevista con Miguel, que hace deporte en su tiempo libre.

M2 Escúchala con atención y contesta a las preguntas.

M2 Habrá una pausa durante la entrevista.

M2 **Primera parte: Preguntas 17 a 21.**

M2 En cada frase hay algo que no corresponde a lo que se dice en la entrevista. Escucha la entrevista y escribe la palabra correcta en español.

M2 Vas a oír la primera parte de la entrevista dos veces, pero antes tienes unos segundos para leer las preguntas 17 a 21.

PAUSE 00'30"

* [SETTING: INTERIOR]

F2 *Buenas tardes. Hoy estamos con Miguel. Miguel, ¿nos puedes hablar un poco de tu vida?*

M1 *Pues, estoy casado y vivo en el barrio histórico de la ciudad, donde mi mujer tiene una tienda. Me gusta mucho correr y en mi tiempo libre participo en todas las carreras que puedo.*

F2 *¿Entonces no eres atleta de profesión?*

M1 *No, solo por diversión. Yo trabajo como pintor. Tengo mi propio negocio, así que puedo organizar mi tiempo libre fácilmente cuando hay alguna carrera.*

F2 *Participas en carreras de diferentes tipos. ¿En cuál eres mejor?*

M1 *Más o menos soy igual en todos pero lo que realmente disfruto es correr en la playa. ¡Me encanta estar cerca del mar!*

F2 *Eres famoso entre tus compañeros por tu ropa. ¿Por qué?*

M1 *Desde hace años llevo las mismas zapatillas para correr. Están un poco viejas. Mi abuelo me regaló estas zapatillas; me gusta pensar que me dan suerte.*

F2 *Para ti, ¿cómo es el día perfecto para correr?*

M1 *Me gusta que cada carrera sea diferente pero, como muchos deportistas, odio el viento. Yo corro mejor si hace calor; me da energía.* **

PAUSE 00'20"

M2 Ahora vas a oír la primera parte de la entrevista por segunda vez.

REPEAT FROM * TO **
PAUSE 00'20"

M2 **Segunda parte: Preguntas 22 a 25.**

M2 Vas a oír la segunda parte de la entrevista dos veces. Escúchala y contesta a las preguntas en español. Tienes unos segundos para leer las preguntas.

PAUSE 00'30"

*** [SETTING: INTERIOR]

F2 *Ahora participas en carreras por toda España. ¿Es duro estar lejos de casa?*

M1 *Bueno, tengo unos compañeros fantásticos y lo pasamos bien. Lo que no aguanto es dormir en hoteles; siempre que puedo, me quedo en casa de algún amigo.*

F2 *¿Has tenido algún problema?*

M1 *El año pasado me caí en una carrera y durante unos meses me dolía el pie cuando corría pero ya estoy bien.*

F2 *¿Sigues alguna dieta especial?*

M1 *No, pero intento comer bien: fruta, verduras ... Mis compañeros me recomiendan comer más arroz pero no me gusta mucho, así que como pan, espaguetis y cosas así.*

F2 *¿Qué ambiciones tienes como deportista?*

M1 *Cuando deje las competiciones, en unos años, me gustaría entrenar a niños. Correr es un deporte muy completo y creo que más gente lo debe practicar.* ****

PAUSE 00'20"

M2 Ahora vas a oír la segunda parte de la entrevista por segunda vez.

REPEAT FROM *** TO ****
PAUSE 00'20"

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TRACK 6

M1 **Sección 3**

M1 **Ejercicio 1. Preguntas 26 a 31.**

M1 Vas a oír una conversación entre Marta y Pablo, dos amigos españoles.

M1 Escúchala con atención y contesta a las preguntas escribiendo una X en la casilla correcta.

M1 Habrá una pausa durante la conversación.

M1 Vas a oír la conversación dos veces, pero antes tienes unos segundos para leer las preguntas.

PAUSE 01'00"

* [SETTING: INTERIOR]

M2 *Hola Marta, ¿qué tal? Me dijeron que has estado un tiempo en Colombia.*

F2 *Hola, Pablo. Pues sí, acabo de volver y todavía no he encontrado el momento ni de sacar la ropa de la maleta y guardarla en el armario. Tampoco he visto a mis amigos. Como he estado allí casi seis meses, ahora, al llegar, he tenido que visitar a toda la familia y no he tenido tiempo para hacer nada más.*

M2 *¿Seis meses? Es mucho tiempo, ¿no?*

F2 *A mí se me ha pasado rapidísimo. Me fui para hacer un proyecto medioambiental en la zona donde se cultiva café y estuve trabajando en una granja ecológica. También pude hacer algo de turismo y aprender sobre la historia del país.*

M2 *¡Qué bien! Me gustaría hacer algo así. ¿Dónde te alojaste?*

F2 *En el pueblo de Salento. Mi plan, al principio, era alojarme con una familia y ahorrar dinero. Sin embargo, cuando llegué, una empleada de la granja me ofreció alquilar su casa a precio reducido mientras ella estaba en la capital. La casa, aunque no era muy grande, estaba al lado del trabajo. Me hacía ilusión vivir sola y Salento es un pueblo muy seguro. Por eso acepté.*

PAUSE 00'15"

M2 *¿Qué te sorprendió del pueblo?*

F2 *Pues, por las fotos en las revistas ya sabía que las casas eran de colores y que el paisaje era muy verde. Todo eso fue como esperaba. Para mí una gran sorpresa fue la comida: los restaurantes servían unos platos de pescado de río con plátano frito que estaban riquísimos.*

M2 *¿Hubo algún lugar que te gustó especialmente?*

F2 *Pues, no muy lejos del pueblo había un parque de atracciones llamado el Parque de Atracciones del Café. Tenía un montón de cosas divertidas para niños y adultos. No se parecía en nada a los parques de atracciones en los que había estado antes. Fui con un amigo y sus hijos y lo pasaron genial. Nos quedamos hasta muy tarde por la noche.*

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M2 *Suena fantástico. ¿Ahora tienes algún plan?*

F2 *Tengo que continuar mi proyecto aquí. Cuando lo termine, me tomaré dos semanas de vacaciones. Hice buenos amigos en Colombia y los he invitado a venir a verme a España. Vamos a recorrer varios sitios en coche por la costa para que conozcan esta parte del país que no es tan famosa. ***

PAUSE 00'15"

M1 Ahora vas a oír la conversación por segunda vez.

REPEAT FROM * TO **
PAUSE 00'15"

TRACK 7

M2 **Ejercicio 2. Preguntas 32 a 39.**

M2 Vas a oír una entrevista con Víctor, director de un centro de equitación.

M2 Escúchala con atención y contesta a las preguntas en español.

M2 Habrá dos pausas durante la entrevista.

M2 Vas a oír la entrevista dos veces, pero antes tienes unos segundos para leer las preguntas.

PAUSE 00'45"

* [SETTING: INTERIOR]

F1 *Hoy hablamos con Víctor, que trabaja en un centro de equitación. Víctor, cuéntanos lo que haces.*

M1 *Pues, dirijo un centro de equitación que abrió hace medio siglo. Está en el este de España.*

F1 *¿Es un negocio de la familia?*

M1 *Pues no. Yo aprendí a montar cuando unos amigos me invitaron a su casa en el campo. Mis padres trabajaban en una fábrica y a nadie de mi familia le interesaba trabajar con animales.*

F1 *¿Cómo llegaste a ser director del centro de equitación?*

M1 *Trabajo aquí desde los dieciséis años. Al principio lo hacía en mi tiempo libre, cuando no tenía que estudiar. Desde entonces han pasado muchos años y hace poco el dueño me ofreció el trabajo de director. Él quería descansar del trabajo. Por otro lado, también era bastante mayor. Yo acepté encantado.*

PAUSE 00'20"

F1 *¿El dueño te dio algún consejo?*

M1 *Él sabía que yo había estudiado y por eso estaba preparado. Solo me recomendó una cosa: "Disfruta del trabajo. Eso es lo esencial." Yo lo hago. Estoy contento porque trabajo rodeado de naturaleza y compañeros fantásticos.*

F1 *¿Qué hacéis en el centro?*

M1 *Por supuesto, clases de equitación, de salto, excursiones… También hacemos algo que para mí es lo más especial: los domingos ofrecemos paseos a caballo a personas con problemas de salud. Es muy emocionante.*

PAUSE 00'20"

F1 *¿Los clientes están contentos?*

M1 *Mucho. Nos lo dicen en persona, por correo y por las redes sociales. Todo esto está bien pero lo que realmente me convence es que la mayoría repite la experiencia.*

F1 *¿Cuántas personas trabajan en el centro?*

M1 *Normalmente somos cinco los que estamos todos los días pero tenemos el doble de trabajadores a principios de agosto. En esa época nunca paramos.*

F1 *¿Ofrecéis algo que otros centros no tengan?*

M1 *Aparte del buen ambiente, tenemos unos caballos del norte de España excelentes para que los niños aprendan a montar, porque son más pequeños. Muchos niños ya han ganado concursos.*

F1 *Muchas gracias, Víctor.* **

PAUSE 00'45"

M2 Ahora vas a oír la entrevista por segunda vez.

REPEAT FROM * TO **
PAUSE 00'45"

M2 Se ha terminado el examen. Cierra tu cuestionario.

ENG This is the end of the examination.

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SPANISH **0530/13**

Paper 1 Listening **May/June 2018**

MARK SCHEME

Maximum Mark: 45

Published

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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PUBLISHED

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

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GENERIC MARKING PRINCIPLE 5: Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).
GENERIC MARKING PRINCIPLE 6: Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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1 General Marking Principles

1.1 It is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided in Section 2. 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 2 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.** Often the general principles will have to be weighed up against each other, e.g. the answer might pass the look-alike test (1.5(b)), but if the candidate has produced an answer that is another word in the target language they will not score (1.6).

1.2 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.

1.3 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. 2 boxes ticked instead of the 1 box stipulated), and neither has been crossed out/discounted by the candidate, no mark can be awarded.
(c)	Where candidates must tick a number of boxes (e.g. tick the 6 true statements) and tick too many, apply the following rule: deduct the number of 'extra' answers indicated by the candidate from their number of correct answers. The remaining number is the mark awarded, e.g. the candidate is asked to tick 6 statements, but ticks 8. 5 of the ticks are correctly placed, but 2 are 'extras' (8 ticks placed by candidate minus 6 ticks required by rubric = 2 'extras'). Therefore the candidate is awarded a mark of 3.
(d)	Answers in pen do not take precedence over answers in pencil, e.g. if a candidate is asked to tick 1 box and ticks 2, one in pen and the other in pencil, the mark cannot be awarded unless there is explicit indication from the candidate as to which is his/her final answer.

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1.4 For questions requiring more than one element for the answer, (i) and (ii), where the answers are interchangeable:

(a)	Both correct answers on line 1 and line 2 blank = 2
(b)	Both correct answers on line 1 and line 2 wrong = 1

(or vice-versa)

1.5 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 etc., unless Mark Scheme specifies otherwise.
(e)	Accept incorrect tense unless Mark Scheme specifies otherwise.
(f)	Tolerate incorrect auxiliary unless Mark Scheme specifies otherwise.
(g)	Tolerate incorrect use of infinitive unless Mark Scheme specifies otherwise.

1.6 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 1.5 above).

1.7 Where words are combined or split inappropriately do not award the mark, e.g. 'supadre' and 'elar ticulo' (inappropriate splitting or combination is an indication that the candidate has not understood).

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1.8 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.

1.9 No response and '0' marks

There is a NR (No Response) option in **RM Assessor**.

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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1.10 Extra material:

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 recorded material. 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. The Detailed Mark Scheme cannot cover all eventualities and where specific instructions are not provided, Examiners must check the transcript to ensure the correct elements which would qualify for the mark are not contradicted or distorted by any extra material. The following, general, rules should be applied:

(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 transcript 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 original transcript:	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 heard and pure guesswork. Therefore where a particular answer is not covered in the Mark Scheme, Examiners should consult their Team Leader

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2 Detailed Mark Scheme

Section 1 Exercise 1

Question	Answer	Marks	Guidance
1	D	**1**	
2	B	**1**	
3	A	**1**	
4	A	**1**	
5	C	**1**	
6	B	**1**	
7	A	**1**	
8	D	**1**	

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Section 1 Exercise 2

Question	Answer	Marks	Guidance
9	2000 dos mil 2 mil	**1**	**Refuse** dos/2 miles **Refuse** dos/2 mils **Refuse** dos milli
10	B	**1**	
11	B	**1**	
12	A	**1**	
13	C	**1**	
14	agosto(s)	**1**	**Refuse** agusto **Refuse** augosto **Refuse** augusto
15	C	**1**	

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Section 2 Exercise 1

Question	Answer	Marks	Guidance
16	**(a)** **(b)** ✓ **(c)** ✓ **(d)** **(e)** **(f)** ✓ **(g)** **(h)** ✓ **(i)** **(j)** **(k)** ✓ **(l)** ✓ Type in the letter for each correct option:	**6**	A mark out of 6 is entered for the whole exercise in the mark input box. USE MARKING TOOL TO TICK '✓' EACH CORRECT ANSWER UNLESS ALL 6 CORRECT If more than 6 boxes are ticked by the candidate, indicate 'working' in 'Comments' box: e.g. 7 boxes ticked of which 6 are correct use formula 6 – 1 = 5 (where 1 = the number of extra boxes ticked).

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Section 2 Exercise 2: Part 1

Question	Answer	Marks	Guidance
17	divertido	**1**	
18	muebles	**1**	**Refuse** mueblen **Refuse** nuebles **Refuse** miebles
19	leer	**1**	**Refuse** ver
20	formado formando	**1**	**Refuse** salvado
21	anuncios annuncios anumcios	**1**	**Refuse** anouncios

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Section 2 Exercise 2: Part 2

Question	Answer	Marks	Guidance
22	(un) teatro (de la ciudad)	**1**	
23	(un grupo (de)) aficionado(s) un grupo de afficionados	**1**	**Refuse** (un) grupo ***tc*** **Refuse** adificionados **Refuse** aficinados **Refuse** acionados **Refuse** affifunados **Refuse** un aficionado ***tc*** **Refuse** un group(o) de aficionados
24	(a) <u>hacer</u> películas	**1**	**Refuse** ensañar INV **Refuse** a hacer películas/peleculas **Refuse** películas ***tc***
25	(porque) todos participa(n) (en él) todos participante porque todos participarle	**1**	

Note: For questions with 2 interchangeable answers: 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)

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Section 3 Exercise 1

Question	Answer	Marks	Guidance
26	B	**1**	
27	C	**1**	
28	A	**1**	
29	D	**1**	
30	C	**1**	
31	B	**1**	

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Section 3 Exercise 2

Question	Answer	Marks	Guidance
32	(por/para) 5 años (por/para) cinco años	**1**	**Refuse** hasta 5 años **Refuse** hace 5 años
33	ganar suficiente (dinero) (para vivir)	**1**	**Refuse** es suficiente para vivir **Refuse** ganar sufficiente para viver **Refuse** ganar sufficionte/soficiente/suficuenta para vivir
34	(esperando) en los aeropuertos en el aeropuerto en los aeropuertos, cansan mucho pasa/hay muchas horas en aeropuertos	**1**	**Refuse** pasas horas ***tc*** **Refuse** muchas horas aeropuertos ***tc*** **Refuse** horas esperando en los aeropuertos INV **Refuse** pasas horas esperando de los viajes **Refuse** aeroportos
35	(tener que) repetir (siempre) los (mismos) ejercicios repitir/repeter las sesiones de ejercicios/egercicios/ ejersisios	**1**	**Refuse** repetar/repetivos/repertir/repititir (for *repetir*) **Refuse** exercicios/ejercisos (for *ejercicios*)
36	(la) competencia (es triste HA) (la) competensia	**1**	**Refuse** competicia **Refuse** han debido a la competencia

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Question	Answer	Marks	Guidance
37	(algún/un) periodista (los/las) periodistas (me enfada tanto HA)	**1**	**Refuse** la periodista **Refuse** las periodisca **Refuse** el periodista **Refuse** su novio
38	(cómo/en) <u>proteger</u> la/tu vida privada	**1**	**Refuse** protegir (for *proteger*) **Refuse** la vida privada **Refuse** ser una persona normal **Refuse** cómo proteger la vida ***tc***
39	(uno) <u>se siente</u> más <u>cómodo</u> <u>es/está</u> más/muy cómodo <u>(le) ayuda</u> mucho	**1**	**Refuse** (siente) más comodo ***tc*** **Refuse** le ayudar mucho, cómodo **Refuse** porque viaja mucho
40	<u>exposiciones</u>/expociciones (de arte moderno) exposiciones en un lugar de arte moderno	**1**	**Refuse** (arte) moderno

Note: For questions with 2 interchangeable answers: 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)

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Cambridge International General Certificate of Secondary Education

CANDIDATE NAME									
CENTRE NUMBER						CANDIDATE NUMBER				

9483660491

SPANISH **0530/13**

Paper 1 Listening **May/June 2018**

Approx. 45 minutes

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces at the top of this page.
Write in dark blue or black pen.
Do not use staples, paper clips, glue or correction fluid.
DO **NOT** WRITE IN ANY BARCODES.

Answer **all** questions.

The number of marks is given in brackets [ ] at the end of each question or part question.

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This document consists of **11** printed pages and **1** blank page.

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Sección 1

Ejercicio 1 Preguntas 1–8

En esta sección del examen vas a oír una serie de observaciones o diálogos cortos que podrías oír en países donde se habla español.

Para cada pregunta indica tu respuesta escribiendo una X en la casilla correcta.

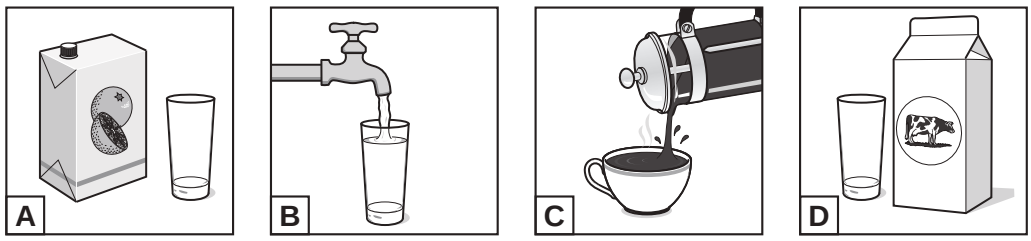
Vas a oír cada observación o diálogo dos veces.

Estás en la casa de tu amiga española.

1 Por la mañana, tu amiga te dice:

¿Qué bebe tu amiga para el desayuno?

A	
B	
C	
D	

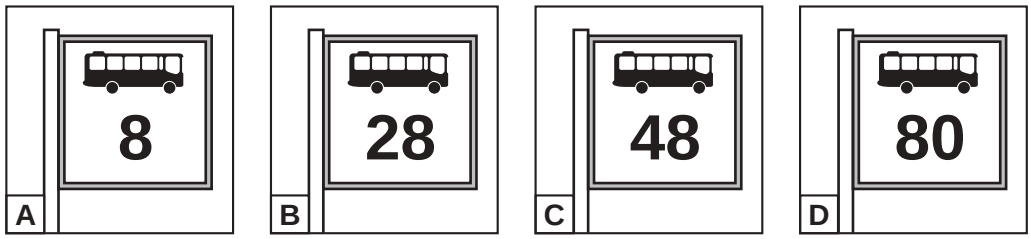


[1]

2 Tu amiga sale de casa. Te dice:

¿Qué número de autobús toma tu amiga?

A	
B	
C	
D	

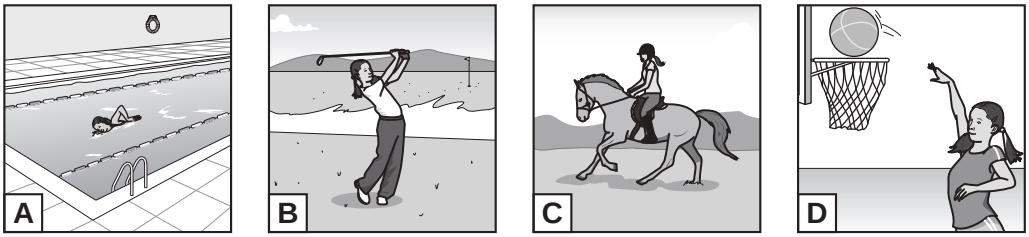


[1]

3 Tu amiga te dice:

¿Qué va a hacer tu amiga?

A	
B	
C	
D	

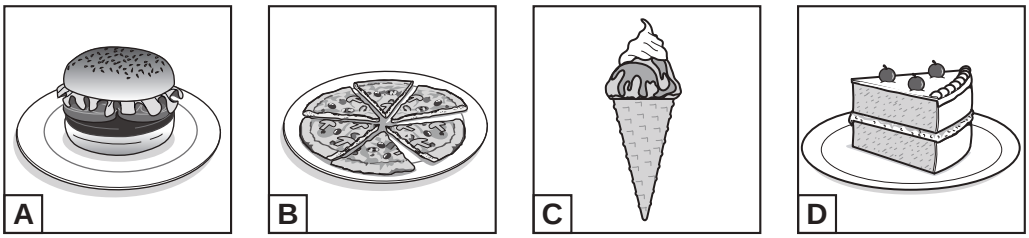


[1]

4 Tu amiga explica:

¿Qué va a comer tu amiga?

A	
B	
C	
D	

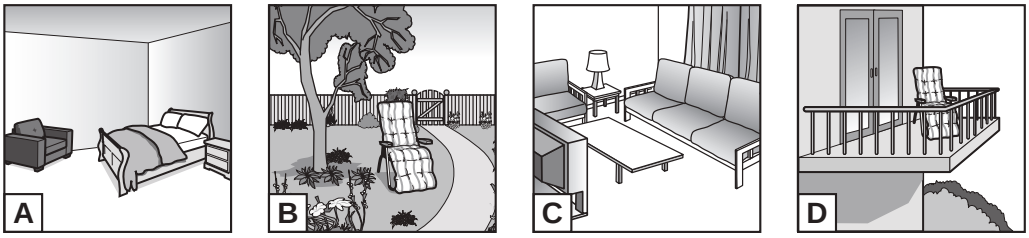


[1]

5 Tu amiga sugiere:

¿Dónde te sugiere leer tu amiga?

A	
B	
C	
D	

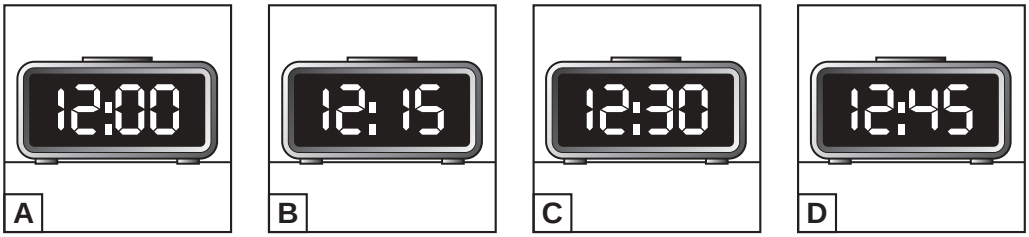


[1]

6 Preguntas a tu amiga a qué hora va a volver. Te responde:

¿A qué hora va a volver tu amiga?

A	
B	
C	
D	



[1]

7 Cuando vuelve a casa, tu amiga dice:

¿A quién vio tu amiga en el club?

A	
B	
C	
D	

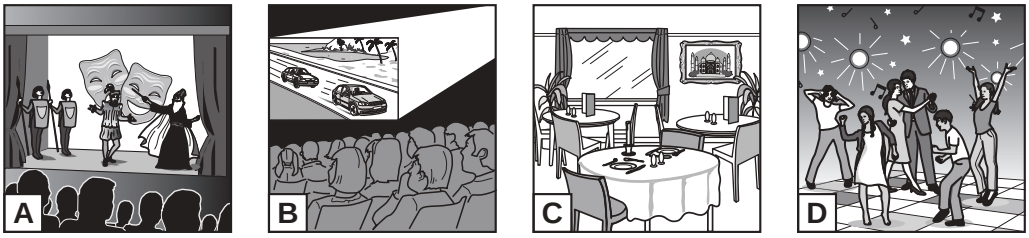


[1]

8 Vais a salir esta noche. Tu amiga te sugiere:

¿Qué te sugiere tu amiga?

A	
B	
C	
D	



[1]

[Total: 8]

Ejercicio 2 Preguntas 9–15

Vas a oír un anuncio de una región turística en Chile.

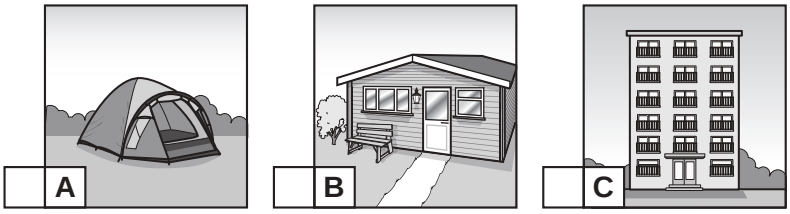
Escúchalo con atención y completa la ficha en español. Habrá una pausa durante el anuncio.

Vas a oír el anuncio dos veces, pero antes tienes unos segundos para leer las preguntas.

Turismo en Chile

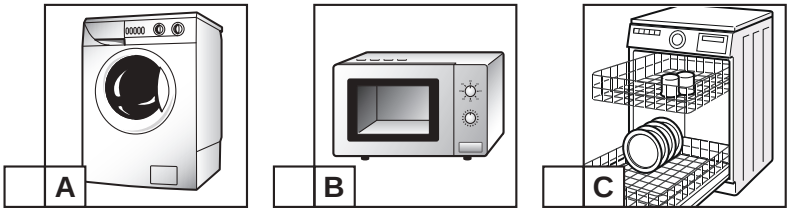
9 Casapalca está situado a ..... metros sobre el nivel del mar. [1]

10 Alojamiento: *(indica **1** respuesta)*



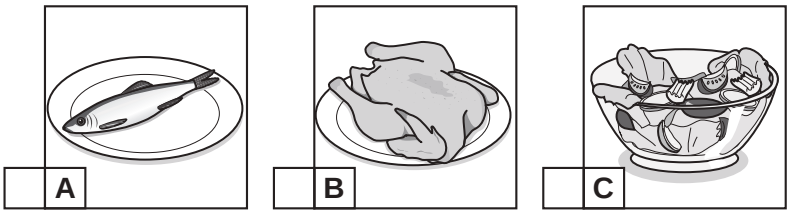
[1]

11 En la cocina hay: *(indica **1** respuesta)*



[1]

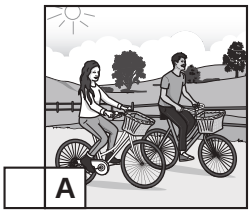
12 Especialidad en el restaurante: *(indica **1** respuesta)*

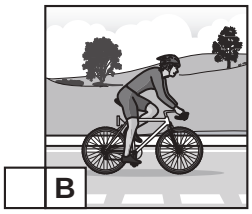


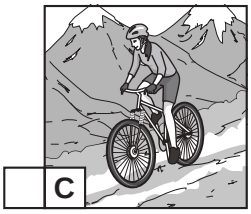
[1]

[PAUSA]

13 Tipo de ciclismo que se recomienda hacer: *(indica **1** respuesta)*


A

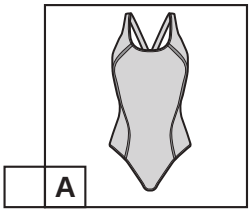

B

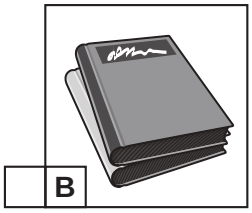

C

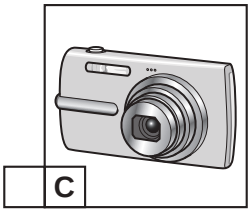
[1]

14 Mes en el que se puede hacer esquí: ..... [1]

15 Lo que no debes olvidar: *(indica **1** respuesta)*


A


B


C

[1]

[Total: 7]

Sección 2

Ejercicio 1 Pregunta 16

Vas a oír la opinión de cuatro jóvenes sobre cosas que les gustan. Escucha lo que dicen con atención y escribe una X en la casilla si la afirmación es **Verdad**.

Hay que marcar **solo 6** casillas (XXXXXX).

Vas a oír lo que dicen dos veces, pero antes tienes unos segundos para leer las afirmaciones.

	VERDAD
Javier	
(a) Javier viaja a otras ciudades para ver los partidos de su equipo.	☐
(b) El tío de Javier era jugador de fútbol.	☐
(c) Javier y su padre tienen pasatiempos distintos.	☐
Paula	
(d) La ambición de Paula es trabajar en un zoológico.	☐
(e) Paula vive en las montañas.	☐
(f) A Paula le gusta hacer camping.	☐
Raúl	
(g) Para Raúl, es difícil levantarse por la mañana.	☐
(h) Raúl pasa la aspiradora una vez a la semana.	☐
(i) La novia de Raúl tiene los ojos grises.	☐
Alba	
(j) El color preferido de Alba es el azul oscuro.	☐
(k) Alba se siente tranquila con el color azul.	☐
(l) Dentro de poco, Alba tendrá que hacer exámenes.	☐

[Total: 6]

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Ejercicio 2 Preguntas 17–25

Vas a oír una entrevista con Sergio, un chico que quería tener un cine en su pueblo. Escúchala con atención y contesta a las preguntas. Habrá una pausa durante la entrevista.

Primera parte: Preguntas 17 a 21. En cada frase hay algo que no corresponde a lo que se dice en la entrevista. Escucha la entrevista y escribe la palabra correcta **en español**.

Vas a oír la primera parte de la entrevista dos veces, pero antes tienes unos segundos para leer las preguntas 17 a 21.

17 Para Sergio, ver películas en casa no es ~~***fácil***~~. .....[1]

18 El edificio del antiguo cine se usaba como tienda de ~~***alfombras***~~. .....[1]

19 Sergio formó el grupo después de ~~***oír***~~ que la tienda se cerraba. .....[1]

20 Los habitantes de un pueblo cercano habían ~~***comprado***~~ un club. .....[1]

21 Los negocios querían poner ~~***ejemplos***~~ de sus productos. .....[1]

[PAUSA]

Segunda parte: Preguntas 22 a 25. Vas a oír la segunda parte de la entrevista dos veces. Escúchala y contesta a las preguntas **en español**. Tienes unos segundos para leer las preguntas.

22 ¿Dónde consiguieron las butacas para el cine?

.....[1]

23 ¿Quién escoge las películas que se van a poner?

.....[1]

24 ¿Qué enseñará un director de cine a los jóvenes?

.....[1]

25 ¿Por qué está satisfecho Sergio con el nuevo cine?

.....[1]

[Total: 9]

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Sección 3

Ejercicio 1 Preguntas 26–31

Vas a oír una entrevista con José, un voluntario que trabaja con las personas sin hogar.

Escúchala con atención y contesta a las preguntas escribiendo una X en la casilla correcta.

Habrá una pausa durante la entrevista.

Vas a oír la entrevista dos veces, pero antes tienes unos segundos para leer las preguntas.

26 La casa de José…

A		ofrece alojamiento.
B		está en las afueras de la ciudad.
C		se encuentra cerca de un parque.
D		tiene problemas con la calefacción. [1]

27 José dice que algunas personas sin hogar…

A		viven en la calle con su familia.
B		deberían recibir dinero de los voluntarios.
C		encuentran difícil vivir en una ciudad moderna.
D		se han causado ellos mismos sus problemas. [1]

28 ¿Qué es lo más importante de lo que hace José para las personas sin hogar?

A		darles información sobre lugares donde los pueden ayudar
B		ofrecerles algo para comer y beber
C		pasar tiempo hablando con ellos
D		darles una manta para dormir [1]

[PAUSA]

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29 En los albergues de la ciudad, las personas sin hogar pueden…

A		conseguir ropa nueva.
B		tener clases de matemáticas.
C		vivir hasta que encuentren un piso.
D		ver a un profesional de la salud. [1]

30 Según José, lo primero que hay que hacer para muchas personas sin hogar es…

A		buscarles un puesto de trabajo.
B		mejorar su nivel de educación.
C		solucionar sus dificultades con el alcohol.
D		hacerles una entrevista sobre su historia. [1]

31 ¿Qué le pasó a José recientemente?

A		Se sintió triste a causa de sus experiencias.
B		Se alegró cuando dos personas se vieron después de muchos años.
C		Empezó a tener dudas sobre la dirección de su vida.
D		Se puso nervioso al comenzar un nuevo trabajo. [1]

[Total: 6]

Ejercicio 2 Preguntas 32–40



Vas a oír una entrevista con Carolina que, hasta hace poco, era una tenista profesional.

Escúchala con atención y contesta a las preguntas **en español**.

Habrá dos pausas durante la entrevista.

Vas a oír la entrevista dos veces, pero antes tienes unos segundos para leer las preguntas.

32 ¿Cuánto tiempo pasó Carolina compitiendo en torneos internacionales?

.....[1]

33 ¿Qué logran hacer el 40% de tenistas profesionales?

.....[1]

34 Según Carolina, ¿cuándo se cansan mucho los deportistas en los viajes?

.....[1]

[PAUSA]

35 ¿Qué es lo que menos le gusta a Carolina de las sesiones de práctica?

.....[1]

36 ¿Cuál es la razón por la que Carolina encuentra difícil tener amigas tenistas?

.....[1]

37 ¿Quién molesta a Carolina en su tiempo libre?

.....[1]

38 ¿En qué está pensando Carolina siempre fuera del estadio?

.....[1]

[PAUSA]

39 Según Carolina, ¿qué ventaja tiene para un tenista saber inglés?

.....[1]

40 ¿Adónde iba Carolina para descansar del tenis?

.....[1]

[Total: 9]

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Cambridge International General Certificate of Secondary Education

SPANISH **0530/13**

Paper 1 Listening **May/June 2018**

TRANSCRIPT

Approx. 45 minutes

This 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.

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TRACK 1

ENG This is the Cambridge International Examinations, International General Certificate of Secondary Education, June 2018 Examination, in Spanish. Paper 1, Listening.

TRACK 2

M1 **Sección 1**

M1 **Ejercicio 1. Preguntas 1 a 8.**

M1 En esta sección del examen vas a oír una serie de observaciones o diálogos cortos que podrías oír en países donde se habla español.

M1 Para cada pregunta indica tu respuesta escribiendo una X en la casilla correcta.

M1 Vas a oír cada observación o diálogo dos veces.

M1 Estás en la casa de tu amiga española.

M1 **Número 1**

M1 Por la mañana, tu amiga te dice:

* [SETTING: INTERIOR]

F2 *Para el desayuno, bebo un vaso de leche.*

M1 ¿Qué bebe tu amiga para el desayuno? **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

M1 **Número 2**

M1 Tu amiga sale de casa. Te dice:

* [SETTING: INTERIOR]

F2 *Voy al centro en el autobús número 28.*

M1 ¿Qué número de autobús toma tu amiga? **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

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M1 **Número 3**

M1 Tu amiga te dice:

* [SETTING: INTERIOR]

F2 *Voy al club de natación.*

M1 ¿Qué va a hacer tu amiga? **

PAUSE 00’10”
REPEAT FROM * TO **
PAUSE 00’05”

M1 **Número 4**

M1 Tu amiga explica:

* [SETTING: INTERIOR]

F2 *Después, voy a comer una hamburguesa.*

M1 ¿Qué va a comer tu amiga? **

PAUSE 00’10”
REPEAT FROM * TO **
PAUSE 00’05”

M1 **Número 5**

M1 Tu amiga sugiere:

* [SETTING: INTERIOR]

F2 *Si quieres leer, el salón es muy tranquilo.*

M1 ¿Dónde te sugiere leer tu amiga? **

PAUSE 00’10”
REPEAT FROM * TO **
PAUSE 00’05”

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M1 **Número 6**

M1 Preguntas a tu amiga a qué hora va a volver. Te responde:

* [SETTING: INTERIOR]

F2 *Voy a volver a las doce y cuarto.*

M1 ¿A qué hora va a volver tu amiga? **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

M1 **Número 7**

M1 Cuando vuelve a casa, tu amiga dice:

* [SETTING: INTERIOR]

F2 *En el club vi a una compañera del colegio.*

M1 ¿A quién vio tu amiga en el club? **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

M1 **Número 8**

M1 Vais a salir esta noche. Tu amiga te sugiere:

* [SETTING: INTERIOR]

F2 *Esta noche, ¿quieres ir a la discoteca?*

M1 ¿Qué te sugiere tu amiga? **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

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TRACK 3

M1 **Ejercicio 2. Preguntas 9 a 15.**

M1 Vas a oír un anuncio de una región turística en Chile. Escúchalo con atención y completa la ficha en español. Habrá una pausa durante el anuncio.

M1 Vas a oír el anuncio dos veces, pero antes tienes unos segundos para leer las preguntas.

PAUSE 00'30"

* [SETTING: RADIO ADVERT]

F1 *Este año, no vaya a la misma playa de siempre. Hay tantas cosas que hacer en Casapalca, el nuevo pueblo turístico en las montañas. Está situado a dos mil metros sobre el nivel del mar. Está en el centro del parque natural que tiene el mismo nombre.*

Se alojará en pequeñas casas que tienen todo lo que necesita para su visita.

Hay una cocina que tiene microondas pero muchos clientes prefieren comer en nuestro restaurante. Aquí nuestros cocineros preparan platos para todos los gustos.

Recomendamos sobre todo el pescado que viene del río al lado del pueblo.

PAUSE 00'05"

F1 *Si le gusta hacer ciclismo, la zona de Casapalca es ideal para ir en bicicleta de montaña. Además, muchos turistas se ponen botas para seguir los senderos por el bosque.*

Casapalca tiene un clima muy agradable ya que no hace demasiado calor en verano. También, se puede hacer esquí en las pistas alrededor del pueblo durante el mes de agosto.

En cualquier estación los paisajes en esta zona son muy hermosos así que no olvide la cámara fotográfica. Casapalca lo espera. **

PAUSE 00'10"

M1 Ahora vas a oír el anuncio por segunda vez.

REPEAT FROM * TO **
PAUSE 00'10"

TRACK 4

M1 **Sección 2**

M1 **Ejercicio 1. Pregunta 16.**

M1 Vas a oír la opinión de cuatro jóvenes sobre cosas que les gustan.

M1 Escucha lo que dicen con atención y escribe una X en la casilla si la afirmación es Verdad.

M1 Hay que marcar solo 6 casillas.

M1 Vas a oír lo que dicen dos veces, pero antes tienes unos segundos para leer las afirmaciones.

PAUSE 00'30"

M1 Escucha lo que dicen los jóvenes.

* [SETTING: INTERIOR]

M2 *Soy Javier. El rojo es el color de mi equipo de fútbol preferido. Voy a ver los partidos cuando se juegan en mi ciudad. Voy con mi tío que, cuando era joven, jugaba para ese equipo. Lo raro es que a mi padre no le interesa nada el deporte. En su tiempo libre, prefiere ir de pesca o ver la televisión.*

PAUSE 00'05"

F1 *Me llamo Paula. Me encanta sobre todo el verde y es que me gusta mucho estar en la naturaleza. Me interesan las plantas y los animales y en el futuro, me gustaría ser agricultora. Aunque vivo en una ciudad, los fines de semana voy con mis amigos a hacer senderismo en las montañas. Me encanta acampar al aire libre y dormir bajo las estrellas.*

PAUSE 00'05"

M1 *Soy Raúl. Prefiero que todo en mi habitación sea blanco. Me gustan la luz y las grandes ventanas y por la mañana me despierto temprano con mucha energía sin problema. Claro, como todo es blanco, esto significa que tengo que limpiar mi dormitorio con frecuencia; por eso paso la aspiradora todos los sábados. Hay otro color que me gusta mucho: el marrón, porque ¡es el color de los ojos de mi novia!*

PAUSE 00'05"

F2 *Me llamo Alba. No me gustan los colores oscuros, así que mi color preferido es el azul claro. Tengo el pelo rubio y creo que va muy bien con la ropa azul. Por eso casi siempre llevo vaqueros y camisetas azules. Es un color que me ayuda a estar tranquila. Esto es importante porque, con los exámenes que tengo que hacer pronto, estoy bastante preocupada en este momento. ***

PAUSE 00'10"

M1 Ahora vas a oír a los jóvenes por segunda vez.

REPEAT FROM * TO **
PAUSE 00'10"

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TRACK 5

M1 **Ejercicio 2. Preguntas 17 a 25.**

M1 Vas a oír una entrevista con Sergio, un chico que quería tener un cine en su pueblo.

M1 Escúchala con atención y contesta a las preguntas.

M1 Habrá una pausa durante la entrevista.

M1 **Primera parte: Preguntas 17 a 21.**

M1 En cada frase hay algo que no corresponde a lo que se dice en la entrevista. Escucha la entrevista y escribe la palabra correcta en español.

M1 Vas a oír la primera parte de la entrevista dos veces, pero antes tienes unos segundos para leer las preguntas 17 a 21.

PAUSE 00'30"

* [SETTING: INTERIOR]

F1 *Sergio, el cine en tu pueblo pronto abrirá sus puertas.*

M2 *Sí. Hasta ahora, para ver una película, había que ir a la ciudad. Era imposible para los jóvenes porque no hay autobuses. Ver películas en casa en la televisión no es divertido, en mi opinión.*

F1 *¿Nunca ha habido un cine?*

M2 *Hace veinte años, sí había uno. Era pequeño y viejo y había problemas técnicos, así que se cerró. A partir de entonces, el edificio se utilizó como tienda de muebles.*

F1 *¿Qué pasó?*

M2 *La tienda se cerró. Al leer la noticia en el periódico, reuní a mis amigos y formamos un grupo para ver si se podría volver a abrir el cine.*

F1 *¿Qué fue lo primero que hicisteis?*

M2 *Fuimos a un pueblo cercano que tenía un cine que los habitantes habían salvado. Habían formado un club de unos mil miembros y cada uno pagaba cien euros al año.*

F1 *¡Es barato!*

M2 *También hablamos con negocios locales en nuestro pueblo para conseguir su ayuda. Les pareció una buena idea porque podrían poner anuncios de sus productos antes de la película.* **

PAUSE 00'20"

M1 Ahora vas a oír la primera parte de la entrevista por segunda vez.

REPEAT FROM * TO **
PAUSE 00'20"

M1 **Segunda parte: Preguntas 22 a 25.**

M1 Vas a oír la segunda parte de la entrevista dos veces. Escúchala y contesta a las preguntas en español. Tienes unos segundos para leer las preguntas.

PAUSE 00'30"

*** [SETTING: INTERIOR]

F1 *¿Había mucho que hacer en el edificio?*

M2 *Por suerte pudimos comprar las antiguas butacas muy baratas que vendía un teatro de la ciudad. Empresas del pueblo hicieron gratis los cambios esenciales y ahora todo está listo.*

F1 *¿Necesitáis muchos empleados?*

M2 *Ninguno. Para elegir las películas, un grupo de aficionados se reúne cada semana y otros trabajan en la cafetería.*

F1 *Los jóvenes estáis contentos, entonces.*

M2 *Es fantástico. Además, pronto vendrá un director de cine famoso a enseñar a los jóvenes a hacer películas. ¡Yo me apunto!*

F1 *¿Y el cine es para todos?*

M2 *Sí. Para la gente mayor habrá películas antiguas sobre cómo era la vida hace cincuenta años. Me siento satisfecho porque, aunque el cine no es muy lujoso, todos participan en él. Así debe ser.* ****

PAUSE 00'20"

M1 Ahora vas a oír la segunda parte de la entrevista por segunda vez.

REPEAT FROM *** TO ****
PAUSE 00'20"

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TRACK 6

M2 **Sección 3**

M2 **Ejercicio 1. Preguntas 26 a 31.**

M2 Vas a oír una entrevista con José, un voluntario que trabaja con las personas sin hogar.

M2 Escúchala con atención y contesta a las preguntas escribiendo una X en la casilla correcta.

M2 Habrá una pausa durante la entrevista.

M2 Vas a oír la entrevista dos veces, pero antes tienes unos segundos para leer las preguntas.

PAUSE 01'00"

* [SETTING: INTERIOR]

F1 *José, ¿qué haces como voluntario?*

M1 *Yo tengo suerte: tengo una casa. Mucha gente no la tiene. Por eso todas las noches salgo de mi casa en un barrio bonito y viajo una hora en autobús para llegar al centro de la ciudad. Allí ayudo a la gente sin hogar, es decir, los que no tienen casa y duermen en la calle o en el parque, o debajo de un puente. En Madrid en una noche de invierno puede hacer muchísimo frío.*

F1 *¿Por qué esa gente no tiene un sitio para dormir?*

M1 *Hay muchas razones. Algunos han perdido su trabajo, otros se han separado de su familia. Hay gente que debe mucho dinero al banco. Y para algunos, simplemente, la vida en una ciudad moderna es demasiado rápida y complicada.*

F1 *¿Tú qué haces por ellos?*

M1 *Voy por las calles con un grupo de voluntarios. Llevamos café, sopa y pan. Nos quedamos un rato para charlar y comprender sus problemas pero también – y esto es lo que cuenta más – les damos información sobre adónde ir a buscar los servicios que necesitan.*

PAUSE 00'15"

F1 *¿Qué servicios necesitan?*

M1 *Bueno, hay albergues que les pueden ofrecer un lugar para dormir un máximo de cinco noches. Allí se podrán duchar y los empleados les lavan la ropa y les sirven una comida caliente. Además, un médico les puede hacer un examen. Son cosas pequeñas pero son esenciales y les hacen sentirse más optimistas.*

F1 *¿Los ayudan a encontrar trabajo?*

M1 *Sí, pero esto viene más tarde. Nadie te dará un empleo si llegas a una entrevista sucio y cansado por haber dormido en la calle. Antes de todo muchos necesitan controlar la cantidad de alcohol que beben; es algo que les afecta a muchos y tenemos gente que los ayuda con esto. Pero en cuanto tienen una habitación propia, ya pensamos en un empleo.*

F1 *Y cuando vuelves a casa, ¿te sientes triste por todo lo que has visto?*

M1 *Cuando empecé a hacer este trabajo, sí, pero cuando alguien consigue cambiar la dirección de su vida, estoy satisfecho. La semana pasada, por ejemplo, logré hablar por teléfono con el hermano de una persona sin hogar, un hermano a quien él no había visto desde hacía cuarenta años. Cuando se juntaron, lloraron los dos de alegría – y yo también. ***

PAUSE 00'15"

M2 Ahora vas a oír la entrevista por segunda vez.

REPEAT FROM * TO **
PAUSE 00'15"

TRACK 7

M1 **Ejercicio 2. Preguntas 32 a 40.**

M1 Vas a oír una entrevista con Carolina que, hasta hace poco, era una tenista profesional.

M1 Escúchala con atención y contesta a las preguntas en español.

M1 Habrá dos pausas durante la entrevista.

M1 Vas a oír la entrevista dos veces, pero antes tienes unos segundos para leer las preguntas.

PAUSE 00'45"

* [SETTING: INTERIOR]

M2 *Carolina, has dejado de ser tenista profesional a la edad de veintiséis años. ¿Cuándo empezaste?*

F2 *Empecé a competir en torneos internacionales hace cinco años y he tenido bastante éxito pero el público no entiende lo difícil que es la vida de un tenista.*

M2 *Todos piensan que los tenistas ganan muchísimo. ¿Es así?*

F2 *No. Teniendo en cuenta los gastos, solo el cuarenta por ciento de los jugadores consiguen ganar suficiente para vivir.*

M2 *¿Ya no te gusta el tenis?*

F2 *El juego, sí. Sin embargo, los viajes cansan mucho porque pasas horas esperando en los aeropuertos. Ahora quiero tener una casa y vivir tranquila.*

PAUSE 00'20"

M2 *¿Hay que practicar mucho?*

F2 *Sí: cinco o seis horas al día. Lo peor es tener que repetir siempre los mismos ejercicios pero si quieres ganar partidos eso es lo que tienes que hacer.*

M2 *¿Te sientes muy sola compitiendo en torneos?*

F2 *Bueno, normalmente no viajas sola. Estás rodeada de tu equipo. Hay personas que se ocupan de tu alimentación, tu forma física... pero en el estadio estás sola y es difícil hacerse amiga de las otras jugadoras debido a la competencia. Es triste.*

M2 *Estás lejos de tu familia también...*

F2 *Sí, y cada vez que quiero ir a una cena romántica con mi novio, hay algún periodista que me sigue por todas partes. ¡Me enfada tanto!*

M2 *Te comprendo.*

F2 *Realmente, fuera del estadio, no paras de pensar en cómo proteger tu vida privada. A veces me gustaría ser una persona normal.*

PAUSE 00'20"

M2 *¿Qué consejos tienes para los jóvenes tenistas?*

F2 *Se pasa mucho tiempo en países extranjeros, así que si el tenista habla bien el inglés, se siente más cómodo. A mí me ayudó mucho.*

M2 *¿Algo más?*

F2 *También recomiendo descansar cuando puedas. Hay que elegir una actividad para la que no se necesite mucha energía. Por ejemplo, a mí me encanta el arte moderno así que iba a exposiciones. Para mí era esencial.*

M2 Gracias, Carolina. **

PAUSE 00'45"

M1 Ahora vas a oír la entrevista por segunda vez.

REPEAT FROM * TO **
PAUSE 00'45"

M1 Se ha terminado el examen. Cierra tu cuestionario.

ENG This is the end of the examination.

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Cambridge International General Certificate of Secondary Education

SPANISH **0530/21**

Paper 2 Reading **May/June 2018**

MARK SCHEME

Maximum Mark: 45

Published

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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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

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GENERIC MARKING PRINCIPLE 5: Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).
GENERIC MARKING PRINCIPLE 6: Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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1 General Marking Principles

1.1 It is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided in Section 2. 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 2 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.** Often the general principles will have to be weighed up against each other, e.g. the answer might pass the look-alike test (1.5(b)), but if the candidate has produced an answer that is another word in the target language they will not score (1.6).

1.2 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.

1.3 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)	Where candidates must tick a number of boxes (e.g. tick the 6 true statements) and tick too many, apply the following rule: deduct the number of 'extra' answers indicated by the candidate from their number of correct answers. The remaining number is the mark awarded, e.g. the candidate is asked to tick 6 statements, but ticks 8. 5 of the ticks are correctly placed, but 2 are 'extras' (8 ticks placed by candidate minus 6 ticks required by rubric = 2 'extras'). Therefore the candidate is awarded a mark of 3.
(d)	Answers in pen do not take precedence 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 explicit indication from the candidate as to which is his/her final answer.

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1.4 For questions requiring more than one element for the answer, (i) and (ii), where the answers are interchangeable:

(a)	Both correct answers on line 1 and line 2 blank = 2
(b)	Both correct answers on line 1 and line 2 wrong = 1

(or vice-versa)

1.5 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, etc., unless Mark Scheme specifies otherwise.
(e)	Accept incorrect tense unless Mark Scheme specifies otherwise.
(f)	Tolerate incorrect auxiliary unless Mark Scheme specifies otherwise.
(g)	Tolerate incorrect use of infinitive unless Mark Scheme specifies otherwise.

1.6 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 1.5 above).

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1.7 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 that the Examiner has considered the answer/that part of the answer and judged it to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded

1.8 No response and '0' marks

There is a NR (No Response) option in **RM Assessor**.

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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1.9 Extra material:

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 reading text. 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. The Detailed Mark Scheme cannot cover all eventualities and where specific instructions are not provided, Examiners must check the reading text to ensure the correct elements which would qualify for the mark are not contradicted or distorted by any extra material. The following, general, rules should be applied:

(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 transcript/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 original 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 a particular answer is not covered in the Mark Scheme, Examiners should consult their Team Leader

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2 Detailed Mark Scheme

Section 1 Exercise 1

Question	Answer	Marks	Guidance
1	A	**1**	
2	B	**1**	
3	D	**1**	
4	C	**1**	
5	C	**1**	

Section 1 Exercise 2

Question	Answer	Marks	Guidance
6	C	**1**	
7	B	**1**	
8	A	**1**	
9	F	**1**	
10	E	**1**	

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Section 1 Exercise 3

Question	Answer	Marks	Guidance
11	B	**1**	
12	C	**1**	
13	C	**1**	
14	A	**1**	
15	B	**1**	

Section 2 Exercise 1

Question	Answer	Marks	Guidance
16	meses	**1**	
17	distintas	**1**	
18	vieja	**1**	
19	almorzar	**1**	
20	traer	**1**	

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Section 2 Exercise 2

- **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) unless the Mark Scheme specifies otherwise.
- **Accept lifting unless it is specifically refused in the Mark Scheme.**
- READ SECTION 1: GENERAL MARKING PRINCIPLES.
- Accept *mi, mis, tu, tus, su, sus*, etc.

ACCEPT: <u>wrong genders throughout</u>

Question	Answer	Marks	Guidance
21	(una) fiesta (para su/mi cumpleaños)	**1**	
22	a las seis (me gustaría…mi casa)	**1**	
23	(es uno… sirven un) pescado <u>delicioso</u>	**1**	
24	(le/me gustaría acabar en una) discoteca (para bailar)	**1**	**Refuse** después quiero ir a un sitio que conozco para hacer patinaje sobre hielo y me gustaría acabar en una discoteca para bailar **Refuse** (para) bailar ***tc*** **Refuse** <u>y</u> me gustaría acabar en una discoteca para bailar
25	(sus/mis padres piensan que tantas actividades serán muy) caras	**1**	
26	(su/mi primo Jaime le/me ha dicho que debe/debo hacer una) lista de regalos	**1**	**Refuse** lista ***tc*** **Refuse** otra cosa es que mi primo Jaime me ha dicho que debo hacer una lista de regalos
27	(ahora mismo, lo único que me hace falta es una) bicicleta	**1**	
28	(su/mi) abuela (siempre (le/me) da un vestido)	**1**	**Refuse** (por desgracia) mi abuela siempre me da un vestido que no está de moda

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Question	Answer	Marks	Guidance
29	(es mejor cuando los regalos son) una sorpresa	**1**	**Refuse** la verdad es que no quiero hacer una lista; es mejor cuando los regalos son una sorpresa
30	(claro que estará/estaré) triste	**1**	**Refuse** claro que estaré triste pero, como tú sabes, en los cumpleaños lo más importante es pasarlo bien juntos

Note: For questions with 2 interchangeable answers: 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)

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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. This Detailed Mark Scheme provides specific guidance but in cases not covered, see General Marking Principles, Section 1.9.

In this section, take into account the whole of the candidate's answer. We are still applying the sound-alike rule (e.g. *passado* = *pasado*).

READ SECTION 1: GENERAL MARKING PRINCIPLES

FOR ANSWERS NOT COVERED BY MARK SCHEME, ANNOTATION TOOL MAY BE USED, e.g. INV or BOD

REFUSE DIRECT SPEECH HOWEVER IT IS PRESENTED.

Section 3 Exercise 1

1 Mark available per question for True or False + 1 Mark available for correction of each False statement.

First award marks for the True/False element and then award marks for the justification of the False statements.

True/False element: all 5 statements appear on screen. Enter mark as appropriate for correct identification of each statement as True or False.

- **If neither True nor False is 'ticked' for a question, enter N/R (no response)**.
- **If both True and False are 'ticked' (and there is no clarification of candidate's 'final' answer), enter 0.**

Justification for false statements: only the 3 False statements appear on screen.

- **If the candidate correctly identified the statement as False, mark the justification and enter the mark.**
- **If True is 'ticked',** award N/R (or 0 if justification is provided)
- **If True and False are both 'ticked' (and there is no clarification of candidate's 'final' answer),** award 0 (ignore any justification)
- **If neither True nor False is 'ticked'**, mark justification and enter mark (no mark awarded for True/False element)

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Question	Answer	Marks	Guidance
TRUE / **FALSE** ( ) / ✓ ( ) / ✓ ( ) / ✓ ✓ / ( ) ✓ / ( )			
31	FALSO	**1**	See grid above for marking True/False element
32	FALSO	**1**	See grid above for marking True/False element
33	FALSO	**1**	See grid above for marking True/False element
34	VERDADERO	**1**	See grid above for marking True/False element
35	VERDADERO	**1**	See grid above for marking True/False element

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JUSTIFICATION
ACCEPT: <u>wrong genders throughout</u>

IN EACH CASE, CHECK FALSO IS TICKED

Question	Answer	Marks	Guidance
31	FALSO ((todos) los que participan) tienen menos de 13 años	**1**	 **REFUSE MERE ADDITION OF NEGATIVE**
32	FALSO (ya que) saben más	**1**	 **REFUSE MERE ADDITION OF NEGATIVE** **Refuse** que saben más **Refuse** a ellos, ya que saben más, les doy/da la tarea de organizar el contenido más serio del programa
33	FALSO tenían muchas cosas que querían decir <u>aunque</u> tenían muchas cosas que querían decir, se quedaban sin palabras se quedaban sin palabras	**1**	 **REFUSE MERE ADDITION OF NEGATIVE** **Refuse** tenían muchas cosas que querían decir, se quedaban sin palabras **Refuse** tenían muchas cosas ***tc***
34	VERDADERO		
35	VERDADERO		

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Section 3 Exercise 2

Question	Answer	Marks	Guidance
36	nunca había visto nada igual	**1**	**Refuse** me enamoré **Refuse** le enamoró **Refuse** nunca había visto nada ***tc***
37	lo que se siente (en el camino) (es lo que vale la pena)	**1**	**Refuse** sin embargo, lo que se siente (en el camino)
38	(lo único que tiene en la cabeza es) hacer lo que ha aprendido	**1**	**Refuse** lo único que tengo en la cabeza es hacer lo que he aprendido **Refuse** más tarde analiza lo que ha hecho (para continuar aprendiendo)
39	durante la temporada de competiciones (pasa semanas en las que no ve a sus hijos)	**1**	**Refuse** durante la temporada de competiciones, paso semanas en las que no veo a mis hijos
40	su/la mujer	**1**	**Refuse** mi mujer **Refuse** mujer ***tc***
41	(hay que) tener cuidado con la seguridad	**1**	**Refuse** la seguridad ***tc*** **Refuse** hay que tener cuidado con la seguridad y entiende que su vida depende de ello
42	(si no lo hace) es muy probable que olvide algo (puede) olvidar algo olvidará/olvida algo	**1**	**Refuse** si no lo hago es muy probable que olvide algo **Refuse** olvide algo

Note: For questions with 2 interchangeable answers: 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)

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Cambridge International General Certificate of Secondary Education

CANDIDATE NAME									
CENTRE NUMBER						CANDIDATE NUMBER				

6546247155

SPANISH **0530/21**

Paper 2 Reading **May/June 2018**

1 hour

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces at the top of this page.
Write in dark blue or black pen.
Do not use staples, paper clips, glue or correction fluid.
DO **NOT** WRITE IN ANY BARCODES.

Answer **all** questions.

The number of marks is given in brackets [ ] at the end of each question or part question.

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Sección 1

Ejercicio 1 Preguntas 1–5

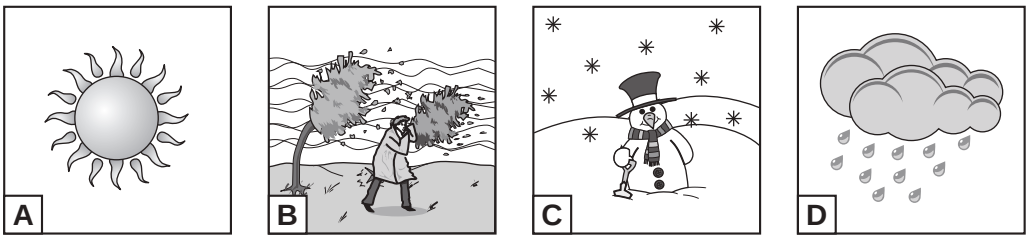
Para cada pregunta indica tu respuesta escribiendo una X en la casilla correcta.

1 En el periódico lees:

Hoy va a hacer sol.

¿Qué tiempo va a hacer hoy?

A	
B	
C	
D	



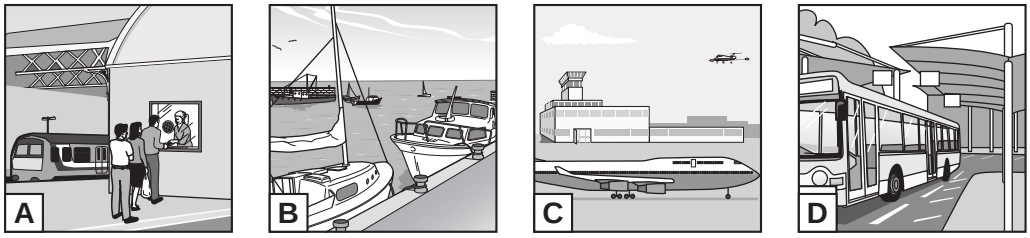
[1]

2 Ves este letrero:

PUERTO DE CÁDIZ

¿Dónde estás?

A	
B	
C	
D	



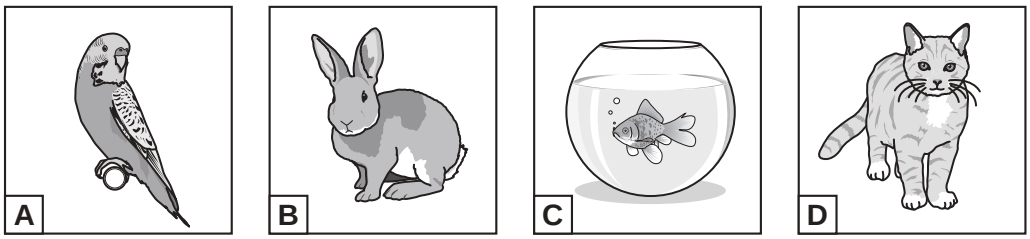
[1]

3 Tu amiga te envía una foto y un mensaje:

Este es mi gato, Pepe.

¿Qué animal tiene tu amiga?

A ☐
B ☐
C ☐
D ☐



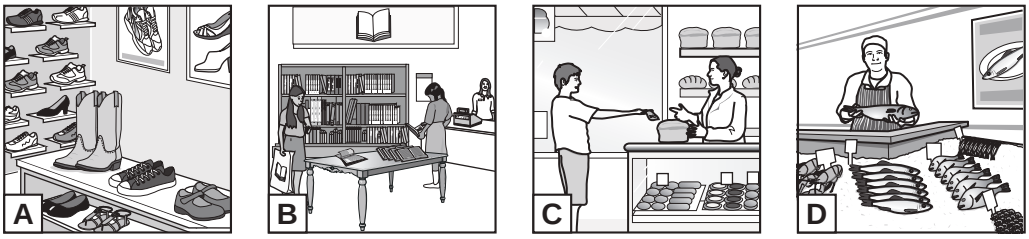
[1]

4 Tu primo te manda un mensaje:

Estoy en la panadería.

¿Dónde está tu primo?

A ☐
B ☐
C ☐
D ☐



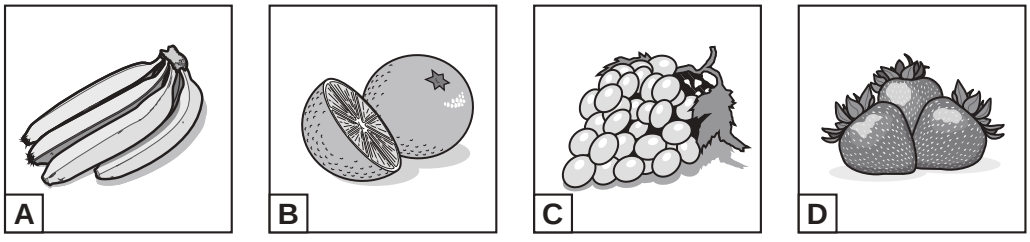
[1]

5 Tu compañero de piso te deja una nota:

¿Puedes comprar uvas?

¿Qué tienes que comprar?

A ☐
B ☐
C ☐
D ☐



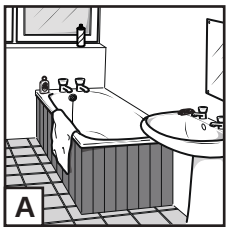
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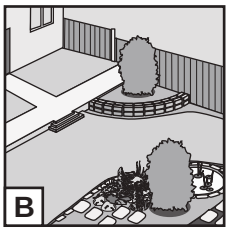
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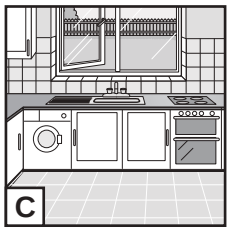
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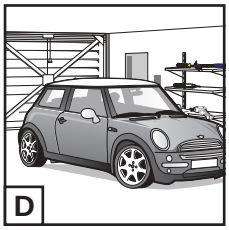
Ejercicio 2 Preguntas 6–10

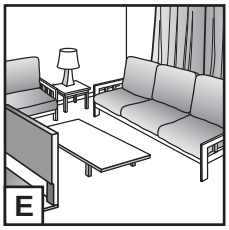
Mira los dibujos.

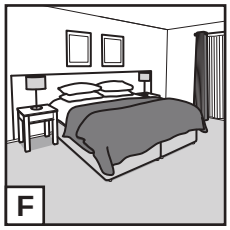












Indica tu respuesta, colocando A, B, C, D, E o F en la casilla que corresponda.

6 María: “Paso mucho tiempo en la cocina.” [1]

7 Jaime: “Quiero salir al jardín.” [1]

8 Paula: “Me gusta tomar un baño caliente.” [1]

9 Carmen: “Siempre leo en mi dormitorio.” [1]

10 Luis: “Voy a escuchar música en el salón.” [1]

[Total: 5]

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[Turn over

Ejercicio 3 Preguntas 11–15

Lee este texto con atención. Para cada pregunta indica tu respuesta escribiendo una X en la casilla correcta.

Comentario personal: La Navidad

Nos habla **Javier**…

Pienso que la Navidad es la fiesta más feliz del año. Siempre nos reunimos en casa de mis abuelos. Mis tíos viven lejos y van en coche. Sin embargo, mis padres y yo vivimos cerca y vamos andando.

Cada persona cocina un plato distinto. Como a mi madre le encantan los dulces, ella hace el postre y mi abuela cocina el pescado. Mi abuelo no cocina pero ¡nos hace reír a todos!

Estas navidades serán diferentes. Normalmente vemos la televisión después de comer pero este año voy a llevar mi guitarra para tocar. ¡Será genial!

11 Para Javier, la Navidad es una fiesta…

A		aburrida.
B		alegre.
C		cara. [1]

12 Javier y sus padres van a la casa de sus abuelos…

A		conduciendo.
B		en bicicleta.
C		a pie. [1]

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13 La madre de Javier siempre prepara…

A	☐	el pescado.
B	☐	la bebida.
C	☐	el postre. [1]

14 El abuelo de Javier es…

A	☐	divertido.
B	☐	inteligente.
C	☐	perezoso. [1]

15 Estas navidades Javier va a…

A	☐	ver la televisión.
B	☐	tocar un instrumento.
C	☐	ir a un concierto. [1]

[Total: 5]

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Sección 2

Ejercicio 1 Preguntas 16–20

Lee este anuncio.

Cursos de verano para niños

- Los cursos empiezan el 1 de julio y terminan el 31 de agosto. El centro abre de 9 de la mañana a 5 de la tarde.
- Se ofrecen diferentes actividades como dibujo, música, baile, natación y muchas más.
- Estamos en un colegio con un gran centro deportivo. Se encuentra en el barrio antiguo de la ciudad.
- El precio (€400) incluye el almuerzo en el comedor al mediodía. El comedor no está abierto para los padres.
- Todos los niños deben venir con pantalones, camiseta y zapatillas para hacer deporte a diario.

Completa cada frase con una palabra de la lista.

almorzar	desayunar	distintas	lavar
meses	pocas	semanas	sur
	traer	vieja	

16 Los cursos duran dos ..... . [1]

17 Los niños pueden hacer ..... actividades. [1]

18 El colegio está en la parte ..... de la ciudad. [1]

19 Los niños pueden ..... en el centro. [1]

20 Los chicos tienen que ..... ropa deportiva. [1]

[Total: 5]

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Dar la vuelta para el Ejercicio 2.

Ejercicio 2 Preguntas 21–30

Lee este e-mail de Mercedes y contesta a las preguntas **en español**.

Hola Ernesto:

Espero que estés bien. Te escribo porque he empezado a organizar una fiesta para mi cumpleaños y de momento tengo 14 invitados.

Estos son mis planes. A las seis, me gustaría ir a comer a un restaurante cercano a mi casa. Es uno de mis restaurantes favoritos porque sirven un pescado delicioso. Después quiero ir a un sitio que conozco para hacer patinaje sobre hielo y me gustaría acabar en una discoteca para bailar. Mis padres piensan que tantas actividades serán muy caras. ¿Qué piensas tú?

Otra cosa es que mi primo Jaime me ha dicho que debo hacer una lista de regalos. Así les será fácil a todos elegir un regalo para mí. El problema es que yo no tengo muy claro lo que quiero. Ahora mismo, lo único que me hace falta es una bicicleta y me la van a comprar mis padres. Por desgracia, mi abuela siempre me da un vestido que no está de moda.

La verdad es que no quiero hacer una lista; es mejor cuando los regalos son una sorpresa. Sin embargo, Jaime dice que si no hay lista, no me regalará nada. Claro que estaré triste pero, como tú sabes, en los cumpleaños lo más importante es pasarlo bien juntos.

Un abrazo,
Mercedes

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21 ¿Qué ha comenzado a organizar Mercedes?

.....[1]

22 ¿A qué hora quiere ir a cenar Mercedes?

.....[1]

23 ¿Por qué le gusta a Mercedes el restaurante?

.....[1]

24 ¿Cuál es el último lugar adonde quiere ir Mercedes?

.....[1]

25 ¿Cuál es la opinión de los padres de Mercedes sobre las actividades?

.....[1]

26 Según Jaime, ¿qué tiene que hacer Mercedes?

.....[1]

27 ¿Qué es lo que necesita Mercedes en estos momentos?

.....[1]

28 ¿Quién compra ropa para Mercedes?

.....[1]

29 Según Mercedes, ¿cómo deben ser los regalos?

.....[1]

30 ¿Cómo se sentirá Mercedes si Jaime no le da un regalo?

.....[1]

[Total: 10]

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[Turn over

Sección 3

Ejercicio 1 Preguntas 31–35

Lee este artículo e indica si las afirmaciones que siguen son verdaderas o falsas. **Si son FALSAS, escribe una frase en español para corregirlas.**

ATENCIÓN: hay 2 afirmaciones que son **VERDADERAS** y 3 afirmaciones que son **FALSAS**.

'Radio Chiquito'

*Juan es un joven maestro en un pequeño pueblo de Bolivia con no más de 90 alumnos. Es famoso por haber lanzado un programa de radio, '*Radio Chiquito*', donde todos los que participan tienen menos de 13 años. Así, después de pasar la mañana enseñando en clase, Juan se encarga del programa de radio por la tarde.*

Juan, ¿qué hacen exactamente los estudiantes?
Hay dos grupos. El primero lo forman los mayores. A ellos, ya que saben más, les doy la tarea de organizar el contenido más serio del programa. Por otro lado, están los más pequeños que preparan los textos más sencillos y graciosos, como poemas cortos, chistes o simplemente cuentan lo que les ha pasado ese día.

¿Cómo te vino la idea?
Bueno, la idea apareció al darme cuenta de que en clase los estudiantes escribían bastante bien porque tenían tiempo para pensar lo que iban a escribir. Sin embargo, cuando se ponían a hablar en clase, aunque tenían muchas cosas que querían decir, se quedaban sin palabras. Se me ocurrió que si hacíamos un programa de radio, tendrían más oportunidad para aprender a explicar sus opiniones.

¿Has visto grandes cambios?
Sí. Los alumnos se sienten más cómodos hablando. De hecho, ahora hay que controlar que no hablen todo el tiempo en el aula, sobre todo las niñas. No hay ninguna que tenga miedo a decir lo que piensa y a veces hay que callarlas.

Y la gente del pueblo ha dado la bienvenida al programa de radio, claro.
Cuando preparamos entrevistas, salimos a la calle y preguntamos a los vecinos qué opinan del pueblo. A ellos les gusta la oportunidad de quejarse del pueblo y luego oírse en la radio porque se sienten escuchados. En realidad, ¡todos sacamos algo bueno de esta idea!

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Ejemplo:	**VERDADERO**	**FALSO**
Juan es mecánico.	☐	☒

Juan es maestro.

		VERDADERO	**FALSO**
31	Los niños que participan deben tener 13 años como mínimo.	☐	☐

		VERDADERO	**FALSO**
32	Los alumnos mayores hacen el contenido serio porque son más organizados.	☐	☐

		VERDADERO	**FALSO**
33	A los estudiantes les faltaban ideas para decir en clase.	☐	☐

		VERDADERO	**FALSO**
34	Las chicas ahora son demasiado habladoras en clase.	☐	☐

		VERDADERO	**FALSO**
35	En el programa de radio los vecinos mencionan los problemas del pueblo.	☐	☐

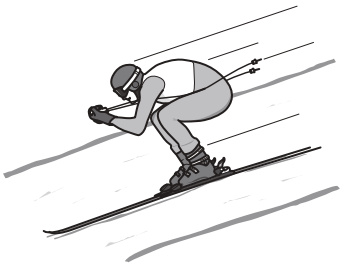
[Total: 8]

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Ejercicio 2 Preguntas 36–42

Lee este artículo y contesta a las preguntas **en español**.

El mundo de la montaña



Soy Rodrigo Martín y soy esquiador profesional. Participo en las competiciones más grandes del mundo de la montaña. Comencé a esquiar por casualidad cuando un amigo me invitó a pasar las vacaciones con su familia. El primer día, al llegar a lo más alto de la montaña, vi el paisaje y pensé que nunca había visto nada igual. ¡Me enamoré!

El ganar muchas competiciones es lo que menos importa. Sin embargo, lo que se siente en el camino es lo que vale la pena. A veces es muy duro pero eso es lo especial de la montaña. La gente no me cree cuando digo que nunca pienso en ganar durante una carrera pero, mientras estoy bajando, lo único que tengo en la cabeza es hacer lo que he aprendido. Más tarde analizo lo que he hecho para continuar aprendiendo.

Tengo que decir que no es un trabajo sencillo. Se necesita mucho esfuerzo y dedicación. Durante la temporada de competiciones, paso semanas en las que no veo a mis hijos. No vivimos cerca de los abuelos así que mi mujer se queda sola en casa con los niños y por eso ella es la que peor lo pasa. Sin embargo, tengo suerte porque ella siempre me apoya en todo momento.

Además de eso, el riesgo en la montaña siempre existe. Afortunadamente, nunca he temido por mi vida pero, en mi opinión, hay que tener cuidado con la seguridad y entiendo que mi vida depende de ello. De hecho, siempre escribo una lista de lo que tengo que llevar conmigo cuando salgo a esquiar solo. Si no lo hago, es muy probable que olvide algo. ¡Otros tendrán otra solución pero para mí funciona!

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36 ¿Por qué le encantó el paisaje a Rodrigo?

..... [1]

37 Para Rodrigo, ¿qué es lo más importante cuando esquía?

..... [1]

38 ¿En qué piensa Rodrigo durante una carrera?

..... [1]

39 ¿Cuándo tiene que pasar tiempo Rodrigo sin ver a su familia?

..... [1]

40 ¿Quién sufre más cuando Rodrigo está ausente de casa?

..... [1]

41 ¿Qué recomienda Rodrigo para proteger tu vida?

..... [1]

42 Según Rodrigo, ¿qué puede pasar si no hace una lista antes de esquiar?

..... [1]

[Total: 7]

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SPANISH **0530/22**

Paper 2 Reading **May/June 2018**

MARK SCHEME

Maximum Mark: 45

Published

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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PUBLISHED

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

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GENERIC MARKING PRINCIPLE 5: Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).
GENERIC MARKING PRINCIPLE 6: Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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1 General Marking Principles

1.1 It is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided in Section 2. 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 2 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.** Often the general principles will have to be weighed up against each other, e.g. the answer might pass the look-alike test (1.5(b)), but if the candidate has produced an answer that is another word in the target language they will not score (1.6).

1.2 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.

1.3 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. 2 boxes ticked instead of the 1 box stipulated), and neither has been crossed out/discounted by the candidate, no mark can be awarded.
(c)	Where candidates must tick a number of boxes (e.g. tick the 6 true statements) and tick too many, apply the following rule: deduct the number of 'extra' answers indicated by the candidate from their number of correct answers. The remaining number is the mark awarded, e.g. the candidate is asked to tick 6 statements, but ticks 8. 5 of the ticks are correctly placed, but 2 are 'extras' (8 ticks placed by candidate minus 6 ticks required by rubric = 2 'extras'). Therefore the candidate is awarded a mark of 3.
(d)	Answers in pen do not take precedence over answers in pencil, e.g. if a candidate is asked to tick 1 box and ticks 2, one in pen and the other in pencil, the mark cannot be awarded unless there is explicit indication from the candidate as to which is his/her final answer.

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1.4 For questions requiring more than one element for the answer, (i) and (ii), where the answers are interchangeable:

(a)	Both correct answers on line 1 and line 2 blank = 2
(b)	Both correct answers on line 1 and line 2 wrong = 1

(or vice-versa)

1.5 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 etc., unless Mark Scheme specifies otherwise.
(e)	Accept incorrect tense unless Mark Scheme specifies otherwise.
(f)	Tolerate incorrect auxiliary unless Mark Scheme specifies otherwise.
(g)	Tolerate incorrect use of infinitive unless Mark Scheme specifies otherwise.

4.6 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 1.5 above).

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1.7 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.

1.8 No response and '0' marks

There is a NR (No Response) option in **RM Assessor**.

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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1.9 Extra material:

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 reading text. 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. The Detailed Mark Scheme cannot cover all eventualities and where specific instructions are not provided, Examiners must check the reading text to ensure the correct elements which would qualify for the mark are not contradicted or distorted by any extra material. The following, general, rules should be applied:

(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 original 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 a particular answer is not covered in the Mark Scheme, Examiners should consult their Team Leader

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5 Detailed Mark Scheme

Section 1 Exercise 1

Question	Answer	Marks	Guidance
1	D	**1**	
2	C	**1**	
3	A	**1**	
4	A	**1**	
5	B	**1**	

Section 1 Exercise 2

Question	Answer	Marks	Guidance
6	E	**1**	
7	B	**1**	
8	F	**1**	
9	A	**1**	
10	D	**1**	

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Section 1 Exercise 3

Question	Answer	Marks	Guidance
11	C	**1**	
12	B	**1**	
13	C	**1**	
14	B	**1**	
15	A	**1**	

Section 2 Exercise 1

Question	Answer	Marks	Guidance
16	monumentos	**1**	
17	joven	**1**	
18	instrumento	**1**	
19	tocar	**1**	
20	baratas	**1**	

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Section 2 Exercise 2

- **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) unless the Mark Scheme specifies otherwise.
- **Accept lifting unless it is specifically refused in the Mark Scheme.**
- READ SECTION 1: GENERAL MARKING PRINCIPLES.
- Accept *mi, mis, tu, tus, su, sus,* etc.

ACCEPT: wrong genders throughout

Question	Answer	Marks	Guidance
21	(en la) montaña	**1**	**Refuse** es una foto de mi abuela en la montaña, que saqué hace dos años **Refuse** camping
22	(durante) (un) fin de semana dos días	**1**	**Refuse** la hice durante un fin de semana que fuimos de camping juntas
23	(la abuela) estudió biología la abuela estudio biología	**1**	**Refuse** estudia biología (present tense) **Refuse** estudio (no accent)
24	durante/en los paseos (por el campo) (me cuenta cosas muy interesantes de las plantas que vemos)	**1**	**Refuse** durante los paseos por el campo, es fantástico: me cuenta cosas muy interesantes de las plantas que vemos
25	hacía (bastante) frío tenía frío hace/tiene/es/está frío	**1**	**Refuse** en la televisión habían dicho que habría sol pero hacía bastante frío **Refuse** frío ***tc***
26	(el) paisaje (es precioso)	**1**	**Refuse** además…
27	(cuando) tenía doce/12 años tuvo/tiene doce/12 años	**1**	**Refuse** …doce años y él… **Refuse** tuvo/tiene doce anos

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Question	Answer	Marks	Guidance
	cuando Alfredo tenía doce/12 años y su hermano tenía diez/10 años		**Refuse** 12 años ***tc***
28	(tomamos/tomaron/toman/fueron) (el/en/con el) tren	**1**	**Refuse** por eso tomamos el tren
29	(fue) emocionante (pensaba que) (el partido) iba a ser aburrido (porque el otro equipo no era bueno)		**Refuse** el partido fue emocionante y animamos (a nuestro equipo) **Refuse** estaba preocupado **Refuse** el otro equipo no era bueno y el partido iba a ser aburrido
30	(me/se/le) firmó/firmar la entrada (con su nombre)		**Refuse** se acerqué a él y…

Note: For questions with two interchangeable answers: two correct answers on line 1, line 2 blank = 2; two correct answers on line 1, line 2 wrong = 1 (or vice versa)

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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. This Detailed Mark Scheme provides specific guidance but in cases not covered, see General Marking Principles, Section 1.9.

In this section, take into account the whole of the candidate's answer. We are still applying the sound-alike rule (e.g. *passado* = *pasado*).

READ SECTION 1: GENERAL MARKING PRINCIPLES

FOR ANSWERS NOT COVERED BY MARK SCHEME, ANNOTATION TOOL MAY BE USED, e.g. INV or BOD

REFUSE DIRECT SPEECH HOWEVER IT IS PRESENTED.

Section 3 Exercise 1

1 Mark available per question for True or False + 1 Mark available for correction of each False statement.

First award marks for the True/False element and then award marks for the justification of the False statements.

True/False element: all 5 statements appear on screen. Enter mark as appropriate for correct identification of each statement as True or False.

- **If neither True nor False is 'ticked' for a question, enter N/R (no response)**.
- **If both True and False are 'ticked' (and there is no clarification of candidate's 'final' answer), enter 0.**

Justification for false statements: only the 3 False statements appear on screen.

- **If the candidate correctly identified the statement as False, mark the justification and enter the mark**
- **If True is 'ticked',** award N/R (or 0 if justification is provided)
- **If True and False are both 'ticked' (and there is no clarification of candidate's 'final' answer),** award 0 (ignore any justification)
- **If neither True nor False is 'ticked'**, mark justification and enter mark (no mark awarded for True/False element)

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Question	Answer	Marks	Guidance
TRUE / **FALSE** ☐ / ✓ ✓ / ☐ ✓ / ☐ ☐ / ✓ ☐ / ✓			
31	FALSO	**1**	See grid above for marking True/False element
32	VERDADERO	**1**	See grid above for marking True/False element
33	VERDADERO	**1**	See grid above for marking True/False element
34	FALSO	**1**	See grid above for marking True/False element
35	FALSO	**1**	See grid above for marking True/False element

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JUSTIFICATION
ACCEPT: wrong genders throughout

IN EACH CASE, CHECK FALSO IS TICKED

Question	Answer	Marks	Guidance
31	FALSO comenzó a aprender español en Francia ya estudiaba lenguas modernas, entre ellas español estudiaba español en Francia *(There needs to be a mention of 'Spanish' in order for the answer to be considered correct.)*	**1**	**REFUSE MERE ADDITION OF NEGATIVE** **Refuse** en Francia ***tc*** **Refuse** estudiaba lenguas modernas ***tc***
32	VERDADERO		
33	VERDADERO		
34	FALSO los profesores ayudan (si (lo) necesita/s) son (bastante) estrictos pero (siempre) (te/le/les/los) ayudan (si (lo) necesita/s) (siempre) te/le/les/los ayudan (si (lo) necesita/s)	**1**	**REFUSE MERE ADDITION OF NEGATIVE** **Refuse** …que son… **Refuse** se ayudan **Refuse** ayudan ***tc*** **Refuse** los profesores ayudan y son estrictos
35	FALSO su plan es trabajar/ganar dinero	**1**	**REFUSE MERE ADDITION OF NEGATIVE**

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Question	Answer	Marks	Guidance
	quiere/va a trabajar/ganar dinero va a quedarse en Veracruz (durante el verano) no tiene dinero para viajar		**Refuse** voy a quedarme…

Section 3 Exercise 2

Question	Answer	Marks	Guidance
36	una periodista (local) una periodista local que conoció a Petra (por una amiga de la familia)	**1**	**Refuse** una amiga de la familia **Refuse** una periodista local conoció a Petra por una amiga de la familia
37	cajas de medicinas/medicamentos (para sus vacas) lo que estaba escrito en las cajas de medicinas	**1**	**Refuse** cajas de medicinas de una manera extraña **Refuse** lo que estaba escrito
38	(él/Rafael) quería/quiere aprender rápido para aprender rápido	**1**	**Refuse** como él quería aprender rápido, poco tiempo después decidieron tener clases de lunes a viernes **Refuse** como quería aprender rápido
39(a)	vivía muy aislado (con su familia)	**1**	**Refuse** no solo…
39(b)	tuvo/tenía que trabajar (en el campo) (desde niño)	**1**	**Refuse** sino que…
40	(él) (le/se) parecía/pensaba que todos se iban a reír (de él)	**1**	**Refuse** nos cuenta: “Me parecía que todos se iban a reír de mí” **Refuse** le parecía que todos se iban a reír de él y por eso nunca se lo dije a nadie
41	(en su papel de maestra) ha tenido/tiene mucha paciencia	**1**	**Refuse** es inteligente (y tiene mucha paciencia) **Refuse** ha tenido mucha paciencia conmigo

Note: For questions with two interchangeable answers: two correct answers on line 1, line 2 blank = 2; two correct answers on line 1, line 2 wrong = 1 (or vice versa)

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Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

CANDIDATE NAME									
CENTRE NUMBER						CANDIDATE NUMBER				

1081641479

SPANISH **0530/22**

Paper 2 Reading **May/June 2018**

1 hour

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces at the top of this page.
Write in dark blue or black pen.
Do not use staples, paper clips, glue or correction fluid.
DO **NOT** WRITE IN ANY BARCODES.

Answer **all** questions.

The number of marks is given in brackets [ ] at the end of each question or part question.

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

This document consists of **14** printed pages and **2** blank pages.

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Sección 1

Ejercicio 1 Preguntas 1–5

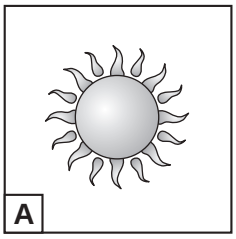
Para cada pregunta indica tu respuesta escribiendo una X en la casilla correcta.

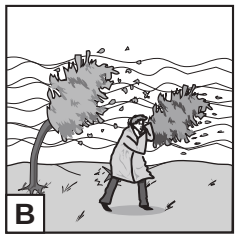
1 En el periódico lees:

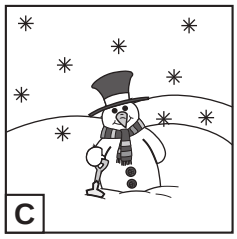
Hoy va a llover.

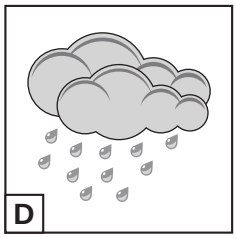
¿Qué tiempo va a hacer hoy?

A	
B	
C	
D	









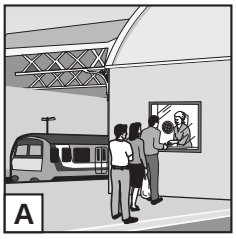
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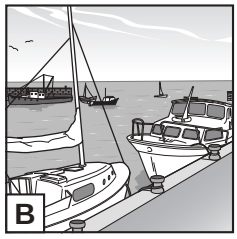
2 Ves este letrero:

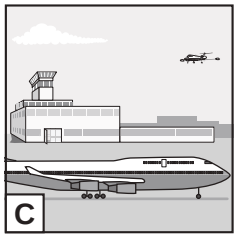
AEROPUERTO DE CÁDIZ

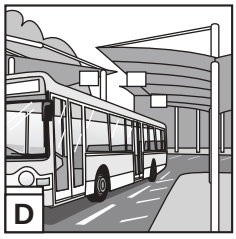
¿Dónde estás?

A	
B	
C	
D	









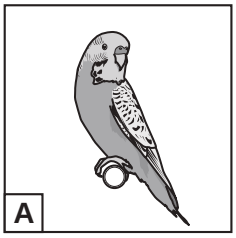
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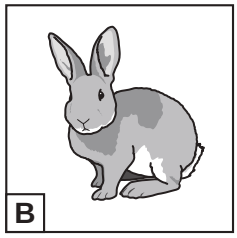
3 Tu amiga te envía una foto y un mensaje:

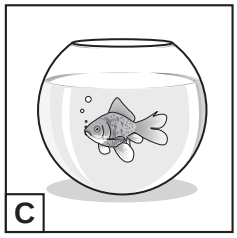
Este es mi pájaro, Pepe.

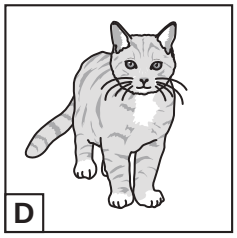
¿Qué animal tiene tu amiga?

A	
B	
C	
D	









[1]

4 Tu primo te manda un mensaje:

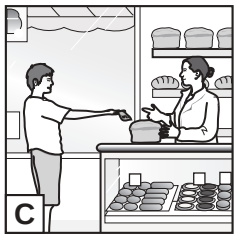
Estoy en la zapatería.

¿Dónde está tu primo?

A	
B	
C	
D	









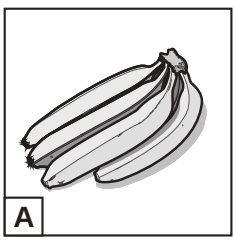
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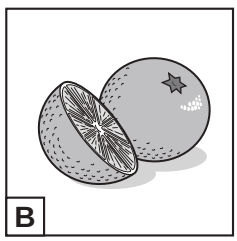
5 Tu compañero de piso te deja una nota:

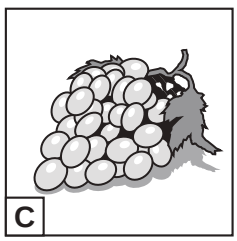
¿Puedes comprar naranjas?

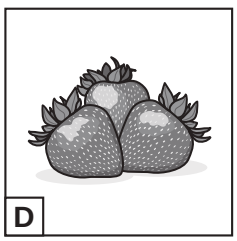
¿Qué tienes que comprar?

A	
B	
C	
D	









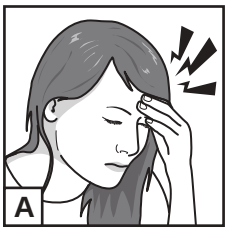
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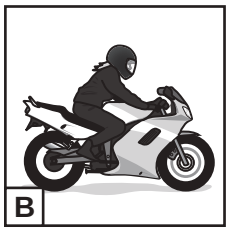
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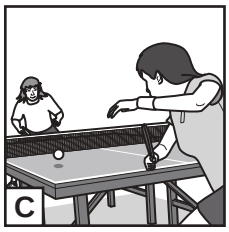
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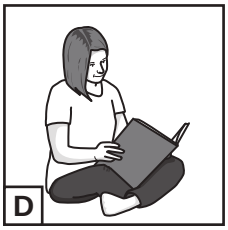
Ejercicio 2 Preguntas 6–10

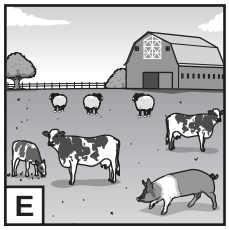
Mira los dibujos.













Indica tu respuesta, colocando A, B, C, D, E o F en la casilla que corresponda.

6 Olga: “Vivo en una granja en el campo.” [1]

7 Lorena: “Normalmente voy al instituto en moto.” [1]

8 Carolina: “Me gusta mucho cantar.” [1]

9 Malena: “Me duele bastante la cabeza.” [1]

10 Ana: “Mi actividad favorita es leer.” [1]

[Total: 5]

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[Turn over

Ejercicio 3 Preguntas 11–15

Lee este texto con atención. Para cada pregunta indica tu respuesta escribiendo una X en la casilla correcta.

Comentario personal: Una vida sana

Nos habla **Pedro…**

Llevo una vida sana. Es importante desayunar bien, por eso tomo pan, zumo y fruta por la mañana. Me gustaría levantarme temprano pero el problema es que me encanta dormir.

Después, voy al instituto. Mis padres no quieren llevarme en coche, así que un amigo y yo vamos a pie juntos.

Como de todo, excepto queso. Si pruebo un poco de queso, me duele el estómago.

También voy al gimnasio todas las semanas. Empecé hace un mes y estoy contento. Además, en las vacaciones iré a clases de vela en un lago cerca de casa.

11 Todos los días Pedro…

A		come una ensalada.
B		se levanta temprano.
C		toma un buen desayuno. [1]

12 Pedro va al instituto con…

A		su padre.
B		su amigo.
C		su madre. [1]

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13 Pedro no come queso porque…

A	☐	prefiere los dulces.
B	☐	su familia nunca compra queso.
C	☐	está enfermo cuando come queso. [1]

14 Pedro comenzó a ir al gimnasio…

A	☐	la semana pasada.
B	☐	el mes pasado.
C	☐	el año pasado. [1]

15 En las vacaciones Pedro va a…

A	☐	hacer un curso de vela.
B	☐	pescar en el lago.
C	☐	practicar más natación. [1]

[Total: 5]

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Sección 2

Ejercicio 1 Preguntas 16–20

Lee este anuncio.

Escuela de música “La Luna”

- Somos una escuela de música situada en el centro histórico de la ciudad, al lado de la catedral del siglo 14 y las murallas de la ciudad.
- Ofrecemos clases de música para niños y adolescentes. Muchos de nuestros profesores son músicos de profesión y tienen mucha experiencia enseñando.
- Los alumnos tienen que traer su propio instrumento. Si necesitan comprarlo, podemos recomendar las mejores tiendas. Es mejor vestir ropa cómoda en las clases.
- Al final de cada curso, los alumnos, si quieren, participarán en un concierto abierto a todo el público.
- Hay descuentos de un 20% en el precio del curso si te apuntas con un miembro de tu familia.

Completa cada frase con una palabra de la lista.

baratas	competir	fáciles	instrumento
joven	mayor	mercados	monumentos
	tocar	uniforme	

16 La escuela está en una zona con ..... antiguos. [1]

17 La gente ..... puede ir a las clases. [1]

18 Es necesario llevar un ..... a las clases. [1]

19 Los estudiantes pueden ..... en un concierto cuando terminen el curso. [1]

20 Si vas con tu hermano, las clases son más ..... . [1]

[Total: 5]

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Dar la vuelta para el Ejercicio 2.

Ejercicio 2 Preguntas 21–30

Lee este blog de Ramona y la respuesta de Alfredo y contesta a las preguntas **en español**.

Ramona escribe:

¡Hola! Soy Ramona. Hoy os hablaré sobre mi objeto favorito. Es una foto de mi abuela en la montaña, que saqué hace dos años. La hice durante un fin de semana que fuimos de camping.

La abuela estudió biología, por eso tiene un gran conocimiento de la naturaleza. Durante los paseos por el campo, es fantástico: me cuenta cosas muy interesantes de las plantas que vemos.

En la foto mi abuela lleva una chaqueta verde. En la televisión habían dicho que habría sol pero hacía bastante frío.

Me encanta esta foto por dos razones. Mi abuela está muy guapa; además, el paisaje es precioso.

Decidme: ¿cuál es vuestro objeto favorito?

Alfredo responde:

Mi objeto favorito es la entrada de mi primer partido de fútbol. Mis padres nos regalaron las entradas a mi hermano y a mí cuando yo tenía 12 años y él 10.

En el estadio no había aparcamiento para coches, por eso tomamos el tren. Yo estaba preocupado porque pensaba que el otro equipo no era bueno y que el partido iba a ser aburrido. Estaba equivocado. El partido fue emocionante y animamos a nuestro equipo.

Después, decidimos ir a un restaurante al lado del estadio. En la calle vi a uno de los jugadores y me acerqué a él. Lo mejor es que me firmó la entrada con su nombre. Fue un día genial.

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21 ¿Dónde se sacó la fotografía de la abuela de Ramona?

.....[1]

22 ¿Cuánto tiempo fueron de camping Ramona y su abuela?

.....[1]

23 ¿Por qué sabe mucho de la naturaleza la abuela de Ramona?

.....[1]

24 ¿Cuándo hablan de las plantas Ramona y su abuela?

.....[1]

25 ¿Por qué llevaba una chaqueta la abuela?

.....[1]

26 Aparte de su abuela, ¿qué más le gusta a Ramona de la foto?

.....[1]

27 ¿Cuándo fue Alfredo a su primer partido de fútbol?

.....[1]

28 ¿Cómo fueron Alfredo y su familia al partido?

.....[1]

29 ¿Qué pensó Alfredo del partido?

.....[1]

30 ¿Qué hizo un jugador después del partido?

.....[1]

[Total: 10]

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[Turn over

Sección 3

Ejercicio 1 Preguntas 31–35

Lee este artículo e indica si las afirmaciones que siguen son verdaderas o falsas. **Si son FALSAS, escribe una frase en español para corregirlas.**

ATENCIÓN: hay 2 afirmaciones que son **VERDADERAS** y 3 afirmaciones que son **FALSAS**.

Un estudiante francés en México

Dani es francés, es estudiante de universidad y este año ha vivido aquí en Veracruz (México) como parte de sus estudios. Ha respondido a unas preguntas para la revista de la Universidad de Veracruz.

Dani, ¿por qué decidiste estudiar en México?

Mi universidad en Francia ofrecía la oportunidad de pasar un año en el extranjero. Elegí México porque ya estudiaba lenguas modernas, entre ellas español, pero nunca había visitado un país donde se hablaba el español. También, en la Universidad de Veracruz había clases de otros idiomas diferentes que se podían aprender.

¿Cómo fueron tus primeras semanas aquí?

No fueron fáciles porque era la primera vez que vivía en un lugar que no era la casa de mis padres y no sabía si me acostumbraría. Además, el país era muy diferente. Lo bueno fue que desde el principio conocí a mucha gente y nos ayudamos entre todos.

¿Dónde te alojas?

Primero viví con otros estudiantes franceses pero el piso estaba lejos de la universidad y perdíamos demasiado tiempo en el autobús. Más tarde, me cambié a un piso más cerca de la universidad con unos estudiantes colombianos. Sigo viviendo allí.

¿Qué te gusta de la vida en Veracruz?

Muchísimas cosas. He hecho muchos amigos en la universidad. Las clases son interesantes; tengo algunos profesores que son bastante estrictos pero siempre te ayudan si lo necesitas. Me encanta la gente mexicana, la comida, las costumbres…

¿Qué vas a hacer cuando termines el curso aquí? ¿Volverás directamente a Francia?

Voy a quedarme en Veracruz durante el verano. La familia de un amigo tiene un negocio en la playa y me pueden dar trabajo, así que mi plan es trabajar. Me habría gustado viajar y conocer el país pero necesito dinero. ¡Este año he gastado bastante!

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Ejemplo:

	VERDADERO	FALSO
La entrevista con Dani es para la radio local.	☐	☒

La entrevista con Dani es para la revista de la universidad.

	VERDADERO	FALSO
31 Dani comenzó a aprender español al llegar a México.	☐	☐

.....

	VERDADERO	FALSO
32 Antes de ir a México, Dani vivía con su familia.	☐	☐

.....

	VERDADERO	FALSO
33 Para ir a la universidad en Veracruz, Dani utilizó transporte público durante un tiempo.	☐	☐

.....

	VERDADERO	FALSO
34 En la universidad, los profesores tienen pocas ganas de apoyar a los estudiantes.	☐	☐

.....

	VERDADERO	FALSO
35 Dani viajará por México durante estas vacaciones de verano.	☐	☐

.....

[Total: 8]

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Ejercicio 2 Preguntas 36–41

Lee este artículo y contesta a las preguntas **en español**.

Niña enseña a leer a un vecino

Petra, de 14 años, es de un pueblo de la Argentina. Ahora es famosa por todo el país porque ha enseñado a leer a Rafael, un vecino suyo de 60 años. Su historia es popular gracias a las redes sociales, ya que una periodista local conoció a Petra por una amiga de la familia y escribió sobre ella en su blog.

Petra conocía a su vecino Rafael, agricultor, desde siempre. Un día, lo vio en la tienda-almacén del pueblo, intentando comprar medicamento para sus vacas. Dice Petra: “Rafael estaba mirando las cajas de medicinas de una manera extraña. Me di cuenta de que no entendía lo que estaba escrito en ellas. Le ayudé y le pregunté si quería aprender a leer y a escribir conmigo.” Rafael aceptó. Al principio, Petra iba dos veces a la semana a casa de Rafael pero, como él quería aprender rápido, poco tiempo después decidieron tener clases de lunes a viernes.

La dura vida de Rafael parece sacada de una película. Le fue imposible ir a la escuela de pequeño, aunque pueda parecer extraño. La realidad es que no solo vivía muy aislado con su familia, sino que también tuvo que trabajar en el campo desde niño.

De mayor, Rafael siempre escondió el hecho de que no sabía leer ni escribir. Nos cuenta: “Me parecía que todos se iban a reír de mí y por eso nunca se lo dije a nadie. Si necesitaba escribir o leer algún documento, decía que me dolía la mano o que me había olvidado las gafas y siempre me ayudaba alguien.” Por suerte, ahora ya no tiene ese problema. “Petra es una niña muy inteligente. En su papel de maestra, ha tenido mucha paciencia conmigo; he conseguido mucho y por eso estoy encantado,” dice mientras compra el periódico.

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36 ¿Quién escribió sobre Petra en una red social?

.....[1]

37 ¿Qué necesitaba leer Rafael en la tienda cuando Petra le ayudó?

.....[1]

38 ¿Por qué aumentó el número de clases a la semana Rafael?

.....[1]

39 ¿Por qué le fue imposible a Rafael asistir a la escuela? Menciona **dos** razones.

(a) .....[1]

(b) .....[1]

40 ¿Por qué Rafael no mencionaba nunca su problema?

.....[1]

41 ¿Qué piensa Rafael de Petra como profesora?

.....[1]

[Total: 7]

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Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

SPANISH **0530/23**

Paper 2 Reading **May/June 2018**

MARK SCHEME

Maximum Mark: 45

Published

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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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

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GENERIC MARKING PRINCIPLE 5: Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).
GENERIC MARKING PRINCIPLE 6: Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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1 General Marking Principles

1.1 It is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided in Section 2. 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 2 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.** Often the general principles will have to be weighed up against each other, e.g. the answer might pass the look-alike test (1.5(b)), but if the candidate has produced an answer that is another word in the target language they will not score (1.6).

1.2 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.

1.3 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. 2 boxes ticked instead of the 1 box stipulated), and neither has been crossed out/discounted by the candidate, no mark can be awarded.
(c)	Where candidates must tick a number of boxes (e.g. tick the 6 true statements) and tick too many, apply the following rule: deduct the number of 'extra' answers indicated by the candidate from their number of correct answers. The remaining number is the mark awarded, e.g. the candidate is asked to tick 6 statements, but ticks 8. 5 of the ticks are correctly placed, but 2 are 'extras' (8 ticks placed by candidate minus 6 ticks required by rubric = 2 'extras'). Therefore the candidate is awarded a mark of 3.
(d)	Answers in pen do not take precedence over answers in pencil, e.g. if a candidate is asked to tick 1 box and ticks 2, one in pen and the other in pencil, the mark cannot be awarded unless there is explicit indication from the candidate as to which is his/her final answer.

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1.4 For questions requiring more than one element for the answer, (i) and (ii), where the answers are interchangeable:

(a)	Both correct answers on line 1 and line 2 blank = 2
(b)	Both correct answers on line 1 and line 2 wrong = 1

(or vice-versa)

1.5 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 etc., unless Mark Scheme specifies otherwise.
(e)	Accept incorrect tense unless Mark Scheme specifies otherwise.
(f)	Tolerate incorrect auxiliary unless Mark Scheme specifies otherwise.
(g)	Tolerate incorrect use of infinitive unless Mark Scheme specifies otherwise.

1.6 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 1.5 above).

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1.7 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.

1.8 No response and '0' marks

There is a NR (No Response) option in **RM Assessor**.

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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1.9 Extra material:

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 reading text. 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. The Detailed Mark Scheme cannot cover all eventualities and where specific instructions are not provided, Examiners must check the reading text to ensure the correct elements which would qualify for the mark are not contradicted or distorted by any extra material. The following, general, rules should be applied:

(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 original 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 a particular answer is not covered in the Mark Scheme, Examiners should consult their Team Leader

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2 Detailed Mark Scheme

Section 1 Exercise 1

Question	Answer	Marks	Guidance
1	B	**1**	
2	D	**1**	
3	C	**1**	
4	B	**1**	
5	A	**1**	

Section 1 Exercise 2

Question	Answer	Marks	Guidance
6	C	**1**	
7	F	**1**	
8	D	**1**	
9	E	**1**	
10	B	**1**	

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Section 1 Exercise 3

Question	Answer	Marks	Guidance
11	A	**1**	
12	C	**1**	
13	B	**1**	
14	C	**1**	
15	B	**1**	

Section 2 Exercise 1

Question	Answer	Marks	Guidance
16	menos	**1**	
17	conseguir	**1**	
18	extranjeros	**1**	
19	dentro	**1**	
20	ruido	**1**	

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Section 2 Exercise 2

- **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) unless the Mark Scheme specifies otherwise.
- **Accept lifting unless it is specifically refused in the Mark Scheme.**
- READ SECTION 1: GENERAL MARKING PRINCIPLES.
- Accept *mi, mis, tu, tus, su, sus,* etc.

ACCEPT: <u>wrong genders throughout</u>

Question	Answer	Marks	Guidance
21	(con) los deberes (en casa)	**1**	
22	(las) matemáticas (se le dan muy mal)	**1**	**Refuse** (es fantástico porque) sabe mucho, aunque las matemáticas se le dan muy mal
23	(tiene/tengo que portarse/me bien en) el instituto	**1**	
24	(muchos de) sus/mis amigos (y una chica que le/me gustaba mucho)	**1**	**Refuse** una chica que le/me gustaba mucho ***tc***
25	(una) mala nota	**1**	
26	una semana	**1**	
27	(muy) sociable	**1**	
28	no sabe qué decir(les)	**1**	
29	prepara bien (sus clases)	**1**	**Refuse** no solo conoce bien a sus alumnos, sino también prepara bien sus clases y por eso son interesantes
30	(en/dentro de/después de) un año el año próximo/que viene	**1**	

Note: For questions with 2 interchangeable answers: 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)

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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. This Detailed Mark Scheme provides specific guidance but in cases not covered, see General Marking Principles, Section 1.9.

In this section, take into account the whole of the candidate's answer. We are still applying the sound-alike rule (e.g. *passado* = *pasado*).

READ SECTION 1: GENERAL MARKING PRINCIPLES

FOR ANSWERS NOT COVERED BY MARK SCHEME, ANNOTATION TOOL MAY BE USED, e.g. INV or BOD

REFUSE DIRECT SPEECH HOWEVER IT IS PRESENTED.

Section 3 Exercise 1

1 Mark available per question for True or False + 1 Mark available for correction of each False statement.

First award marks for the True/False element and then award marks for the justification of the False statements.

True/False element: all 5 statements appear on screen. Enter mark as appropriate for correct identification of each statement as True or False.

- **If neither True nor False is 'ticked' for a question, enter N/R (no response)**.
- **If both True and False are 'ticked' (and there is no clarification of candidate's 'final' answer), enter 0.**

Justification for false statements: only the 3 False statements appear on screen.

- **If the candidate correctly identified the statement as False, mark the justification and enter the mark**
- **If True is 'ticked',** award N/R (or 0 if justification is provided)
- **If True and False are both 'ticked' (and there is no clarification of candidate's 'final' answer),** award 0 (ignore any justification)
- **If neither True nor False is 'ticked'**, mark justification and enter mark (no mark awarded for True/False element)

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Question	Answer	Marks	Guidance
TRUE / **FALSE** ☐ / ☐ ☐ / ✓ ✓ / ☐ ✓ / ☐ ☐ / ✓			
31	FALSO	**1**	See grid above for marking True/False element
32	FALSO	**1**	See grid above for marking True/False element
33	VERDADERO	**1**	See grid above for marking True/False element
34	VERDADERO	**1**	See grid above for marking True/False element
35	FALSO	**1**	See grid above for marking True/False element

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JUSTIFICATION
ACCEPT: wrong genders throughout

IN EACH CASE, CHECK FALSO IS TICKED

Question	Answer	Marks	Guidance
31	FALSO no se sentía nerviosa (ante las cámaras)	**1**	 **REFUSE MERE ADDITION OF NEGATIVE**
32	FALSO no pasó nada durante seis meses (recibió una respuesta) en/después de seis meses	**1**	 **REFUSE MERE ADDITION OF NEGATIVE** **Refuse** (durante) seis meses **Refuse** Carmela no pasó nada durante seis meses
33	VERDADERO		
34	VERDADERO		
35	FALSO no piensa dejar su empleo en la comisaría	**1**	 **REFUSE MERE ADDITION OF NEGATIVE** **Refuse** no pienso dejar mi empleo en la comisaría **Refuse** A Carmela le gustaría ir por las calles de su pueblo ayudando a los habitantes

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Section 3 Exercise 2

Question	Answer	Marks	Guidance
36	se casa(n) con alguien del mismo ambiente	**1**	**Refuse** se casa(n) con alguien del mismo ambiente, Alberto incluido
37	seis espectáculos/veces por semana	**1**	**Refuse** tantas veces **Refuse** presentando seis espectáculos por semana
38	(hay que tener) (completa) confianza (en tus compañeros)	**1**	**Refuse** sentirse cómodo con tu cuerpo (y …)
39	(la mayoría de) los Ayuntamientos	**1**	
40	no (siempre) se les trataba bien (a los animales)	**1**	
41	hacen/con muchas pruebas de seguridad	**1**	**Refuse** hacemos…
42	ser fuerte	**1**	

Note: For questions with 2 interchangeable answers: 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)

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CANDIDATE NAME									
CENTRE NUMBER						CANDIDATE NUMBER				

2354111207

SPANISH **0530/23**

Paper 2 Reading **May/June 2018**

1 hour

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces at the top of this page.
Write in dark blue or black pen.
Do not use staples, paper clips, glue or correction fluid.
DO **NOT** WRITE IN ANY BARCODES.

Answer **all** questions.

The number of marks is given in brackets [ ] at the end of each question or part question.

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Sección 1

Ejercicio 1 Preguntas 1–5

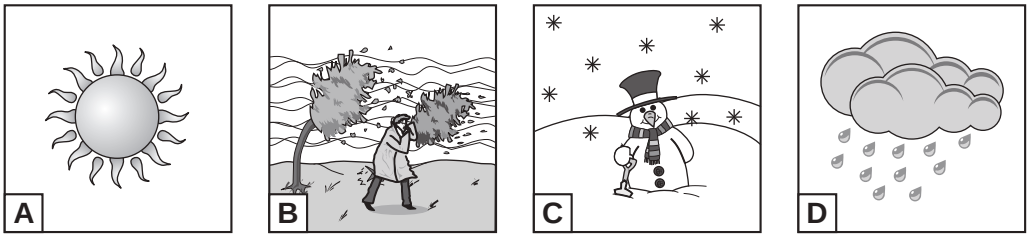
Para cada pregunta indica tu respuesta escribiendo una X en la casilla correcta.

1 En el periódico lees:

> Hoy va a hacer viento.

¿Qué tiempo va a hacer hoy?

A	
B	
C	
D	



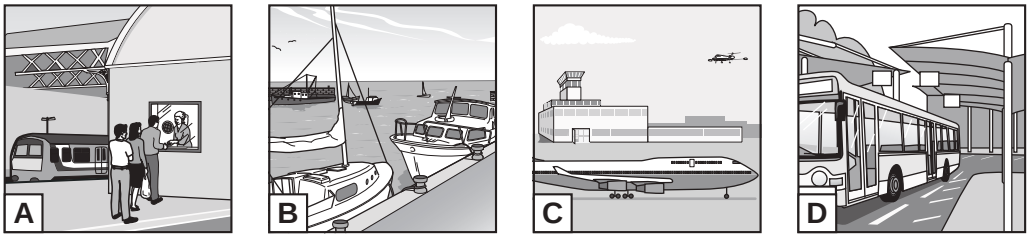
[1]

2 Ves este letrero:

> ESTACIÓN DE AUTOBUSES DE CÁDIZ

¿Dónde estás?

A	
B	
C	
D	



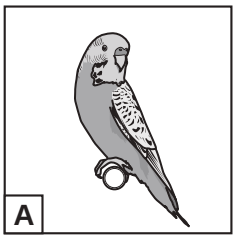
[1]

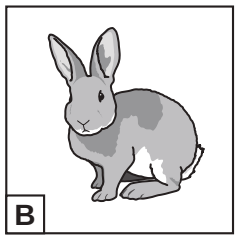
3 Tu amiga te envía una foto y un mensaje:

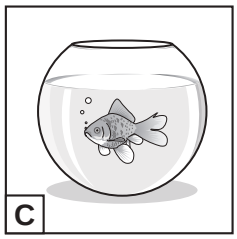
Este es mi pez, Pepe.

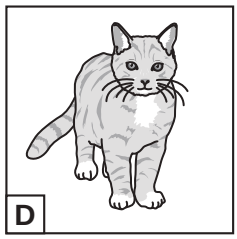
¿Qué animal tiene tu amiga?

A	
B	
C	
D	









[1]

4 Tu primo te manda un mensaje:

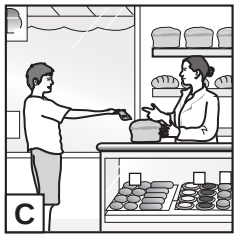
Estoy en la librería.

¿Dónde está tu primo?

A	
B	
C	
D	









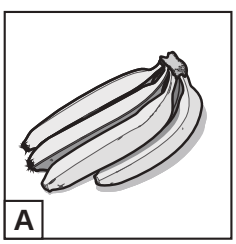
[1]

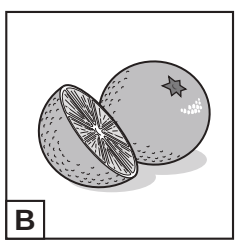
5 Tu compañero de piso te deja una nota:

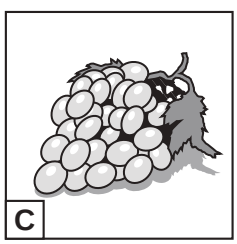
¿Puedes comprar plátanos?

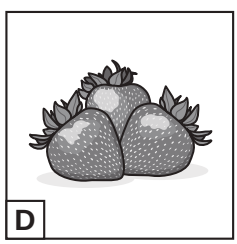
¿Qué tienes que comprar?

A	
B	
C	
D	









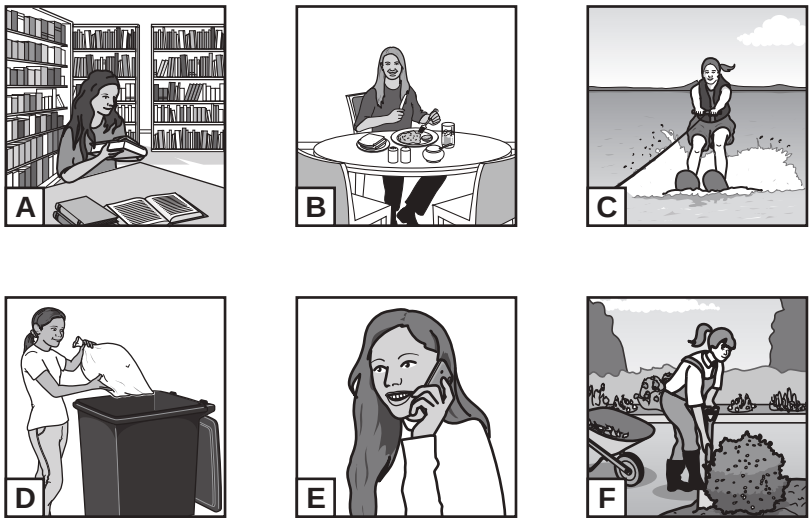
[1]

[Total: 5]

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Ejercicio 2 Preguntas 6–10

Mira los dibujos.



Indica tu respuesta, colocando A, B, C, D, E o F en la casilla que corresponda.

6 Juana: “Se puede hacer esquí acuático.” [1]

7 Nieves: “Me gusta trabajar en el jardín.” [1]

8 Liliana: “Voy a sacar la basura.” [1]

9 Begoña: “Necesito llamar a mi padre.” [1]

10 Dorotea: “Siempre tomo el desayuno en la cocina.” [1]

[Total: 5]

Ejercicio 3 Preguntas 11–15

Lee este texto con atención. Para cada pregunta indica tu respuesta escribiendo una X en la casilla correcta.

Comentario personal: Las compras

Nos habla **Laura**…

Las tiendas en mi pueblo venden ropa para el colegio pero si quiero comprar ropa elegante o regalos de cumpleaños, tengo que ir a la ciudad. Si hay una fiesta, mis amigas buscan ropa en Internet donde hay miles de vestidos y todo es barato. Yo no compro por Internet porque prefiero probar las cosas antes de comprar.

Voy de compras en las vacaciones porque después del colegio y los fines de semana tengo muchas cosas que hacer. Normalmente voy de compras después de Navidad para gastar el dinero que me regalan mis padres.

11 En su pueblo, Laura compra…

A		ropa para el colegio.
B		regalos para sus amigas.
C		libros para leer. [1]

12 Para ir a una fiesta, las amigas de Laura compran ropa…

A		en un centro comercial.
B		en la ciudad.
C		en Internet. [1]

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13 Laura no compra ropa en Internet porque…

A		es muy cara.
B		quiere probarla.
C		no tiene tarjeta de crédito. [1]

14 Laura va de compras…

A		después del colegio.
B		los fines de semana.
C		en las vacaciones. [1]

15 Laura dice que le gusta ir de compras en enero porque…

A		hay rebajas.
B		tiene dinero.
C		va con sus padres. [1]

[Total: 5]

Sección 2

Ejercicio 1 Preguntas 16–20

Lee este anuncio.

Festival de Música Tradicional

- Este año, el pueblo de Olivares organiza el primer 'Festival de Música Tradicional'. El festival empezará el 4 de agosto y durará cinco días.
- No hay que comprar las entradas. ¡Son gratuitas! Están disponibles en la oficina de turismo.
- Será un espectáculo inolvidable. Habrá conciertos de artistas nacionales e internacionales.
- Se podrá bailar con la música en el parque, o en el gimnasio del instituto si llueve. Se servirá comida y bebida.
- Olivares es un pueblo tranquilo, así que los conciertos terminarán a las 22.00 para no molestar a los vecinos.

Completa cada frase con una palabra de la lista.

pagar	conseguir	dentro	estudiantes
enfrente	extranjeros	más	menos
	ruido	tráfico	

16 Habrá conciertos durante ..... de una semana. [1]

17 Puedes ..... las entradas en la oficina de turismo. [1]

18 Algunos de los músicos serán ..... . [1]

19 Los conciertos se organizarán ..... del instituto si hace mal tiempo. [1]

20 Quieren evitar problemas causados por el ..... . [1]

[Total: 5]

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Dar la vuelta para el Ejercicio 2.

Ejercicio 2 Preguntas 21–30

Lee este e-mail de Esteban y la respuesta de Roberto y contesta a las preguntas **en español**.

Hola Roberto:

Quería explicarte una cosa que me preocupa en este momento. Como sabes, estudio en un instituto donde mi padre trabaja como profesor. Es verdad que esto tiene ventajas: él me puede ayudar con los deberes en casa. Es fantástico porque sabe mucho, aunque las matemáticas se le dan muy mal. Por supuesto, yo siempre tengo que portarme bien en el instituto, porque ¡si no...!

A mí no me da clase este año, así que no veo mucho a mi padre por el edificio pero muchos de mis amigos están en sus clases y a veces me siento incómodo. Lo peor fue cuando mi padre le puso una mala nota a Paula, una chica que me gustaba mucho. ¡Ella no me habló durante una semana!

¿Puedes sugerir una solución a mi problema?

Esteban

Hola Esteban:

Entiendo lo que me dices. La madre de mi amiga, Cristina, también es profesora en su instituto. Cristina dice que, como su madre es muy sociable, muchas veces encuentra a sus profesores visitando a su madre en casa. Cristina no sabe qué decirles.

Tú no debes preocuparte porque tu padre es muy popular. No solo conoce bien a sus alumnos, sino también prepara bien sus clases y por eso son interesantes. De todos modos, dentro de un año vas a dejar el instituto y todo será diferente.

Roberto

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21 A Esteban ¿cómo lo puede ayudar su padre?

.....[1]

22 ¿Qué asignatura encuentra difícil el padre de Esteban?

.....[1]

23 ¿Dónde tiene que portarse bien Esteban?

.....[1]

24 ¿Quiénes están en las clases del padre de Esteban?

.....[1]

25 ¿Qué le dio a Paula el padre de Esteban?

.....[1]

26 ¿Cuánto tiempo duró el silencio de Paula?

.....[1]

27 ¿Cómo es la madre de Cristina?

.....[1]

28 ¿Qué problema tiene Cristina cuando vienen los profesores a su casa?

.....[1]

29 ¿Por qué son interesantes las clases del padre de Esteban?

.....[1]

30 ¿Cuándo terminará Esteban sus estudios en el instituto?

.....[1]

[Total: 10]

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Sección 3

Ejercicio 1 Preguntas 31–35

Lee este artículo e indica si las afirmaciones que siguen son verdaderas o falsas. **Si son FALSAS, escribe una frase en español para corregirlas.**

ATENCIÓN: hay 2 afirmaciones que son **VERDADERAS** y 3 afirmaciones que son **FALSAS**.

Terminó la última serie de '*¡A Cocinar!*'

Carmela Ferrer, una policía de 35 años, acaba de ganar el primer premio en el concurso de televisión '*¡A cocinar!*'. En cada programa, los participantes tienen que preparar un plato dentro de un tiempo fijo. Luego el público elige el peor cocinero y éste tiene que dejar el programa.

Para Carmela, participar fue un sueño. Ha tenido varias profesiones; incluso durante cinco años fue soldado. "Pasé seis meses en una zona de guerra," dice, explicando por qué no se sentía nerviosa ante las cámaras. Aunque en verano a veces trabajaba de camarera en un restaurante de la costa, la cocina nunca ha sido más que una afición para ella.

Muchos quieren competir pero no es fácil ser aceptado por el programa. Hace un año, Carmela rellenó un formulario por Internet pero no pasó nada durante seis meses. Luego, de repente, la llamaron por teléfono y le pidieron hacer un vídeo en casa para enviar al director del programa. "Un amigo manejó la cámara en la cocina mientras yo cocinaba mi plato favorito y charlaba," dice riéndose.

Algunos critican el hecho de que los platos que preparan los participantes no cuentan mucho, y que lo que dicen es más importante que lo que cocinan. "Yo nunca tuve problemas con los otros participantes," dice Carmela. Sin embargo, reconoce que al público le encanta cuando los participantes se pelean.

Lo que dicen tradicionalmente los ganadores es que van a abrir un restaurante. Si no, quieren seguir una carrera en la televisión. Carmela tiene muy claro su futuro. Dice: "Voy por las calles de mi pueblo ayudando a los habitantes y, de momento, no pienso dejar mi empleo en la comisaría." Sin embargo, su pueblo pronto celebrará sus 800 años y le han propuesto organizar una cena especial en el ayuntamiento. Es un orgullo para ella.

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Ejemplo:	**VERDADERO**	**FALSO**
En el programa, los participantes prueban varios platos.		✘

Tienen que preparar un plato.

.....

		VERDADERO	**FALSO**
31	A Carmela le preocupaba salir en la televisión.		

.....

		VERDADERO	**FALSO**
32	Cuando pidió participar en el programa, Carmela recibió una respuesta en seguida.		

.....

		VERDADERO	**FALSO**
33	Para ser aceptada en el programa, Carmela tuvo que mandar un vídeo hecho en su casa.		

.....

		VERDADERO	**FALSO**
34	Carmela dice que se llevó bien con los otros participantes.		

.....

		VERDADERO	**FALSO**
35	A Carmela le gustaría tener una nueva carrera en la televisión.		

.....

[Total: 8]

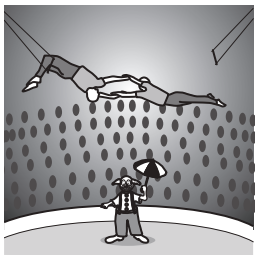
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[Turn over

Ejercicio 2 Preguntas 36–42

Lee este artículo y contesta a las preguntas **en español**.

El futuro del circo



El director de la nueva Escuela de Circo de Cartagena es Alberto Muñoz, que lleva más de 40 años viajando y actuando en circos. “Tuve la suerte de nacer en el mundo especial del circo,” dice. Sus padres eran artistas y el 90% de la gente del circo se casa con alguien del mismo ambiente, Alberto incluido. “Íbamos de pueblo en pueblo como una gran familia, presentando seis espectáculos por semana,” explica Alberto. De día repetían las acciones del espectáculo tantas veces que casi podían hacerlas mientras dormían. “En un circo necesitas sentirte cómodo con tu cuerpo y hay que tener completa confianza en tus compañeros. Sin eso no hay espectáculo.”

Sin embargo, Alberto reconoce que el circo está cambiando. En su juventud había siempre animales salvajes que ahora la mayoría de los Ayuntamientos no permite en los circos. Alberto entiende las razones del cambio. “No siempre se les trataba bien,” explica. “Y el circo de hoy no es menos popular.” A los niños les encanta el espectáculo: el olor de la pista redonda, las luces, los colores... Hoy día cuando todos tienen videojuegos y la pantalla de la televisión, el circo es más real. “Aunque hacemos muchas pruebas de seguridad, el peligro está siempre presente,” explica Alberto. “Esto es lo que atrae a nuestros espectadores.”

La Escuela de Circo pronto abrirá sus puertas y Alberto tiene claras las características que deberán tener sus alumnos. Dice Alberto: “No se trata simplemente de ser fuerte, como muchos creen. Buscamos a jóvenes que conozcan la larga tradición del circo pero que también hayan estudiado algo de baile. Hay que tener ganas de mejorar y la paciencia de repetir durante varios meses un ejercicio que solo dura dos minutos.” Seguro que no faltarán alumnos.

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36 En cuanto al matrimonio, ¿qué hace la mayoría de personas que pertenecen al circo?

.....[1]

37 ¿Con qué frecuencia actuaba el circo en el que creció Alberto?

.....[1]

38 Según Alberto, ¿qué debe haber entre los artistas del circo?

.....[1]

39 ¿Quién ha prohibido los animales en los circos?

.....[1]

40 ¿Por qué critica Alberto el uso de animales en los circos?

.....[1]

41 ¿Cómo intentan reducir el riesgo de accidentes?

.....[1]

42 Según muchas personas, ¿qué es lo único que se necesita para ser artista en el circo?

.....[1]

[Total: 7]

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SPANISH **0530/41**

Paper 4 Writing **May/June 2018**

MARK SCHEME

Maximum Mark: 50

Published

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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PUBLISHED

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

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GENERIC MARKING PRINCIPLE 5: Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).
GENERIC MARKING PRINCIPLE 6: Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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1 General Marking Principles

1.1 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.

1.2 For Questions 2 and 3, if the candidate has written an answer in the space provided for that purpose, you should ignore anything written anywhere else, unless:

(a)	there is an indication from the candidate that other material should be considered.
(b)	the candidate has continued their answer outside the space provided.
(c)	there is no answer in the space provided.

1.3 Annotation used in the Mark Scheme:

(a)	tc = 'tout court' and means that on its own the material is not sufficient to score the mark.
(b)	BOD = benefit of the doubt and is used to indicate that the Examiner has considered the answer/that part of the answer and judged it to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.

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1.4 No response and '0' marks

There is a NR (No Response) option in **RM Assessor**.

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.

1.5 Optional questions: You must mark all questions attempted by the candidate. Where a question has not been attempted then NR must be entered. (For Question 3 only, after marking the question(s) the candidate has answered, NR is populated automatically when you click on 'Complete'.) Where the candidate attempts more than one of the alternatives in Question 3, RM Assessor will automatically only aggregate the candidate's best result.

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Question	Answer	Marks

Question 1

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

(i) Select the most correct items up to a maximum of 5. Award 1 mark for each correct item up to a maximum of 5. Stop ticking once 5 items have been rewarded.

(ii) On Question 1, award marks for items wherever the candidate has written them.

(iii) **If the candidate offers more than one word per line, award a mark for each acceptable item** (e.g. where a candidate has linked two words as in *cepillo de dentífrica* = 1 tick; however *cepillo y dentífrica* (candidate intends this as two items) = 2 ticks).

(iv) The pictures provided on the question paper are only suggestions.

(v) Mark for communication. Tolerate inaccuracies, provided the message is clear. Ignore any definite/indefinite article, possessive adjective, etc. Ignore any verbs.

(vi) If spelling is questionable, start by referring to the detailed mark scheme. Refer to the bullet points below if no decision on the spelling you have encountered is recorded there.
- 'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer?
- Look-alike test: does what the candidate has written look like the correct answer, e.g. one letter missing but no other word created.
- If the first part of the word is correct, small errors in what comes next are less likely to impede communication (unless they suggest another meaning).
- Where letters are transposed, the word is likely to communicate (unless another word has been created).

(vii) Once marking proper starts, if there are five clearly acceptable items, award marks wherever these are in the list. This approach may allow questionable versions to be ignored.

(viii) Refuse all nouns which are repeated and which do not have a separate meaning:
- pantalones, pantalones cortos: award one mark to each item
- pantalone*s pequeños, pantalones azules*: award one mark for the first *pantalones*

(ix) Reject misspelt words which suggest a word with a quite different meaning. Where nouns are usually plural, accept the singular and vice versa.

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>1</td><td>

Vas al mercado para comprar fruta y verduras. Haz una lista en español de 8 frutas y verduras que compras.

Refuse lechuga as it was the example.
Refuse fruta / legumbres / verdura

<table>
<tr><th>ACCEPT</th><th>ACCEPT</th><th>REFUSE</th></tr>
<tr><td>aguacate</td><td></td><td>avocado</td></tr>
<tr><td>banana</td><td></td><td></td></tr>
<tr><td>cebolla</td><td></td><td></td></tr>
<tr><td>frambuesa</td><td>framboesa</td><td></td></tr>
<tr><td>fresa</td><td>freza</td><td>freso</td></tr>
<tr><td>limón</td><td>lemón</td><td></td></tr>
<tr><td>manzana</td><td></td><td></td></tr>
<tr><td>naranja</td><td></td><td></td></tr>
<tr><td>papa</td><td></td><td></td></tr>
<tr><td>patata</td><td></td><td></td></tr>
<tr><td>pera</td><td></td><td></td></tr>
<tr><td>plátano</td><td></td><td>plantano</td></tr>
<tr><td>tomate</td><td>tomato</td><td></td></tr>
<tr><td>zanahoria</td><td>sanahoria</td><td>carota / carrota / carote / carrote</td></tr>
</table>

Total for Question 1: 5 marks

</td><td>5</td></tr>
</table>

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Question	Answer	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.**		

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Question	Answer	Marks
2	***Mi vida en el colegio*** **2.1: Award a mark out of 10 for Communication** (i) Place the appropriate 'numbered' tick as close as possible to each relevant communication point in the body of the answer. (ii) Award ticks flexibly across the tasks for each piece of relevant information conveyed, up to a maximum of 10. HOWEVER, each of the 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 • **Look for a verb (finite or infinitive) before awarding a mark.** Lists without a verb will not score. • **See Appendix II for rules on how to decide whether a verb is accurate enough** to convey meaning. • **For language other than verbs, use 'rules' in Question 1**: look alike, sound alike, etc. • **Misplaced adjectives, negatives and adverbs will not usually compromise communication.** (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 • *Ella es alta y delgada y grande y nerviosa.* (*1 verb, therefore treat as list of 4 items: place one tick over 'grande' (third item in list) and another tick over 'nerviosa' (fourth item in list*)) • *Ella es alta. Es delgada. Tiene el pelo moreno.* (*3 verbs therefore each piece of information can score a separate communication mark*) (vi) Only reward each piece of information once, e.g. *es fantástica* cannot score both as description and reason for liking; *es fantástica y sus clases son fantásticas* can both be rewarded as *fantástica(s)* describes different nouns; *ella me ayuda a hacer mis deberes* and *me ayuda todos los días* can both be rewarded as they each contain a different extra detail (*a hacer mis deberes* and *todos los días)*. (vii) Do not penalise factual errors. (viii) What the candidate writes may not follow the order of the tasks on the question paper – this is fine.	**15**

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>2</td><td>
<table>
<tr><th>Tick</th><th>Accept</th></tr>
<tr><td>✓1</td><td>¿Cómo es tu colegio?

REWARD any statement relating to what the candidate’s school is like (gender, facilities, etc.)

Refuse location on its own</td></tr>
<tr><td>✓2</td><td>¿Qué ropa llevas en el colegio?

REWARD any statement relating to what the candidate wears for school

Accept statements referring to uniform or what the rules dictate they can/cannot wear</td></tr>
<tr><td>✓3</td><td>¿Qué haces durante el recreo?

REWARD any statement relating to what the candidate does during break-time (an activity of some sort is required)

Refuse activities not relating to school</td></tr>
<tr><td>✓4</td><td>¿Qué estudios vas a hacer en el futuro?

REWARD any statement relating to what the candidate is going to study in future

Refuse profession without reference to studying</td></tr>
</table>
</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>2</td><td>

2.2: Award a mark out of 5 for Language

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* (Appendix I)).

Grade descriptors for Language (Question 2)

<table>
<tr><td>5</td><td>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.</td></tr>
<tr><td>4</td><td>Basic vocabulary and structure.
Some awareness of verb usage, but inconsistent.
The writing is sufficiently accurate for meaning to be conveyed.</td></tr>
<tr><td>3</td><td>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.</td></tr>
<tr><td>2</td><td>A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td></tr>
<tr><td>1</td><td>Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</td></tr>
<tr><td>0</td><td>One or two disjointed words or short phrases may be recognisable.</td></tr>
</table>

*Consider the whole answer when awarding mark for language

Total for Communication: 10 marks
Total for Language: 5 marks
Total for Question 2: 15 marks

</td><td></td></tr>
</table>

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Question	Answer	Marks

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.

For question-specific guidance, see later in this mark scheme.

3.1: Award a mark out of 10 for Communication

(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 (in the body of the answer).

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) **Look for a verb (finite or infinitive) before awarding a mark for communication.** See Appendix II for rules on how to decide whether a verb is accurate enough to convey meaning.

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

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Question	Answer	Marks

3.2: Award a mark out of 8 for accurate use of Verbs

When awarding ticks for Verbs, please refer back to the question in order to establish which tense is appropriate for the response. **For question-specific guidance, see later in this mark scheme.**

(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) Place the tick so that it does not obscure the accent / tilde.
(iii) 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

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Question	Answer	Marks

How to award ticks for accurate use of Verbs (Question 3):

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

- **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.**

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

Use of gerund

Tick	No tick	Note

With direct and indirect object pronouns

Tick	No tick	Note
Juan lo vio (✓)		

Reflexive/passive

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

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Question	Answer	Marks

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

Tick	No tick	Note
Me gusta (✓) leer (✓)		
Me gusto *(no tick)* 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 *(no tick)* la película	If sequence is incorrect, **both** verbs cannot be rewarded

Single auxiliary with multiple past participles

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

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Question	Answer	Marks

Verb which requires preposition

Tick	No tick	Note
Ayudo (✓) a lavar (✓) el coche		
Ayudo (✓) lavar el coche		preposition is required for *lavar* to be awarded a tick
Ayudo (✓) con lavar el coche		incorrect use of *con* means that *lavar* cannot receive a tick

Verb which requires personal *a*

Tick	No tick	Note
Veo (✓) a mi amigo	Veo *(no tick)* mi amigo	personal *a* is required for *veo* to be awarded a tick

Correct verb within meaningless statement

Tick	No tick	Note
El camino es (✓) largo	El camino es (*no tick*) 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(?) (✓)		

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Question	Answer	Marks

(d) Infinitive

Tick	No tick	Note
Quiero (✓) salir (✓)		
No quiera (*no tick*) salir (✓)		
Quiero (✓) salire (*no tick*)		
Voy a (✓) estudiar (✓)		
Empecé a (✓) llorar (✓)		
Empecé *(no tick)* llorar (✓)		

(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
- Esta tarde mi amigo puede (✓) jugar (✓) al fútbol. En mi ciudad se puede *(no tick)* nadar (✓) – puede is in the third person singular in both sentences, so scores the first time but not the second time

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3.3: Award a mark out of 12 for Other linguistic features

(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 (Appendix I)).

(ii) Use the highlighter marking tool to highlight the first new use of any correct usage. Use the highlighter marking tool to underline a creditable attempt at a structure. This annotation is intended to help you arrive at an appropriate mark. Therefore, the kinds of things you highlight/underline will vary according to the quality of work, e.g. for a mark of 7/8 to be awarded the assumption is that 'spelling of common words, genders, adjectival agreements and basic prepositions are almost always correct' so annotation will focus on the degree of success with more complex language.

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

- 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)
- Object pronouns (me ha dicho; me lo dio) and 'strong' pronouns
- Conjunctions other than *y* and linking words (e.g. sin embargo, por lo tanto, por eso)
- Prepositions – Time, Place etc.
- Negatives
- Adverbs
- Use of por and para
- Adjectives, including possessives and demonstratives. Also comparatives and superlatives
- Expressions of quantity
- Appropriate use of *politesses* in the letter.

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Grade descriptors for Other linguistic features (Question 3)

11–12	• 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	• 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	• 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	• Attempts more than basic structures. • On balance, the work is more accurate than inaccurate. • Straightforward vocabulary relevant to the task.
3–4	• Reliant on basic structures. • Some examples of correct language. Meaning usually conveyed. • Basic vocabulary.
1–2	• A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.
0	• One or two disjointed words or short phrases may be recognisable.

^^subordinate clauses, linking words, object pronouns, comparative adjectives/adverbs, strong negatives usually error free.
*spelling of common words, genders, adjectival agreements and basic prepositions are almost always correct.

Total for Communication: 10 marks
Total for Verbs: 8 marks
Total for Other linguistic features: 12 marks
Total for Question 3: 30 marks

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3(a)</td><td>

Recientemente pasaste un día en una ciudad en tu país. Escribe un e-mail a tu amigo/amiga español(a).

3.1: Award a mark out of 10 for Communication – see generic guidance above

<table>
<tr><th>Tick</th><th>Accept</th><th>Mark</th></tr>
<tr><td>✓1</td><td>¿A qué ciudad fuiste?

Insist on past tense

Accept any statement relating to which city the candidate went to (although the response does not necessarily need to include the city's name, e.g. accept fui a la capital de España)</td><td>2</td></tr>
<tr><td>✓2</td><td>¿Qué lugares de interés visitaste en la ciudad?

Insist on past tense

Accept any statement relating to the sights/interesting places that the candidate visited in the city</td><td>2</td></tr>
<tr><td>✓3</td><td>¿Cuál es tu opinión de esa ciudad?

Expect opinions/emotions
Do not insist on past tense

Accept any statement relating to the candidate's opinion of the city</td><td>2</td></tr>
<tr><td>✓4</td><td>¿Cuándo piensas hacer otra excursión?

Accept any statement relating to when the candidate is planning on going on another trip

Refuse a past statement in a past time frame</td><td>2</td></tr>
<tr><td>✓5</td><td>Invita a tu amigo/amiga a hacer la próxima excursión contigo.

Accept any statement inviting the friend to go with the candidate on an excursion</td><td>2</td></tr>
</table>

</td><td>**30**</td></tr>
</table>

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3(a)</td><td>

3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above

<table>
<tr><th>Communication point</th><th>For Verbs, accept:</th></tr>
<tr><td>1</td><td>Preterite/Perfect (depending on context)</td></tr>
<tr><td>2</td><td>Preterite/Perfect/Imperfect (depending on context)</td></tr>
<tr><td>3</td><td>Present/Imperfect/Preterite/Perfect (depending on context)</td></tr>
<tr><td>4</td><td>Present/Future/Conditional (depending on context)</td></tr>
<tr><td>5</td><td>Present/Future/Conditional (depending on context)</td></tr>
</table>

3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above

</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3(b)</td><td>

La lectura. Escribe un artículo sobre este tema.

3.1: Award a mark out of 10 for Communication – see generic guidance above

<table>
<tr><th>Tick</th><th>Accept</th><th>Mark</th></tr>
<tr><td>✓1</td><td>¿Dónde lees normalmente?

Insist on present tense

Accept any statement relating to where the candidate usually reads</td><td>2</td></tr>
<tr><td>✓2</td><td>¿Cuántas horas pasaste leyendo la semana pasada?

Insist on past tense

Accept any statement relating to how long the candidate spent reading last week</td><td>2</td></tr>
<tr><td>✓3</td><td>¿Qué tipo de libros leías cuando eras niño/niña?

Expect past tense but note that students may refer to themselves as still being a niño/a

Accept any statement relating to the <u>type</u> of book that the candidate read as a child
Refuse titles of books/magazines/comics/other publications</td><td>2</td></tr>
<tr><td>✓4</td><td>¿Quién es tu escritor/escritora preferido/a?

Insist on a name
Expect present tense

Accept any statement relating to who the candidate’s favourite author is</td><td>2</td></tr>
<tr><td>✓5</td><td>Explica por qué (no) te gusta recibir libros como regalo.

Expect opinions/emotions

Accept any statement explaining <u>why</u> the candidate does or does not like receiving books as a present</td><td>2</td></tr>
</table>

</td><td>30</td></tr>
</table>

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3(b)</td><td>

3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above

<table>
<tr><th>Communication point</th><th>For Verbs, accept:</th></tr>
<tr><td>1</td><td>Present</td></tr>
<tr><td>2</td><td>Preterite/Perfect/Imperfect (depending on context)</td></tr>
<tr><td>3</td><td>Preterite/Perfect/Imperfect (depending on context)</td></tr>
<tr><td>4</td><td>Present</td></tr>
<tr><td>5</td><td>Present/Future/Conditional/Preterite/Perfect/Imperfect (depending on context)</td></tr>
</table>

3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above

</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3(c)</td><td>

'La semana pasada fui a una ceremonia donde recibí un premio al mejor póster…'

3.1: Award a mark out of 10 for Communication – see generic guidance above

<table>
<tr><th>Tick</th><th>Accept</th><th>Mark</th></tr>
<tr><td>✓1</td><td>¿Cuál fue el tema del póster?

Expect past tense (but accept present tense if it is appropriate in context)

Accept any statement relating to what the theme of the poster was</td><td>2</td></tr>
<tr><td>✓2</td><td>¿Por qué piensas que tu póster ganó?

Expect opinions/emotions
Do not insist on past tense

Accept any statement relating to why the candidate thinks that his/her poster won</td><td>2</td></tr>
<tr><td>✓3</td><td>Cuenta lo que pasó durante la ceremonia cuando te dieron el premio.

Insist on past tense

Accept any statement relating to what happened during the prize-giving ceremony</td><td>2</td></tr>
<tr><td>✓4</td><td>¿Cómo te sentiste al recibir el premio?

Expect opinions/emotions
Insist on past tense

Accept any statement relating to how the candidate felt upon receiving the prize</td><td>2</td></tr>
<tr><td>✓5</td><td>¿Qué vas a hacer con el premio?

Insist on future context

Accept any statement relating to what the candidate is going to do with the prize</td><td>2</td></tr>
</table>

</td><td>30</td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3(c)</td><td>

3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above

<table>
<tr><th>Communication point</th><th>For Verbs, accept:</th></tr>
<tr><td>1</td><td>Imperfect/Perfect/Preterite (depending on context)</td></tr>
<tr><td>2</td><td>Present/Imperfect/Perfect/Preterite (depending on context)</td></tr>
<tr><td>3</td><td>Imperfect/Perfect/Preterite (depending on context)</td></tr>
<tr><td>4</td><td>Imperfect/Perfect/Preterite (depending on context)</td></tr>
<tr><td>5</td><td>Present/Future/Conditional (depending on context)</td></tr>
</table>

3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above

</td><td></td></tr>
</table>

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Appendix I

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. This is extremely rare.

A 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.

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Appendix II: Communication

Rules on how to decide whether a verb is accurate enough to convey meaning

Communication

- an attempt at a verb is required for any communication mark to be awarded
- for QUESTION 2, candidates score 1 or 0 marks for each piece of relevant information they communicate. For a sentence/phrase to be considered for the award of a mark for communication, the verb must meet or go beyond the criteria outlined in B
- for QUESTION 3, candidates score 2, 1 or 0 marks for communicating each task. For the criteria the verb must fulfil in order for a sentence/phrase to be considered for the award of 2 marks for communication, see A below. For the criteria the verb must fulfil for a sentence/phrase to be considered for the award of 1 mark for communication, see B below.
- where a verb fits the criteria for C, the mark for communication is 0
- although some allowances are made for faulty verbs when awarding COMMUNICATION marks (see below); in order for a verb to score a LANGUAGE tick, it must be correct
- 'ticks' for communication are to be placed just above the end of the qualifying sentence/phrase

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A <u>QUESTION 3 ONLY</u>: Where <u>THE VERB IS APPROPRIATE IN THE MEANING IT CONVEYS AND THE TIME FRAME IS APPROPRIATE</u>, 2 communication marks are awarded in the following cases.

(i)	**For 2 communication marks: accept a Present where a Future context is apparent**	
	El año que viene voy a España = 2 for communication (but see also B (i) for further information)	(*voy* receives a tick for verb)
(ii)	**For 2 communication marks: accept the use of a Future when a Conditional would be correct and vice versa**	
(iii)	**For 2 communication marks: accept a 'phonetic version' of the correct time frame**	
	He passado las vacaciones = 2 for communication *E pasado las vacaciones* = 2 for communication *Mi madre necessita mi ayuda* = 2 for communication *Nececito ir a la tienda* = 2 for communication *He apprendido mucho* = 2 for communication *Mi tía tienne un club* = 2 for communication *He organisado una fiesta* = 2 for communication *Boy a ir al centro* = 2 for communication	(*Empezó a juego* = 1 for communication – *juego* is not phonetic) *Yo quierro jugar al fútbol* = 0 for communication (doublé 'r' is not a phonetic rendering of single 'r') *Yo prefiero llavar los platos* = 0 for communication (double 'll' is not a phonetic rendering of single 'l')
(iv)	**For 2 communication marks: accept the use of any past tense when a past is required, even when a different past tense would be grammatically correct or appropriate**	
	Allow Perfect, Imperfect, Pluperfect or Preterite. Ignore inconsistency in the use of the Imperfect and Preterite if it occurs.	

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(v)	**Errors of accent: award 2 communication marks (eg *estuve alli* = 2, *tambien fue* = 2, *es fantastico* = 2), <u>except</u> in the following cases**	
	For 2 communication marks, **insist** on the accent on verbs which require it	*Yo comi* = 1 for communication (as an attempted preterite tense) *Esperabamos* = 1 for communication (as an attempted imperfect tense)
	For 2 communication marks, tolerate a grave accent for an acute accent	*Yo comì* = 2 for communication
(vi)	**In complex sentences, reward communication based on the verb in the subordinate clause and reward according to the normal rules (it is the information in the subordinate clause which fulfils the task)**	
	Mi amigo dijo que tenía dolor de cabeza = 2 for communication (in addition both verbs can receive a tick) *Mi amigo dice* (wrong tense) *que tenía dolor de cabeza* = 2 for communication (in addition second verb can receive a tick)	However, *Mi amigo dijo que tiene dolor de cabeza* = 1 for communication (see B (vii)) (in addition first verb can receive a tick) *Mi amigo dijo que él dolor de cabeza* = 0 for communication (no verb in subordinate clause) (first verb can receive a tick)
	Creía que estaba enfermo = 2 for communication (in addition both verbs receive a tick)	However: *Creía que llueve* = 1 for communication (see B (vii)) *Creía que tenía enfermo* = 0 for communication (see B (vii)) (In addition, in both cases, first verb can receive a tick)
(vii)	**Use of a verb in the indicative where a subjunctive would be expected: award 2 communication marks**	
	No creo que haya muchas personas allí = 2 for communication (plus both verbs receive a tick) *No creo que hay muchas personas allí* = 2 for communication (plus first verb receives a tick)	

B QUESTIONS 2 AND 3: Where THE VERB IS APPROPRIATE IN THE MEANING IT CONVEYS but is flawed in the following ways, the message is partially conveyed, and 1 communication mark will be awarded.

(i)	**The candidate has produced a correct spelling of an inappropriate form/part/tense of an appropriate verb: award 1 communication mark**	
	He vender el libro = 1 for communication *La gente están contenta* = 1 for communication *Yo trabaje durante las vacaciones* = 1 for communication *Yo voy pasaré* = 1 for communication	No ticks are scored for these verbs
	Task: what do you want to eat for lunch? **Candidate writes:** *Quiero comeré la fruta* = 1 for communication	*Quiero* = tick for verb
	Task: what will you do next year? **Candidate writes:** *El año pasado voy a España* = 1 for communication *El año pasado voy a viajar en España* = 1 for communication *El año que viene yo iba a España* = 1 for communication *El año que viene me gusto jugar al tenis* = 1 for communication	…*voy a*… verb is not rewarded as there is no future context (eg *El año que viene*…) and there is discordance/confusion between the verb and the time indicator that the candidate has used …*voy a viajar*… scores 2 ticks for verbs (*voy a*, *viajar*) as the task requires a future and, despite the use of *pasado*, there is no doubt about the tense of the verb and the tense of the verb agrees with the tense that is required …*iba*… verb does not receive a tick …*me gusto*… verb does not receive a tick
	El año que viene yo vaya al centro = 1 for communication (*ir* is an appropriate verb, *vaya* is a form of the verb *ir* (subjunctive))	*El año que viene yo vaye al centro* = 0 for communication (*vaye* is not any part of the verb *ir*)

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(ii)	**The candidate has produced a <u>phonetic</u> spelling of an <u>inappropriate</u> form/part/tense of an <u>appropriate</u> verb: award 1 communication mark**	
	Task: what did you enjoy doing on holiday? **Candidate writes:** *Me gustta el tenis* = 1 for communication (phonetic version of the incorrect tense (*me gusta*) of an appropriate verb)	*Me gutsa (el tenis) (gutsa* is not any form/part/tense (nor a phonetic version thereof) of the verb *gusta)*
	Task: what happened at school today? **Candidate writes:** *Apprendo mucho* = 1 for communication (phonetic version of an incorrect part/tense (*aprendo*) of an appropriate verb)	*Apriendo mucho* = 0 for communication (*apriendo* is not any form/part/tense (nor a phonetic version thereof) of the verb *aprender*)
(iii)	**Use of *ser* when *estar* would be correct and vice versa: award 1 communication mark**	
	Soy en acuerdo con el proyecto = 1 *Soy esperando tu carta* = 1 *Era con su hijo* = 1 *Mis hermanas son en la casa* = 1 *Estaba una experiencia maravillosa* = 1 *Estoy un buen estudiante* = 1 *Tu carta está interesante* = 1 *Estará una buena idea* = 1	

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(iv)	**Mis-use of *haber, hacer*, *tener* and *ser/estar* in idiomatic phrases/simple descriptions: award 1 communication mark**	
	Era/Estaba miedo = 1 *Era/Estaba sed* = 1 *Era/Estaba hambre* = 1 *Era/Estaba cinco años* = 1 *Estaba muy frío en mi casa* = 1 *¿Está playas cerca de tu ciudad?* = 1	(no tick for verb) (no tick for verb) (no tick for verb) (no tick for verb) (no tick for verb) (no tick for verb) **However:** *Ella es el pelo negro* = 0 *Tenía cansado* = 0 *Tenía enfermo* = 0

(v)	**The following commonly seen inappropriate usages: award 1 communication mark**	
	Accept for 1 mark *Miré un accidente* for *Vi un accidente* *Yo gusta la música* for *Me gusta la música* *Escuché un ruido* for *Oí un ruido* *En Madrid hay calor* for *En Madrid hace calor*	**Refuse** *Tenía un tiempo muy bueno* for *Lo pasé bien* *He mirado para mi chaqueta* for *He buscado mi chaqueta*
(vi)	**The following commonly seen mis-usages: award 1 communication mark**	
	Me gusto mi casa *Me prefiero los gatos* *Me vivo en el centro* *Me llamo es (Ana)*	*Me llama es (Ana)* = 0 as nothing of worth is communicated *Me llama (Ana)* when the candidate is trying to give his/her own name = 0
(vii)	**In complex sentences, consider the verb in the subordinate clause when awarding the mark for communication and reward according to the normal rules** (see also A (vi))	
	Mi amigo dijo que tiene dolor de cabeza = 1 for communication	The subordinate clause, *tiene dolor de cabeza,* contains an appropriate verb in the wrong time frame which is awarded 1 communication mark (in addition, first verb receives a tick)
	Creía que llueve = 1 for communication	The subordinate clause, *que llueve,* contains an appropriate verb in the wrong time frame which is awarded 1 communication mark according to the usual rules) (in addition, first verb receives a tick)

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C <u>QUESTIONS 2 AND 3</u>: Award 0 communication marks in the following cases.

(i)	**No attempt at a (real) verb = 0 for communication**	
	yo pie al instituto = 0 for communication *yo caminata mi perro* = 0 for communication *llove* = 0 for communication *yo prefier ir al colegio* = 0 for communication	
(ii)	**The verb attempted delivers a message different from the desired one = 0 for communication**	
	mi padre tiene profesor for *mi padre es profesor* = 0 for communication *llora* for *llueve* = 0 for communication	
(iii)	**The attempt at the verb is not a part/form of an appropriate verb or a phonetic rendition thereof = 0 for communication**	
	El año que viene yo viajer en el centro = 0 for communication (*viajer* is not any part of the verb *viajar*) *Yo buscé mis gafas* = 0 for communication (*buscé* is not any part of the verb *buscar*) *Me gutsa (el tenis)* = 0 for communication (*gutsa* is not any part of the verb *gustar*)	

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Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

CANDIDATE NAME									
CENTRE NUMBER						CANDIDATE NUMBER				

9399665830 9

SPANISH **0530/41**

Paper 4 Writing **May/June 2018**

1 hour

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces at the top of this page.
Write in dark blue or black pen.
Do not use staples, paper clips, glue or correction fluid.
DO **NOT** WRITE IN ANY BARCODES.

Answer **three** questions: Question **1**, Question **2 and** Question **3(a) or** Question **3(b) or** Question **3(c)**.

The number of marks is given in brackets [ ] at the end of each question or part question.

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

This document consists of **6** printed pages and **2** blank pages.

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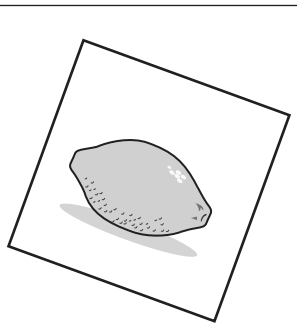
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Sección 1

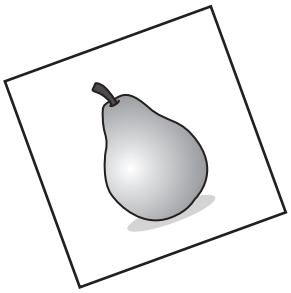
1 Vas al mercado para comprar fruta y verduras.

Haz una lista **en español** de **8** frutas y verduras que compras.

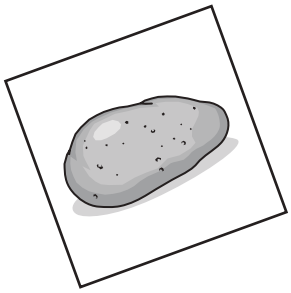


Ejemplo:





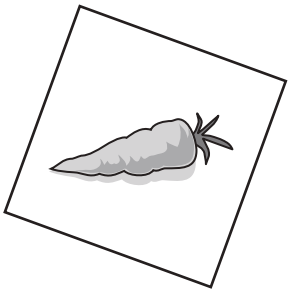
Ejemplo: Lechuga



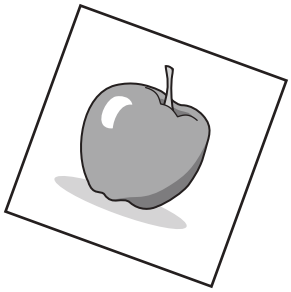
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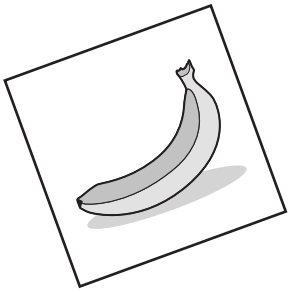


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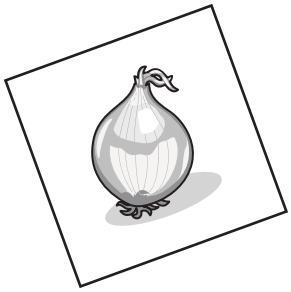
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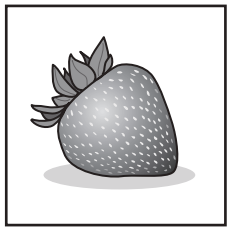
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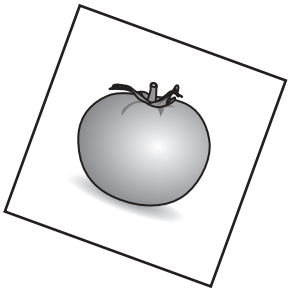


7 _____

8 _____







[Total: 5]

2 Mi vida en el colegio

- ¿Cómo es tu colegio?
- ¿Qué ropa llevas en el colegio?
- ¿Qué haces durante el recreo?
- ¿Qué estudios vas a hacer en el futuro?

Debes escribir entre 80 y 90 palabras **en español**.

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[Total: 15]

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Dar la vuelta para la Sección 2.

Sección 2

3 Elige **uno** de estos temas.

Debes escribir entre 130 y 140 palabras en español.

(a) Recientemente pasaste un día en una ciudad en tu país.

Escribe un e-mail a tu amigo/amiga español(a).

- ¿A qué ciudad fuiste?
- ¿Qué lugares de interés visitaste en la ciudad?
- ¿Cuál es tu opinión de esa ciudad?
- ¿Cuándo piensas hacer otra excursión?
- Invita a tu amigo/amiga a hacer la próxima excursión contigo.

O

(b) La lectura

Escribe un artículo sobre este tema.

- ¿Dónde lees normalmente?
- ¿Cuántas horas pasaste leyendo la semana pasada?
- ¿Qué tipo de libros leías cuando eras niño/niña?
- ¿Quién es tu escritor/escritora preferido/a?
- Explica por qué (no) te gusta recibir libros como regalo.

O

(c) "La semana pasada fui a una ceremonia donde recibí un premio al mejor póster…"

Continúa la historia.

- ¿Cuál fue el tema del póster?
- ¿Por qué piensas que tu póster ganó?
- Cuenta lo que pasó durante la ceremonia cuando te dieron el premio.
- ¿Cómo te sentiste al recibir el premio?
- ¿Qué vas a hacer con el premio?

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ESCRIBE TU RESPUESTA A LA PREGUNTA 3 AQUÍ

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Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

SPANISH **0530/42**

Paper 4 Writing **May/June 2018**

MARK SCHEME

Maximum Mark: 50

Published

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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PUBLISHED

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

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GENERIC MARKING PRINCIPLE 5: Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).
GENERIC MARKING PRINCIPLE 6: Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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1 General Marking Principles

1.1 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.

1.2 For Questions 2 and 3, if the candidate has written an answer in the space provided for that purpose, you should ignore anything written anywhere else, unless:

(a)	there is an indication from the candidate that other material should be considered.
(b)	the candidate has continued their answer outside the space provided.
(c)	there is no answer in the space provided.

1.3 Annotation used in the Mark Scheme:

(a)	tc = 'tout court' and means that on its own the material is not sufficient to score the mark.
(b)	BOD = benefit of the doubt and is used to indicate that the Examiner has considered the answer/that part of the answer and judged it to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.

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1.4 No response and '0' marks

There is a NR (No Response) option in **RM Assessor**.

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.

1.5 **Optional questions**: You must mark all questions attempted by the candidate. Where a question has not been attempted then NR must be entered. (For Question 3 only, after marking the question(s) the candidate has answered, NR is populated automatically when you click on 'Complete'.) Where the candidate attempts more than one of the alternatives in Question 3, RM Assessor will automatically only aggregate the candidate's best result.

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Question	Answer	Marks

Question 1

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

(i) Select the most correct items up to a maximum of 5. Award 1 mark for each correct item up to a maximum of 5. Stop ticking once 5 items have been rewarded.

(ii) On Question 1, award marks for items wherever the candidate has written them.

(iii) **If the candidate offers more than one word per line, award a mark for each acceptable item** (e.g. where a candidate has linked two words as in *cepillo de dentífrica* = 1 tick; however *cepillo y dentífrica* (candidate intends this as two items) = 2 ticks).

(iv) The pictures provided on the question paper are only suggestions.

(v) Mark for communication. Tolerate inaccuracies, provided the message is clear. Ignore any definite / indefinite article, possessive adjective, etc. Ignore any verbs.

(vi) If spelling is questionable, start by referring to the detailed mark scheme. Refer to the bullet points below if no decision on the spelling you have encountered is recorded there.
- 'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer?
- Look-alike test: does what the candidate has written look like the correct answer, e.g. one letter missing but no other word created.
- If the first part of the word is correct, small errors in what comes next are less likely to impede communication (unless they suggest another meaning).
- Where letters are transposed, the word is likely to communicate (unless another word has been created).

(vii) Once marking proper starts, if there are five clearly acceptable items, award marks wherever these are in the list. This approach may allow questionable versions to be ignored.

(viii) Refuse all nouns which are repeated and which do not have a separate meaning:
- *pantalones, pantalones cortos*: award one mark to each item
- *pantalones pequeños, pantalones azules*: award one mark for the first *pantalones*

(ix) Reject misspelt words which suggest a word with a quite different meaning. Where nouns are usually plural, accept the singular and vice versa.

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Question	Answer	Marks
1	**Preparas unos bocadillos. Haz una lista en español de 8 cosas que necesitas para preparar los bocadillos.** **Refuse** lechuga as it was the example. **Refuse** bocadillo / crema / leche / fresa, etc.	**5**

ACCEPT	ACCEPT	REFUSE
aceite		
atún		tuna
carne		
cuchillo		
ensalada		salada
huevo		juevos
jamón	hamon / hamón	jambon
mantequilla		
pan / tostada		
papas fritas		
pescado		pez
pimienta		
plato		plata
pollo		
queso		
sal		
salami / salame		
salsa		ketchup
tomate	tomata / tomato	

Total for Question 1: 5 marks

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Question	Answer	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.**		

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Question	Answer	Marks
2	***Mis pasatiempos*** **2.1: Award a mark out of 10 for Communication** (i) Place the appropriate 'numbered' tick as close as possible to each relevant communication point in the body of the answer. (ii) Award ticks flexibly across the tasks for each piece of relevant information conveyed, up to a maximum of 10. HOWEVER, each of the 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 • **Look for a verb (finite or infinitive) before awarding a mark.** Lists without a verb will not score. • **See Appendix II for rules on how to decide whether a verb is accurate enough** to convey meaning. • **For language other than verbs, use 'rules' in Question 1**: look alike, sound alike, etc. • **Misplaced adjectives, negatives and adverbs will not usually compromise communication.** (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 • *Ella es alta y delgada y grande y nerviosa.* (*1 verb, therefore treat as list of 4 items: place one tick over 'grande' (third item in list) and another tick over 'nerviosa' (fourth item in list*)) • *Ella es alta. Es delgada. Tiene el pelo moreno.* (*3 verbs therefore each piece of information can score a separate communication mark*) (vi) Only reward each piece of information once, e.g. *es fantástica* cannot score both as description and reason for liking; *es fantástica y sus clases son fantásticas* can both be rewarded as *fantástica(s)* describes different nouns; *ella me ayuda a hacer mis deberes* and *me ayuda todos los días* can both be rewarded as they each contain a different extra detail (*a hacer mis deberes* and *todos los días)*. (vii) Do not penalise factual errors. (viii) What the candidate writes may not follow the order of the tasks on the question paper – this is fine.	**15**

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>2</td><td>
<table>
<tr><th>Tick</th><th>Accept</th></tr>
<tr><td>✓1</td><td>¿Cuál es tu pasatiempo favorito?

REWARD any statement relating to the candidate’s favourite hobby</td></tr>
<tr><td>✓2</td><td>¿Qué otras cosas haces en tu tiempo libre?

REWARD any statement relating to the candidate’s other hobbies/pastimes</td></tr>
<tr><td>✓3</td><td>¿Qué no te gusta hacer en tu tiempo libre? ¿Por qué?

REWARD any statement relating to what the candidate doesn’t like to do in his/her spare time

REWARD any reason why the candidate doesn’t like to do the activity mentioned</td></tr>
<tr><td>✓4</td><td>¿Qué nueva actividad te gustaría hacer en el futuro?

REWARD any statement relating to what new activity the candidate would like to do in future</td></tr>
</table>
</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>2</td><td>

2.2: Award a mark out of 5 for Language

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* (Appendix I)).

Grade descriptors for Language (Question 2)

<table>
<tr><td>5</td><td>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.</td></tr>
<tr><td>4</td><td>Basic vocabulary and structure.
Some awareness of verb usage, but inconsistent.
The writing is sufficiently accurate for meaning to be conveyed.</td></tr>
<tr><td>3</td><td>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.</td></tr>
<tr><td>2</td><td>A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td></tr>
<tr><td>1</td><td>Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</td></tr>
<tr><td>0</td><td>One or two disjointed words or short phrases may be recognisable.</td></tr>
</table>

*Consider the whole answer when awarding mark for language

Total for Communication: 10 marks
Total for Language: 5 marks
Total for Question 2: 15 mark

</td><td></td></tr>
</table>

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Question	Answer	Marks

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.

For question-specific guidance, see later in this mark scheme.

3.1: Award a mark out of 10 for Communication

(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 (in the body of the answer).

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) **Look for a verb (finite or infinitive) before awarding a mark for communication.** See Appendix II for rules on how to decide whether a verb is accurate enough to convey meaning.

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

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Question	Answer	Marks

3.2: Award a mark out of 8 for accurate use of Verbs

When awarding ticks for Verbs, please refer back to the question in order to establish which tense is appropriate for the response. **For question-specific guidance, see later in this mark scheme.**

(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) Place the tick so that it does not obscure the accent/tilde.
(iii) 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

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Question	Answer	Marks

How to award ticks for accurate use of Verbs (Question 3):

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

- **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.**

Tick	No tick	Note
Yo soy (✓)		
He hecho (✓)		
Los profesores son (✓) amables	Los professores 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 *estar* and gerund are awarded 1 tick
Llevo (✓) dos años estudiando (✓)		Use of gerund other than in continuous form of verb using *estar* = 2 ticks

With direct and indirect object pronouns

Tick	No tick	Note
Juan lo vio (✓)		

Question	Answer	Marks

Reflexive/passive

Tick	No tick	Note
Él se levanta (✓)	Él levantase (*no tick*)	
Ella se ha cortado (✓)		
La puerta estaba (✓) abierta		
Yo me lavo (✓) las manos	Yo me lavo (*no tick*) el coche	*lavar* 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 *(no tick)* 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 (✓)		

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Question	Answer	Marks

Sequence of tenses

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

Single auxiliary with multiple past participles

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

Verb which requires preposition

Tick	No tick	Note
Ayudo (✓) a lavar (✓) el coche		
Ayudo (✓) lavar el coche		preposition is required for *lavar* to be awarded a tick
Ayudo (✓) con lavar el coche		incorrect use of *con* means that *lavar* cannot receive a tick

Verb which requires personal *a*

Tick	No tick	Note
Veo (✓) a mi amigo	Veo *(no tick)* mi amigo	personal *a* is required for *veo* to be awarded a tick

Correct verb within meaningless statement

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

(b) Imperative

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

Question	Answer	Marks

(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 (*no tick*) salir (✓)		
Quiero (✓) salire (*no tick*)		
Voy a (✓) estudiar (✓)		
Empecé a (✓) llorar (✓)		
Empecé *(no tick)* llorar (✓)		

(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
- Esta tarde mi amigo puede (✓) jugar (✓) al fútbol. En mi ciudad se puede *(no tick)* nadar (✓) – puede is in the third person singular in both sentences, so scores the first time but not the second time

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Question	Answer	Marks

3.3: Award a mark out of 12 for Other linguistic features

(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 (Appendix I)).

(ii) Use the highlighter marking tool to highlight the first new use of any correct usage. Use the highlighter marking tool to underline a creditable attempt at a structure. This annotation is intended to help you arrive at an appropriate mark. Therefore, the kinds of things you highlight/underline will vary according to the quality of work, e.g. for a mark of 7/8 to be awarded the assumption is that 'spelling of common words, genders, adjectival agreements and basic prepositions are almost always correct' so annotation will focus on the degree of success with more complex language.

(iii) Consider the extent to which the following are used correctly and appropriately when assessing the candidate's control of structures:
- 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)
- Object pronouns (me ha dicho; me lo dio) and 'strong' pronouns
- Conjunctions other than *y* and linking words (e.g. sin embargo, por lo tanto, por eso)
- Prepositions – Time, Place etc.
- Negatives
- Adverbs
- Use of por and para
- Adjectives, including possessives and demonstratives. Also comparatives and superlatives
- Expressions of quantity
- Appropriate use of *politesses* in the letter.

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Question	Answer	Marks

Grade descriptors for Other linguistic features (Question 3)

11–12	• 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	• 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	• 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	• Attempts more than basic structures. • On balance, the work is more accurate than inaccurate. • Straightforward vocabulary relevant to the task.
3–4	• Reliant on basic structures. • Some examples of correct language. Meaning usually conveyed. • Basic vocabulary.
1–2	• A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.
0	• One or two disjointed words or short phrases may be recognisable.

^^subordinate clauses, linking words, object pronouns, comparative adjectives/adverbs, strong negatives usually error free.
*spelling of common words, genders, adjectival agreements and basic prepositions are almost always correct.

Total for Communication: 10 marks
Total for Verbs: 8 marks
Total for Other linguistic features: 12 marks
Total for Question 3: 30 marks

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3(a)</td><td>

La semana pasada fuiste a la boda de tu primo/prima. Escribe un e-mail a tu amigo/amiga español(a).

3.1: Award a mark out of 10 for Communication – see generic guidance above

<table>
<tr><th>Tick</th><th>Accept</th><th>Mark</th></tr>
<tr><td>✓1</td><td>¿Cómo se celebró la boda? (por ejemplo: el lugar, la ceremonia, la comida)

Insist on past tense

Accept any statement relating to how the wedding was celebrated, e.g. place, ceremony details, details of the food/the party/the guests, etc.</td><td>2</td></tr>
<tr><td>✓2</td><td>¿Qué regalo compraste para los novios?

Insist on past tense

Accept any statement relating to what the candidate bought as a present</td><td>2</td></tr>
<tr><td>✓3</td><td>Explica por qué elegiste ese regalo.

Expect opinions/emotions
Do not insist on past tense

Accept any reason why the candidate chose that particular gift</td><td>2</td></tr>
<tr><td>✓4</td><td>¿Qué ropa te gusta llevar para una boda?

Accept any statement relating to what the candidate likes to wear at weddings</td><td>2</td></tr>
<tr><td>✓5</td><td>¿Qué piensas de las celebraciones en familia?

Expect opinions/emotions

Accept any statement relating to what the candidate thinks of family celebrations</td><td>2</td></tr>
</table>

</td><td>**30**</td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3(a)</td><td>

3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above

<table>
<tr><th>Communication point</th><th>For Verbs, accept:</th></tr>
<tr><td>1</td><td>Preterite/Perfect/Imperfect (depending on the context)</td></tr>
<tr><td>2</td><td>Preterite/Perfect/Imperfect (depending on the context)</td></tr>
<tr><td>3</td><td>Present/Preterite/Perfect /Imperfect/Future/Conditional (depending on the context)</td></tr>
<tr><td>4</td><td>Present/Preterite/Future (depending on context)</td></tr>
<tr><td>5</td><td>Present/Preterite/Perfect/Imperfect/Future (depending on context)</td></tr>
</table>

3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above

</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3(b)</td><td>

El medio ambiente. Escribe un artículo sobre este tema.

3.1: Award a mark out of 10 for Communication – see generic guidance above

<table>
<tr><th>Tick</th><th>Accept</th><th>Mark</th></tr>
<tr><td>✓1</td><td>¿Cuál es el problema más grave del medio ambiente?

Accept any statement relating to what the candidate thinks the most serious environmental problem is</td><td>2</td></tr>
<tr><td>✓2</td><td>Recientemente, ¿qué has hecho tú para ayudar al medio ambiente?

Insist on past tense

Accept any statement relating to what the candidate has done recently to help the environment</td><td>2</td></tr>
<tr><td>✓3</td><td>En tu opinión, ¿qué más podría hacer tu colegio para proteger el medio ambiente?

Expect opinions/emotions

Accept any statement relating to what more the candidate’s school could do to save the environment</td><td>2</td></tr>
<tr><td>✓4</td><td>¿Cómo viajaste al colegio esta mañana?

Insist on past tense

Accept any statement relating to how the candidate arrived at school this morning</td><td>2</td></tr>
<tr><td>✓5</td><td>¿Qué piensas de la idea de vivir en una ciudad sin coches?

Expect opinions/emotions

Accept any statement relating to what the candidate thinks of the idea of living in a car-free city</td><td>2</td></tr>
</table>

</td><td>30</td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3(b)</td><td>

3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above

<table>
<tr><th>Communication point</th><th>For Verbs, accept:</th></tr>
<tr><td>1</td><td>Present/Future/Conditional (depending on context)</td></tr>
<tr><td>2</td><td>Preterite/Perfect/Imperfect (depending on context)</td></tr>
<tr><td>3</td><td>Present/Future/Conditional (depending on context)</td></tr>
<tr><td>4</td><td>Preterite/Perfect/Imperfect (depending on context)</td></tr>
<tr><td>5</td><td>Present/Future/Conditional/Preterite/Perfect/Imperfect (depending on context)</td></tr>
</table>

3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above

</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3(c)</td><td>

'Había perdido a mi gato. No sabía qué hacer…'

3.1: Award a mark out of 10 for Communication – see generic guidance above

<table>
<tr><th>Tick</th><th>Accept</th><th>Mark</th></tr>
<tr><td>✓1</td><td>¿Qué estabas haciendo cuando te diste cuenta de que el gato no estaba?

Insist on past tense

Accept any statement relating to what the candidate was doing when s/he realised that the cat was missing</td><td>2</td></tr>
<tr><td>✓2</td><td>En ese momento, ¿cómo te sentiste?

Expect opinions/emotions
Insist on past tense

Accept any statement relating to how the candidate felt when s/he realised that the cat was missing</td><td>2</td></tr>
<tr><td>✓3</td><td>¿Qué hiciste para encontrar a tu gato?

Insist on past tense

Accept any statement relating to what the candidate did to find the cat</td><td>2</td></tr>
<tr><td>✓4</td><td>Al final, ¿dónde estaba el gato cuando lo encontraste?

Insist on past tense

Accept any statement relating to where the cat was eventually found</td><td>2</td></tr>
<tr><td>✓5</td><td>¿Cuál fue tu reacción al encontrar al gato?

Expect opinions/emotions
Insist on past tense

Accept any statement relating to how the candidate felt upon finding the cat</td><td>2</td></tr>
</table>

</td><td>30</td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3(c)</td><td>

3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above

<table>
<tr><th>Communication point</th><th>For Verbs, accept:</th></tr>
<tr><td>1</td><td>Imperfect/Perfect/Preterite (depending on context)</td></tr>
<tr><td>2</td><td>Present/Imperfect/Perfect /Preterite (depending on context)</td></tr>
<tr><td>3</td><td>Imperfect/Perfect/Preterite (depending on context)</td></tr>
<tr><td>4</td><td>Imperfect/Perfect/Preterite (depending on context)</td></tr>
<tr><td>5</td><td>Imperfect/Perfect/Preterite (depending on context)</td></tr>
</table>

3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above

</td><td></td></tr>
</table>

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Appendix I

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. This is extremely rare.

A 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.

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Appendix II: Communication – Rules on how to decide whether a verb is accurate enough to convey meaning

Communication

- an attempt at a verb is required for any communication mark to be awarded
- for QUESTION 2, candidates score 1 or 0 marks for each piece of relevant information they communicate. For a sentence/phrase to be considered for the award of a mark for communication, the verb must meet or go beyond the criteria outlined in B
- for QUESTION 3, candidates score 2, 1 or 0 marks for communicating each task. For the criteria the verb must fulfil in order for a sentence/phrase to be considered for the award of 2 marks for communication, see A below. For the criteria the verb must fulfil for a sentence/phrase to be considered for the award of 1 mark for communication, see B below.
- where a verb fits the criteria for C, the mark for communication is 0
- although some allowances are made for faulty verbs when awarding COMMUNICATION marks (see below); in order for a verb to score a LANGUAGE tick, it must be correct
- 'ticks' for communication are to be placed just above the end of the qualifying sentence/phrase

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A <u>QUESTION 3 ONLY</u>: Where <u>THE VERB IS APPROPRIATE IN THE MEANING IT CONVEYS AND THE TIME FRAME IS APPROPRIATE</u>, 2 communication marks are awarded in the following cases.

(i)	**For 2 communication marks: accept a Present where a Future context is apparent**	
	El año que viene voy a España = 2 for communication (but see also B (i) for further information)	(*voy* receives a tick for verb)
(ii)	**For 2 communication marks: accept the use of a Future when a Conditional would be correct and vice versa**	
(iii)	**For 2 communication marks: accept a 'phonetic version' of the correct time frame**	
	He passado las vacaciones = 2 for communication *E pasado las vacaciones* = 2 for communication *Mi madre necessita mi ayuda* = 2 for communication *Nececito ir a la tienda* = 2 for communication *He apprendido mucho* = 2 for communication *Mi tía tienne un club* = 2 for communication *He organisado una fiesta* = 2 for communication *Boy a ir al centro* = 2 for communication	(*Empezó a juego* = 1 for communication – *juego* is not phonetic) *Yo quierro jugar al fútbol* = 0 for communication (doublé 'r' is not a phonetic rendering of single 'r') *Yo prefiero llavar los platos* = 0 for communication (double 'll' is not a phonetic rendering of single 'l')
(iv)	**For 2 communication marks: accept the use of any past tense when a past is required, even when a different past tense would be grammatically correct or appropriate**	
	Allow Perfect, Imperfect, Pluperfect or Preterite. Ignore inconsistency in the use of the Imperfect and Preterite if it occurs.	

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(v)	**Errors of accent: award 2 communication marks (eg *estuve alli* = 2, *tambien fue* = 2, *es fantastico* = 2), <u>except</u> in the following cases**	
	For 2 communication marks, **insist** on the accent on verbs which require it	*Yo comi* = 1 for communication (as an attempted preterite tense) *Esperabamos* = 1 for communication (as an attempted imperfect tense)
	For 2 communication marks, tolerate a grave accent for an acute accent	*Yo comì* = 2 for communication
(vi)	**In complex sentences, reward communication based on the verb in the subordinate clause and reward according to the normal rules (it is the information in the subordinate clause which fulfils the task)**	
	Mi amigo dijo que tenía dolor de cabeza = 2 for communication (in addition both verbs can receive a tick) *Mi amigo dice* (wrong tense) *que tenía dolor de cabeza* = 2 for communication (in addition second verb can receive a tick)	However, *Mi amigo dijo que tiene dolor de cabeza* = 1 for communication (see B (vii)) (in addition first verb can receive a tick) *Mi amigo dijo que él dolor de cabeza* = 0 for communication (no verb in subordinate clause) (first verb can receive a tick)
	Creía que estaba enfermo = 2 for communication (in addition both verbs receive a tick)	However: *Creía que llueve* = 1 for communication (see B (vii)) *Creía que tenía enfermo* = 0 for communication (see B (vii)) (In addition, in both cases, first verb can receive a tick)
(vii)	**Use of a verb in the indicative where a subjunctive would be expected: award 2 communication marks**	
	No creo que haya muchas personas allí = 2 for communication (plus both verbs receive a tick) *No creo que hay muchas personas allí* = 2 for communication (plus first verb receives a tick)	

B QUESTIONS 2 AND 3: Where THE VERB IS APPROPRIATE IN THE MEANING IT CONVEYS but is flawed in the following ways, the message is partially conveyed, and 1 communication mark will be awarded.

(i)	**The candidate has produced a correct spelling of an inappropriate form/part/tense of an appropriate verb: award 1 communication mark**	
	He vender el libro = 1 for communication *La gente están contenta* = 1 for communication *Yo trabaje durante las vacaciones* = 1 for communication *Yo voy pasaré* = 1 for communication	No ticks are scored for these verbs
	Task: what do you want to eat for lunch? **Candidate writes:** *Quiero comeré la fruta* = 1 for communication	*Quiero* = tick for verb
	Task: what will you do next year? **Candidate writes:** *El año pasado voy a España* = 1 for communication *El año pasado voy a viajar en España* = 1 for communication *El año que viene yo iba a España* = 1 for communication *El año que viene me gusto jugar al tenis* = 1 for communication	…*voy a*… verb is not rewarded as there is no future context (eg *El año que viene*…) and there is discordance/confusion between the verb and the time indicator that the candidate has used …*voy a viajar*… scores 2 ticks for verbs (*voy a*, *viajar*) as the task requires a future and, despite the use of *pasado*, there is no doubt about the tense of the verb and the tense of the verb agrees with the tense that is required …*iba*… verb does not receive a tick …*me gusto*… verb does not receive a tick
	El año que viene yo vaya al centro = 1 for communication (*ir* is an appropriate verb, *vaya* is a form of the verb *ir* (subjunctive))	*El año que viene yo vaye al centro* = 0 for communication (*vaye* is not any part of the verb *ir*)

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(ii)	**The candidate has produced a <u>phonetic</u> spelling of an <u>inappropriate</u> form/part/tense of an <u>appropriate</u> verb: award 1 communication mark**	
	Task: what did you enjoy doing on holiday? **Candidate writes:** *Me gustta el tenis* = 1 for communication (phonetic version of the incorrect tense (*me gusta*) of an appropriate verb)	*Me gutsa (el tenis) (gutsa* is not any form/part/tense (nor a phonetic version thereof) of the verb *gusta)*
	Task: what happened at school today? **Candidate writes:** *Apprendo mucho* = 1 for communication (phonetic version of an incorrect part/tense (*aprendo*) of an appropriate verb)	*Apriendo mucho* = 0 for communication (*apriendo* is not any form/part/tense (nor a phonetic version thereof) of the verb *aprender*)
(iii)	**Use of *ser* when *estar* would be correct and vice versa: award 1 communication mark**	
	Soy en acuerdo con el proyecto = 1 *Soy esperando tu carta* = 1 *Era con su hijo* = 1 *Mis hermanas son en la casa* = 1 *Estaba una experiencia maravillosa* = 1 *Estoy un buen estudiante* = 1 *Tu carta está interesante* = 1 *Estará una buena idea* = 1	

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(iv)	**Mis-use of *haber, hacer*, *tener* and *ser/estar* in idiomatic phrases/simple descriptions: award 1 communication mark**	
	Era/Estaba miedo = 1 *Era/Estaba sed* = 1 *Era/Estaba hambre* = 1 *Era/Estaba cinco años* = 1 *Estaba muy frío en mi casa* = 1 *¿Está playas cerca de tu ciudad?* = 1	(no tick for verb) (no tick for verb) (no tick for verb) (no tick for verb) (no tick for verb) (no tick for verb) **However:** *Ella es el pelo negro* = 0 *Tenía cansado* = 0 *Tenía enfermo* = 0

(v)	**The following commonly seen inappropriate usages: award 1 communication mark**	
	Accept for 1 mark *Miré un accidente* for *Vi un accidente* *Yo gusta la música* for *Me gusta la música* *Escuché un ruido* for *Oí un ruido* *En Madrid hay calor* for *En Madrid hace calor*	**Refuse** *Tenía un tiempo muy bueno* for *Lo pasé bien* *He mirado para mi chaqueta* for *He buscado mi chaqueta*
(vi)	**The following commonly seen mis-usages: award 1 communication mark**	
	Me gusto mi casa *Me prefiero los gatos* *Me vivo en el centro* *Me llamo es (Ana)*	*Me llama es (Ana)* = 0 as nothing of worth is communicated *Me llama (Ana)* when the candidate is trying to give his/her own name = 0
(vii)	**In complex sentences, consider the verb in the subordinate clause when awarding the mark for communication and reward according to the normal rules** (see also A (vi))	
	Mi amigo dijo que tiene dolor de cabeza = 1 for communication	The subordinate clause, *tiene dolor de cabeza,* contains an appropriate verb in the wrong time frame which is awarded 1 communication mark (in addition, first verb receives a tick)
	Creía que llueve = 1 for communication	The subordinate clause, *que llueve,* contains an appropriate verb in the wrong time frame which is awarded 1 communication mark according to the usual rules) (in addition, first verb receives a tick)

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C <u>QUESTIONS 2 AND 3</u>: Award 0 communication marks in the following cases.

(i)	**No attempt at a (real) verb = 0 for communication**	
	yo pie al instituto = 0 for communication *yo caminata mi perro* = 0 for communication *llove* = 0 for communication *yo prefier ir al colegio* = 0 for communication	
(ii)	**The verb attempted delivers a message different from the desired one = 0 for communication**	
	mi padre tiene profesor for *mi padre es profesor* = 0 for communication *llora* for *llueve* = 0 for communication	
(iii)	**The attempt at the verb is not a part/form of an appropriate verb or a phonetic rendition thereof = 0 for communication**	
	El año que viene yo viajer en el centro = 0 for communication (*viajer* is not any part of the verb *viajar*) *Yo buscé mis gafas* = 0 for communication (*buscé* is not any part of the verb *buscar*) *Me gutsa (el tenis)* = 0 for communication (*gutsa* is not any part of the verb *gustar*)	

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Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

CANDIDATE NAME									
CENTRE NUMBER						CANDIDATE NUMBER				

7178456141

SPANISH **0530/42**

Paper 4 Writing **May/June 2018**

1 hour

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces at the top of this page.
Write in dark blue or black pen.
Do not use staples, paper clips, glue or correction fluid.
DO **NOT** WRITE IN ANY BARCODES.

Answer **three** questions: Question **1**, Question **2 and** Question **3(a) or** Question **3(b) or** Question **3(c)**.

The number of marks is given in brackets [ ] at the end of each question or part question.

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This document consists of **6** printed pages and **2** blank pages.

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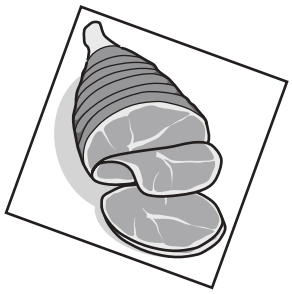
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Sección 1

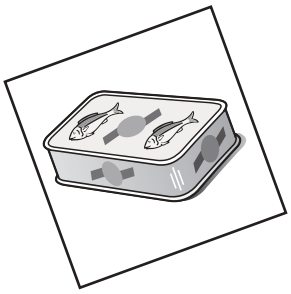
1 Preparas unos bocadillos.

Haz una lista **en español** de **8** cosas que necesitas para preparar los bocadillos.

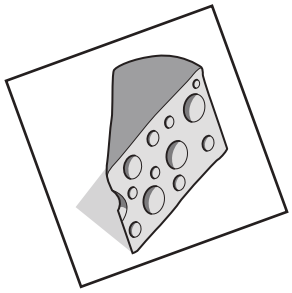


Ejemplo:





Ejemplo: Lechuga



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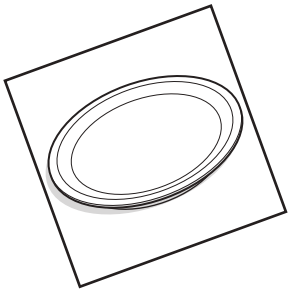
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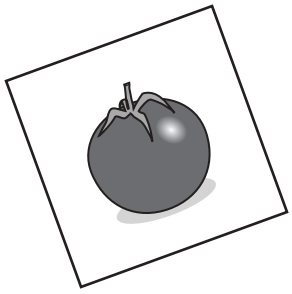
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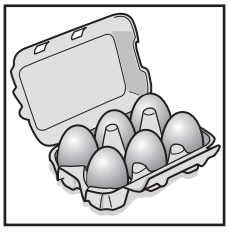
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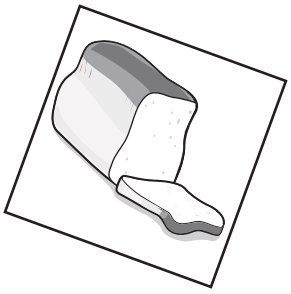












[Total: 5]

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[Turn over

2 Mis pasatiempos

- ¿Cuál es tu pasatiempo favorito?
- ¿Qué otras cosas haces en tu tiempo libre?
- ¿Qué **no** te gusta hacer en tu tiempo libre? ¿Por qué?
- ¿Qué nueva actividad te gustaría hacer en el futuro?

Debes escribir entre 80 y 90 palabras **en español**.

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[Total: 15]

Dar la vuelta para la Sección 2.

Sección 2

3 Elige **uno** de estos temas.

Debes escribir entre 130 y 140 palabras en español.

(a) La semana pasada fuiste a la boda de tu primo/prima.

Escribe un e-mail a tu amigo/amiga español(a).

- ¿Cómo se celebró la boda? (por ejemplo: el lugar, la ceremonia, la comida)
- ¿Qué regalo compraste para los novios?
- Explica por qué elegiste ese regalo.
- ¿Qué ropa te gusta llevar para una boda?
- ¿Qué piensas de las celebraciones en familia?

O

(b) El medio ambiente

Escribe un artículo sobre este tema.

- ¿Cuál es el problema más grave del medio ambiente?
- Recientemente, ¿qué has hecho tú para ayudar al medio ambiente?
- En tu opinión, ¿qué más podría hacer tu colegio para proteger el medio ambiente?
- ¿Cómo viajaste al colegio esta mañana?
- ¿Qué piensas de la idea de vivir en una ciudad sin coches?

O

(c) "Había perdido a mi gato. No sabía qué hacer…"

Continúa la historia.

- ¿Qué estabas haciendo cuando te diste cuenta de que el gato no estaba?
- En ese momento, ¿cómo te sentiste?
- ¿Qué hiciste para encontrar a tu gato?
- Al final, ¿dónde estaba el gato cuando lo encontraste?
- ¿Cuál fue tu reacción al encontrar al gato?

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ESCRIBE TU RESPUESTA A LA PREGUNTA 3 AQUÍ

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SPANISH **0530/43**

Paper 4 Writing **May/June 2018**

MARK SCHEME

Maximum Mark: 50

Published

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

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GENERIC MARKING PRINCIPLE 5: Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).
GENERIC MARKING PRINCIPLE 6: Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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1 General Marking Principles

1.1 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.

1.2 For Questions 2 and 3, if the candidate has written an answer in the space provided for that purpose, you should ignore anything written anywhere else, unless:

(a)	there is an indication from the candidate that other material should be considered.
(b)	the candidate has continued their answer outside the space provided.
(c)	there is no answer in the space provided.

1.3 Annotation used in the Mark Scheme:

(a)	tc = ‘tout court’ and means that on its own the material is not sufficient to score the mark.
(b)	BOD = benefit of the doubt and is used to indicate that the Examiner has considered the answer/that part of the answer and judged it to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.

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1.4 No response and '0' marks

There is a NR (No Response) option in **RM Assessor**.

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.

1.5 Optional questions: You must mark all questions attempted by the candidate. Where a question has not been attempted then NR must be entered. (For Question 3 only, after marking the question(s) the candidate has answered, NR is populated automatically when you click on 'Complete'.) Where the candidate attempts more than one of the alternatives in Question 3, RM Assessor will automatically only aggregate the candidate's best result.

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Question	Answer	Marks

Question 1

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

(i) Select the most correct items up to a maximum of 5. Award 1 mark for each correct item up to a maximum of 5. Stop ticking once 5 items have been rewarded.

(ii) On Question 1, award marks for items wherever the candidate has written them.

(iii) **If the candidate offers more than one word per line, award a mark for each acceptable item** (e.g. where a candidate has linked two words as in *cepillo de dentífrica* = 1 tick; however *cepillo y dentífrica* (candidate intends this as two items) = 2 ticks).

(iv) The pictures provided on the question paper are only suggestions.

(v) Mark for communication. Tolerate inaccuracies, provided the message is clear. Ignore any definite / indefinite article, possessive adjective, etc. Ignore any verbs.

(vi) If spelling is questionable, start by referring to the detailed mark scheme. Refer to the bullet points below if no decision on the spelling you have encountered is recorded there.
- 'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer?
- Look-alike test: does what the candidate has written look like the correct answer, e.g. one letter missing but no other word created.
- If the first part of the word is correct, small errors in what comes next are less likely to impede communication (unless they suggest another meaning).
- Where letters are transposed, the word is likely to communicate (unless another word has been created).

(vii) Once marking proper starts, if there are five clearly acceptable items, award marks wherever these are in the list. This approach may allow questionable versions to be ignored.

(viii) Refuse all nouns which are repeated and which do not have a separate meaning:
- pantalones, pantalones cortos: award one mark to each item
- pantalone*s pequeños, pantalones azules*: award one mark for the first *pantalones*

(ix) Reject misspelt words which suggest a word with a quite different meaning. Where nouns are usually plural, accept the singular and vice versa.

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Question	Answer	Marks
1	**Te sientes mal. Vas al hospital. Haz una lista en español de 8 cosas que puedes ver.** **Refuse** inyección as it was the example. **Refuse** agua / penicilin	**5**

ACCEPT	ACCEPT	REFUSE
any body part		
ambulancia		
aspirinas		
cama		
computadora		
cuerpo		
enfermero/a		
enfermo(s)		
horario		
médico/a		
mesa		
ordenador		
pastillas		
pósteres		
recepcionista		
reloj		
silla (de ruedas)		
teléfono		

Total for Question 1: 5 marks

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Question	Answer	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.**		

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Question	Answer	Marks
2	***Los meses del año*** **2.1: Award a mark out of 10 for Communication** (i) Place the appropriate 'numbered' tick as close as possible to each relevant communication point in the body of the answer. (ii) Award ticks flexibly across the tasks for each piece of relevant information conveyed, up to a maximum of 10. HOWEVER, each of the 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 • **Look for a verb (finite or infinitive) before awarding a mark.** Lists without a verb will not score. • **See Appendix II for rules on how to decide whether a verb is accurate enough** to convey meaning. • **For language other than verbs, use 'rules' in Question 1**: look alike, sound alike, etc. • **Misplaced adjectives, negatives and adverbs will not usually compromise communication.** (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 • *Ella es alta y delgada y grande y nerviosa.* (*1 verb, therefore treat as list of 4 items: place one tick over 'grande' (third item in list) and another tick over 'nerviosa' (fourth item in list*)) • *Ella es alta. Es delgada. Tiene el pelo moreno.* (*3 verbs therefore each piece of information can score a separate communication mark*) (vi) Only reward each piece of information once, e.g. *es fantástica* cannot score both as description and reason for liking; *es fantástica y sus clases son fantásticas* can both be rewarded as *fantástica(s)* describes different nouns; *ella me ayuda a hacer mis deberes* and *me ayuda todos los días* can both be rewarded as they each contain a different extra detail (*a hacer mis deberes* and *todos los días)*. (vii) Do not penalise factual errors. (viii) What the candidate writes may not follow the order of the tasks on the question paper – this is fine.	**15**

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>2</td><td>
<table>
<tr><th>Tick</th><th>Accept</th></tr>
<tr><td>✓1</td><td>¿Cuál es tu mes preferido? ¿Por qué?

REWARD any statement relating to what the candidate’s favourite month is

REWARD any reason given for the candidate’s choice</td></tr>
<tr><td>✓2</td><td>Describe lo que haces durante tu mes favorito.

REWARD any statement relating to what the candidate does in his/her favourite month</td></tr>
<tr><td>✓3</td><td>¿Qué mes del año te gusta menos? ¿Por qué?

REWARD any statement relating to which month the candidate likes least

REWARD any reason given for the candidate’s choice</td></tr>
<tr><td>✓4</td><td>¿Qué vas a hacer el mes próximo con tu familia?

REWARD any statement relating to what the candidate is going to do next month with his/her family</td></tr>
</table>
</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>2</td><td>

2.2: Award a mark out of 5 for Language

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* (Appendix I)).

Grade descriptors for Language (Question 2)

<table>
<tr><td>5</td><td>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.</td></tr>
<tr><td>4</td><td>Basic vocabulary and structure.
Some awareness of verb usage, but inconsistent.
The writing is sufficiently accurate for meaning to be conveyed.</td></tr>
<tr><td>3</td><td>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.</td></tr>
<tr><td>2</td><td>A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td></tr>
<tr><td>1</td><td>Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</td></tr>
<tr><td>0</td><td>One or two disjointed words or short phrases may be recognisable.</td></tr>
</table>

*Consider the whole answer when awarding mark for language

Total for Communication: 10 marks
Total for Language: 5 marks
Total for Question 2: 15 marks

</td><td></td></tr>
</table>

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Question	Answer	Marks

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.

For question-specific guidance, see later in this mark scheme.

3.1: Award a mark out of 10 for Communication

(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 (in the body of the answer).

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) **Look for a verb (finite or infinitive) before awarding a mark for communication.** See Appendix II for rules on how to decide whether a verb is accurate enough to convey meaning.

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

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Question	Answer	Marks

3.2: Award a mark out of 8 for accurate use of Verbs

When awarding ticks for Verbs, please refer back to the question in order to establish which tense is appropriate for the response. **For question-specific guidance, see later in this mark scheme.**

(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) Place the tick so that it does not obscure the accent/tilde.
(iii) 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

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Question	Answer	Marks

How to award ticks for accurate use of Verbs (Question 3):

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

- **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.**

Tick	No tick	Note
Yo soy (✓)		
He hecho (✓)		
Los profesores son (✓) amables	Los professores 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 *estar* and gerund are awarded 1 tick
Llevo (✓) dos años estudiando (✓)		Use of gerund other than in continuous form of verb using *estar* = 2 ticks

With direct and indirect object pronouns

Tick	No tick	Note
Juan lo vio (✓)		

Question	Answer	Marks

Reflexive/passive

Tick	No tick	Note
Él se levanta (✓)	Él levantase (*no tick*)	
Ella se ha cortado (✓)		
La puerta estaba (✓) abierta		
Yo me lavo (✓) las manos	Yo me lavo (*no tick*) el coche	*lavar* 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 *(no tick)* 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 *(no tick)* la película	If sequence is incorrect, **both** verbs cannot be rewarded

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Question	Answer	Marks

Single auxiliary with multiple past participles

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

Verb which requires preposition

Tick	**No tick**	**Note**
Ayudo (✓) a lavar (✓) el coche		
Ayudo (✓) lavar el coche		preposition is required for *lavar* to be awarded a tick
Ayudo (✓) con lavar el coche		incorrect use of *con* means that *lavar* cannot receive a tick

Verb which requires personal *a*

Tick	**No tick**	**Note**
Veo (✓) a mi amigo	Veo *(no tick)* mi amigo	personal *a* is required for *veo* to be awarded a tick

Correct verb within meaningless statement

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

(b) Imperative

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

Question	Answer	Marks

(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 (*no tick*) salir (✓)		
Quiero (✓) salire (*no tick*)		
Voy a (✓) estudiar (✓)		
Empecé a (✓) llorar (✓)		
Empecé *(no tick)* llorar (✓)		

(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
- Esta tarde mi amigo puede (✓) jugar (✓) al fútbol. En mi ciudad se puede *(no tick)* nadar (✓) – puede is in the third person singular in both sentences, so scores the first time but not the second time

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Question	Answer	Marks

3.3: Award a mark out of 12 for Other linguistic features

(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 (Appendix I)).

(ii) Use the highlighter marking tool to highlight the first new use of any correct usage. Use the highlighter marking tool to underline a creditable attempt at a structure. This annotation is intended to help you arrive at an appropriate mark. Therefore, the kinds of things you highlight/underline will vary according to the quality of work, e.g. for a mark of 7/8 to be awarded the assumption is that 'spelling of common words, genders, adjectival agreements and basic prepositions are almost always correct' so annotation will focus on the degree of success with more complex language.

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

- 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)
- Object pronouns (me ha dicho; me lo dio) and 'strong' pronouns
- Conjunctions other than *y* and linking words (e.g. sin embargo, por lo tanto, por eso)
- Prepositions – Time, Place etc.
- Negatives
- Adverbs
- Use of por and para
- Adjectives, including possessives and demonstratives. Also comparatives and superlatives
- Expressions of quantity
- Appropriate use of *politesses* in the letter.

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Question	Answer	Marks

Grade descriptors for Other linguistic features (Question 3)

11–12	• 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	• 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	• 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	• Attempts more than basic structures. • On balance, the work is more accurate than inaccurate. • Straightforward vocabulary relevant to the task.
3–4	• Reliant on basic structures. • Some examples of correct language. Meaning usually conveyed. • Basic vocabulary.
1–2	• A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.
0	• One or two disjointed words or short phrases may be recognisable.

^^subordinate clauses, linking words, object pronouns, comparative adjectives/adverbs, strong negatives usually error free.
*spelling of common words, genders, adjectival agreements and basic prepositions are almost always correct.

Total for Communication: 10 marks
Total for Verbs: 8 marks
Total for Other linguistic features: 12 marks
Total for Question 3: 30 marks

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3(a)</td><td>

Recibiste un premio especial. Escribe un e-mail a tu amigo/amiga español(a).

3.1: Award a mark out of 10 for Communication – see generic guidance above

<table>
<tr><th>Tick</th><th>Accept</th><th>Mark</th></tr>
<tr><td>✓1</td><td>¿Qué hiciste para ganar el premio?
Insist on past tense
Accept any statement relating to what the candidate did to win/earn the prize</td><td>2</td></tr>
<tr><td>✓2</td><td>¿Qué recibiste como premio?
Insist on past tense
Accept any statement relating to what the candidate received as a prize</td><td>2</td></tr>
<tr><td>✓3</td><td>¿Qué piensas del premio?
Expect opinions/emotions
Accept any statement relating to what the candidate thinks of the prize</td><td>2</td></tr>
<tr><td>✓4</td><td>¿Cómo vas a celebrar tu éxito?
Accept any statement relating to how the candidate is going to celebrate his/her success</td><td>2</td></tr>
<tr><td>✓5</td><td>En tu opinión, ¿qué tipo de persona merece ganar premios?
Expect opinions/emotions
Accept any statement relating to what sort of person deserves to win prizes</td><td>2</td></tr>
</table>

</td><td>30</td></tr>
</table>

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3(a)</td><td>

3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above

<table>
<tr><th>Communication point</th><th>For Verbs, accept:</th></tr>
<tr><td>1</td><td>Preterite/Perfect/Imperfect (depending on context)</td></tr>
<tr><td>2</td><td>Preterite/Perfect/Imperfect (depending on context)</td></tr>
<tr><td>3</td><td>Present/Preterite/Perfect/Imperfect (depending on context)</td></tr>
<tr><td>4</td><td>Present/Future/Conditional (depending on context)</td></tr>
<tr><td>5</td><td>Present/Future/Conditional/Preterite/Perfect/Imperfect (depending on context)</td></tr>
</table>

3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above

</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3(b)</td><td>

Los conciertos. Escribe un artículo sobre este tema.

3.1: Award a mark out of 10 for Communication – see generic guidance above

<table>
<tr><th>Tick</th><th>Accept</th><th>Mark</th></tr>
<tr><td>✓1</td><td>¿Qué piensas del precio de las entradas para los conciertos?

Expect opinions/emotions

Accept any statement relating to what the candidate thinks about the price of concert tickets</td><td>2</td></tr>
<tr><td>✓2</td><td>¿Cuáles son las desventajas de los conciertos al aire libre?

Expect opinions/emotions

Accept any statement relating to what the candidate thinks are the disadvantages of open-air concerts</td><td>2</td></tr>
<tr><td>✓3</td><td>Describe el último concierto al que fuiste. (¿tipo de música? ¿lugar?)

Insist on past tense

Accept any statement relating to the concert</td><td>2</td></tr>
<tr><td>✓4</td><td>¿Con quién fuiste al concierto?

Insist on past tense

Accept any statement relating to who the candidate went to the concert with</td><td>2</td></tr>
<tr><td>✓5</td><td>En el futuro, ¿a quién te gustaría ver en concierto?

Accept any statement relating to who the candidate would like to see in concert in future</td><td>2</td></tr>
</table>

</td><td>**30**</td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3(b)</td><td>

3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above

<table>
<tr><th>Communication point</th><th>For Verbs, accept:</th></tr>
<tr><td>1</td><td>Preterite/Perfect/Imperfect (depending on context)</td></tr>
<tr><td>2</td><td>Present/Conditional/Preterite/Imperfect(depending on context)</td></tr>
<tr><td>3</td><td>Preterite/Perfect/Imperfect (depending on context)</td></tr>
<tr><td>4</td><td>Present/Future/Conditional (depending on context)</td></tr>
<tr><td>5</td><td>Present/Future/Conditional (depending on context)</td></tr>
</table>

3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above

</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3(c)</td><td>

'Estaba en mi pueblo cuando vi un coche de lujo aparcado en la plaza…'

3.1: Award a mark out of 10 for Communication – see generic guidance above

<table>
<tr><th>Tick</th><th>Accept</th><th>Mark</th></tr>
<tr><td>✓1</td><td>¿Quién bajó del coche?

Insist on past tense

Accept any statement relating to who got out of the car</td><td>2</td></tr>
<tr><td>✓2</td><td>¿Por qué había venido esa persona a tu pueblo?

Expect opinions/emotions
Do not insist on past tense

Accept any statement relating to why the person had come to the village</td><td>2</td></tr>
<tr><td>✓3</td><td>¿Qué hiciste con él/ella?

Insist on past tense

Accept any statement relating to what the candidate did with the person</td><td>2</td></tr>
<tr><td>✓4</td><td>¿Cuál fue tu reacción al encontrar a esa persona?

Expect opinions/emotions
Insist on past tense

Accept any statement relating to the candidate's reaction to meeting the person</td><td>2</td></tr>
<tr><td>✓5</td><td>¿Tienes planes ver a esa persona otra vez?

Accept any statement relating to whether or not the candidate is planning on seeing the person again</td><td>2</td></tr>
</table>

</td><td>**30**</td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3(c)</td><td>

3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above

<table>
<tr><th>Communication point</th><th>For Verbs, accept:</th></tr>
<tr><td>1</td><td>Imperfect/Perfect/Preterite (depending on context)</td></tr>
<tr><td>2</td><td>Present/Imperfect/Perfect/Preterite/Future/Conditional (depending on context)</td></tr>
<tr><td>3</td><td>Imperfect/Perfect/Preterite (depending on context)</td></tr>
<tr><td>4</td><td>Imperfect/Perfect/Preterite (depending on context)</td></tr>
<tr><td>5</td><td>Present/Future/Conditional (depending on context)</td></tr>
</table>

3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above

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Appendix I

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. This is extremely rare.

A 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.

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Appendix II: Communication – Rules on how to decide whether a verb is accurate enough to convey meaning

Communication

- an attempt at a verb is required for any communication mark to be awarded
- for QUESTION 2, candidates score 1 or 0 marks for each piece of relevant information they communicate. For a sentence/phrase to be considered for the award of a mark for communication, the verb must meet or go beyond the criteria outlined in B
- for QUESTION 3, candidates score 2, 1 or 0 marks for communicating each task. For the criteria the verb must fulfil in order for a sentence/phrase to be considered for the award of 2 marks for communication, see A below. For the criteria the verb must fulfil for a sentence/phrase to be considered for the award of 1 mark for communication, see B below.
- where a verb fits the criteria for C, the mark for communication is 0
- although some allowances are made for faulty verbs when awarding COMMUNICATION marks (see below); in order for a verb to score a LANGUAGE tick, it must be correct
- 'ticks' for communication are to be placed just above the end of the qualifying sentence/phrase

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A <u>QUESTION 3 ONLY</u>: Where <u>THE VERB IS APPROPRIATE IN THE MEANING IT CONVEYS AND THE TIME FRAME IS APPROPRIATE</u>, 2 communication marks are awarded in the following cases.

(i)	**For 2 communication marks: accept a Present where a Future context is apparent**	
	El año que viene voy a España = 2 for communication (but see also B (i) for further information)	(*voy* receives a tick for verb)
(ii)	**For 2 communication marks: accept the use of a Future when a Conditional would be correct and vice versa**	
(iii)	**For 2 communication marks: accept a 'phonetic version' of the correct time frame**	
	He passado las vacaciones = 2 for communication *E pasado las vacaciones* = 2 for communication *Mi madre necessita mi ayuda* = 2 for communication *Nececito ir a la tienda* = 2 for communication *He apprendido mucho* = 2 for communication *Mi tía tienne un club* = 2 for communication *He organisado una fiesta* = 2 for communication *Boy a ir al centro* = 2 for communication	(*Empezó a juego* = 1 for communication – *juego* is not phonetic) *Yo quierro jugar al fútbol* = 0 for communication (doublé 'r' is not a phonetic rendering of single 'r') *Yo prefiero llavar los platos* = 0 for communication (double 'll' is not a phonetic rendering of single 'l')
(iv)	**For 2 communication marks: accept the use of any past tense when a past is required, even when a different past tense would be grammatically correct or appropriate**	
	Allow Perfect, Imperfect, Pluperfect or Preterite. Ignore inconsistency in the use of the Imperfect and Preterite if it occurs.	

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(v)	**Errors of accent: award 2 communication marks (eg *estuve alli* = 2, *tambien fue* = 2, *es fantastico* = 2), <u>except</u> in the following cases**	
	For 2 communication marks, **insist** on the accent on verbs which require it	*Yo comi* = 1 for communication (as an attempted preterite tense) *Esperabamos* = 1 for communication (as an attempted imperfect tense)
	For 2 communication marks, tolerate a grave accent for an acute accent	*Yo comì* = 2 for communication
(vi)	**In complex sentences, reward communication based on the verb in the subordinate clause and reward according to the normal rules (it is the information in the subordinate clause which fulfils the task)**	
	Mi amigo dijo que tenía dolor de cabeza = 2 for communication (in addition both verbs can receive a tick) *Mi amigo dice* (wrong tense) *que tenía dolor de cabeza* = 2 for communication (in addition second verb can receive a tick)	However, *Mi amigo dijo que tiene dolor de cabeza* = 1 for communication (see B (vii)) (in addition first verb can receive a tick) *Mi amigo dijo que él dolor de cabeza* = 0 for communication (no verb in subordinate clause) (first verb can receive a tick)
	Creía que estaba enfermo = 2 for communication (in addition both verbs receive a tick)	However: *Creía que llueve* = 1 for communication (see B (vii)) *Creía que tenía enfermo* = 0 for communication (see B (vii)) (In addition, in both cases, first verb can receive a tick)
(vii)	**Use of a verb in the indicative where a subjunctive would be expected: award 2 communication marks**	
	No creo que haya muchas personas allí = 2 for communication (plus both verbs receive a tick) *No creo que hay muchas personas allí* = 2 for communication (plus first verb receives a tick)	

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B QUESTIONS 2 AND 3: Where THE VERB IS APPROPRIATE IN THE MEANING IT CONVEYS but is flawed in the following ways, the message is partially conveyed, and 1 communication mark will be awarded.

(i)	**The candidate has produced a correct spelling of an inappropriate form/part/tense of an appropriate verb: award 1 communication mark**	
	He vender el libro = 1 for communication *La gente están contenta* = 1 for communication *Yo trabaje durante las vacaciones* = 1 for communication *Yo voy pasaré* = 1 for communication	No ticks are scored for these verbs
	Task: what do you want to eat for lunch? **Candidate writes:** *Quiero comeré la fruta* = 1 for communication	*Quiero* = tick for verb
	Task: what will you do next year? **Candidate writes:** *El año pasado voy a España* = 1 for communication *El año pasado voy a viajar en España* = 1 for communication *El año que viene yo iba a España* = 1 for communication *El año que viene me gusto jugar al tenis* = 1 for communication	…*voy a*… verb is not rewarded as there is no future context (eg *El año que viene*…) and there is discordance/confusion between the verb and the time indicator that the candidate has used …*voy a viajar*… scores 2 ticks for verbs (*voy a*, *viajar*) as the task requires a future and, despite the use of *pasado*, there is no doubt about the tense of the verb and the tense of the verb agrees with the tense that is required …*iba*… verb does not receive a tick …*me gusto*… verb does not receive a tick
	El año que viene yo vaya al centro = 1 for communication (*ir* is an appropriate verb, *vaya* is a form of the verb *ir* (subjunctive))	*El año que viene yo vaye al centro* = 0 for communication (*vaye* is not any part of the verb *ir*)

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(ii)	**The candidate has produced a <u>phonetic</u> spelling of an <u>inappropriate</u> form/part/tense of an <u>appropriate</u> verb: award 1 communication mark**	
	Task: what did you enjoy doing on holiday? **Candidate writes:** *Me gustta el tenis* = 1 for communication (phonetic version of the incorrect tense (*me gusta*) of an appropriate verb)	*Me gutsa (el tenis) (gutsa* is not any form/part/tense (nor a phonetic version thereof) of the verb *gusta)*
	Task: what happened at school today? **Candidate writes:** *Apprendo mucho* = 1 for communication (phonetic version of an incorrect part/tense (*aprendo*) of an appropriate verb)	*Apriendo mucho* = 0 for communication (*apriendo* is not any form/part/tense (nor a phonetic version thereof) of the verb *aprender*)
(iii)	**Use of *ser* when *estar* would be correct and vice versa: award 1 communication mark**	
	Soy en acuerdo con el proyecto = 1 *Soy esperando tu carta* = 1 *Era con su hijo* = 1 *Mis hermanas son en la casa* = 1 *Estaba una experiencia maravillosa* = 1 *Estoy un buen estudiante* = 1 *Tu carta está interesante* = 1 *Estará una buena idea* = 1	

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(iv)	**Mis-use of *haber, hacer*, *tener* and *ser/estar* in idiomatic phrases/simple descriptions: award 1 communication mark**	
	Era/Estaba miedo = 1 *Era/Estaba sed* = 1 *Era/Estaba hambre* = 1 *Era/Estaba cinco años* = 1 *Estaba muy frío en mi casa* = 1 *¿Está playas cerca de tu ciudad?* = 1	(no tick for verb) (no tick for verb) (no tick for verb) (no tick for verb) (no tick for verb) (no tick for verb) **However:** *Ella es el pelo negro* = 0 *Tenía cansado* = 0 *Tenía enfermo* = 0

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(v)	**The following commonly seen inappropriate usages: award 1 communication mark**	
	Accept for 1 mark *Miré un accidente* for *Vi un accidente* *Yo gusta la música* for *Me gusta la música* *Escuché un ruido* for *Oí un ruido* *En Madrid hay calor* for *En Madrid hace calor*	**Refuse** *Tenía un tiempo muy bueno* for *Lo pasé bien* *He mirado para mi chaqueta* for *He buscado mi chaqueta*
(vi)	**The following commonly seen mis-usages: award 1 communication mark**	
	Me gusto mi casa *Me prefiero los gatos* *Me vivo en el centro* *Me llamo es (Ana)*	*Me llama es (Ana)* = 0 as nothing of worth is communicated *Me llama (Ana)* when the candidate is trying to give his/her own name = 0
(vii)	**In complex sentences, consider the verb in the subordinate clause when awarding the mark for communication and reward according to the normal rules** (see also A (vi))	
	Mi amigo dijo que tiene dolor de cabeza = 1 for communication	The subordinate clause, *tiene dolor de cabeza,* contains an appropriate verb in the wrong time frame which is awarded 1 communication mark (in addition, first verb receives a tick)
	Creía que llueve = 1 for communication	The subordinate clause, *que llueve,* contains an appropriate verb in the wrong time frame which is awarded 1 communication mark according to the usual rules) (in addition, first verb receives a tick)

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C <u>QUESTIONS 2 AND 3</u>: Award 0 communication marks in the following cases.

(i)	**No attempt at a (real) verb = 0 for communication**	
	yo pie al instituto = 0 for communication *yo caminata mi perro* = 0 for communication *llove* = 0 for communication *yo prefier ir al colegio* = 0 for communication	
(ii)	**The verb attempted delivers a message different from the desired one = 0 for communication**	
	mi padre tiene profesor for *mi padre es profesor* = 0 for communication *llora* for *llueve* = 0 for communication	
(iii)	**The attempt at the verb is not a part/form of an appropriate verb or a phonetic rendition thereof = 0 for communication**	
	El año que viene yo viajer en el centro = 0 for communication (*viajer* is not any part of the verb *viajar*) *Yo buscé mis gafas* = 0 for communication (*buscé* is not any part of the verb *buscar*) *Me gutsa (el tenis)* = 0 for communication (*gutsa* is not any part of the verb *gustar*)	

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Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

CANDIDATE NAME									
CENTRE NUMBER						CANDIDATE NUMBER				

3883467860

SPANISH **0530/43**

Paper 4 Writing **May/June 2018**

1 hour

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces at the top of this page.
Write in dark blue or black pen.
Do not use staples, paper clips, glue or correction fluid.
DO **NOT** WRITE IN ANY BARCODES.

Answer **three** questions: Question **1**, Question **2 and** Question **3(a) or** Question **3(b) or** Question **3(c)**.

The number of marks is given in brackets [ ] at the end of each question or part question.

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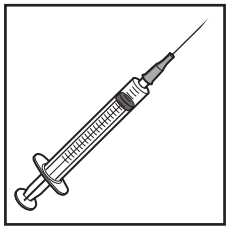
Sección 1

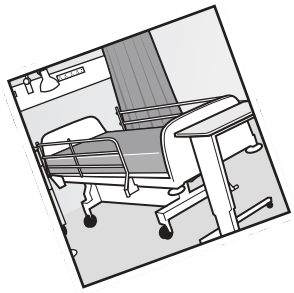
1 Te sientes mal. Vas al hospital.

Haz una lista **en español** de **8** cosas que puedes ver.



Ejemplo:





Ejemplo: Inyección



1 _____

2 _____

3 _____

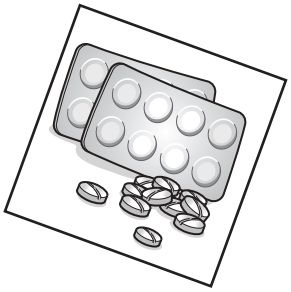
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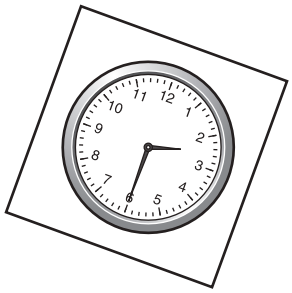
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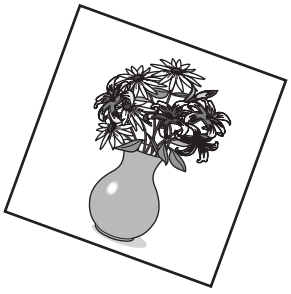












[Total: 5]

2 Los meses del año

- ¿Cuál es tu mes preferido? ¿Por qué?
- Describe lo que haces durante tu mes favorito.
- ¿Qué mes del año te gusta menos? ¿Por qué?
- ¿Qué vas a hacer el mes próximo con tu familia?

Debes escribir entre 80 y 90 palabras **en español**.

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[Total: 15]

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Dar la vuelta para la Sección 2.

Sección 2

3 Elige **uno** de estos temas.

Debes escribir entre 130 y 140 palabras en español.

(a) Recibiste un premio especial.

Escribe un e-mail a tu amigo/amiga español(a).

- ¿Qué hiciste para ganar el premio?
- ¿Qué recibiste como premio?
- ¿Qué piensas del premio?
- ¿Cómo vas a celebrar tu éxito?
- En tu opinión, ¿qué tipo de persona merece ganar premios?

O

(b) Los conciertos

Escribe un artículo sobre este tema.

- ¿Qué piensas del precio de las entradas para los conciertos?
- ¿Cuáles son las desventajas de los conciertos al aire libre?
- Describe el último concierto al que fuiste. (¿tipo de música? ¿lugar?)
- ¿Con quién fuiste al concierto?
- En el futuro, ¿a quién te gustaría ver en concierto?

O

(c) "Estaba en mi pueblo cuando vi un coche de lujo aparcado en la plaza…"

Continúa la historia.

- ¿Quién bajó del coche?
- ¿Por qué había venido esa persona a tu pueblo?
- ¿Qué hiciste con él/ella?
- ¿Cuál fue tu reacción al encontrar a esa persona?
- ¿Tienes planes para ver a esa persona otra vez?

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