



GCSE SPANISH 8698/RF

Foundation Tier Paper 3 Reading

Mark scheme

June 2019

Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

Listening and Reading tests

General principles of marking

Non-verbal answers

Follow the mark scheme as set out.

Verbal answers (English or target language)

1. The basic principle of assessment is that students should gain credit for what they know, understand and can do; provided their written response communicates the required message without ambiguity, it will get the mark. The following guidance should be borne in mind when marking.

(a) Credit should be given for all answers which convey the key idea required intelligibly and without ambiguity. This applies whether the answer is in English or target language. A separate assessment of spelling, punctuation and grammar is not required because of the nature of the answers. However, these aspects are an integral part of assessing communication and marks cannot be awarded where errors in spelling, punctuation or grammar lead to a failure to communicate the required information **without ambiguity**.

(b) Where a student has given alternatives or additional information in an answer, the following criteria should be applied: - if the alternative/addition does not contradict the key idea/make it ambiguous, **accept** - If the alternative/addition contradicts the key idea or makes it ambiguous, **reject**.

(c) Where numbered lines are given within a question/section of a question, credit should be given for correct answers, no matter which line they appear on.

(d) Where a question has more than one **section (eg (i) and (ii))**, a candidate may include as part of the answer to one section the information required to answer another section. Eg, in Listening, information required to answer section (ii) might be given as part of the answer to section (i). In such cases, credit should be given for having answered section (ii), provided that no incorrect answer has been given for that section in the correct place on the question paper.

2. In questions where students are asked to give for example a list of three items, only the first three items they write down should be considered for assessment purposes.

3. No mark scheme can cover all possible answers. When in doubt, look for the key idea.

4. Where a student has crossed out an answer and what was underneath remains legible then it should be marked. When part of an answer is crossed out, then only what remains should be considered.

5. .../. means that these are acceptable alternative answers in the mark scheme. (.....) means that this information is not needed for full marks to be awarded.

6. In questions which are T/F/? or √/X/? in either Section A or Section B, a mix and match approach should be tolerated and credit given where it is clear and unambiguous (eg consistent use by the candidate). If candidates write 'True' instead of 'V' for Verdad in Section B, this should also be credited despite the wrong language being used.

7. The following general principles should be applied in relation to answers in the target language in Section B:

- A. Incorrect personal pronouns – accept (unless this causes ambiguity)
- B. Incorrect possessive adjectives – accept (unless this causes ambiguity)
- C. Wrong gender – accept (unless this causes ambiguity)
- D. Infinitive – will normally communicate without ambiguity, so should be accepted
- E. Wrong tense – accept as long as student comprehension is not in question
- F. Minor spelling errors – accept as long as the answer is understandable with no ambiguity. In Section B, this means that even if the spelling error results in the creation of a word in another language, including English, then provided it is a recognisable attempt at a spelling in the target language, it will be credited.

Question	Key Ideas	Accept	Reject	Mark
01.1	C			1

Question	Key Ideas	Accept	Reject	Mark
01.2	Grapes	Traditional grapes	Fruit Traditional Food	1

Question	Key Ideas	Accept	Reject	Mark
01.3	Any two of: Suit Shirt Shoes	(Formal) shoes	T Shirt	2

Question	Accept	Mark
02.1	C	1

Question	Accept	Mark
02.2	C	1

Question	Accept	Mark
02.3	B	1

Question		Key ideas	Accept	Reject	Mark
03.1	Ana	Fed up		Hurt/upset/disheartened	1

Question		Key ideas	Accept	Reject	Mark
03.2	Rafa	Afraid/frightened/scared	Unsafe	Insulted/threatened	2
		Find/look for/use a different way/route.	Take/walk/go another/new path	Go to a different school	

Question		Key ideas	Accept	Reject	Mark
03.3	Pablo	Ask the head (teacher) for help.	Get help from the principal	'Ask'/'talk to' for 'help'. Director.	1

Question	Accept	Mark
04.1	B	1

Question	Accept	Mark
04.2	B	1

Question	Accept	Mark
04.3	A	1

Question	Accept	Mark
04.4	B	1

Question	Accept	Mark
05.1	C	1

Question	Accept	Mark
05.2	E	1

Question	Accept	Mark
05.3	D	1

Question	Accept	Mark
05.4	B	1

Question	Key Ideas	Accept	Reject	Mark
06.1	(She) wore black (clothes)	(She) went cycling in black	'Black clothes' on its own (She) wore dark (clothes) (She) did not wear bright clothing (She) wore black + specific item of clothing eg '(she) wore black trousers'	1

Question	Key Ideas	Accept	Reject	Mark
06.2	Her/own savings	Her/own money	'Savings' on its own 'Money' on its own	1

Question	Key Ideas	Accept	Reject	Mark
06.3	Looking after/caring for her mother/mum	(She was a) carer for her mother/mum	'She was a carer' on its own Helping her mother/mum	1

Question	Answer	Accept	Reject	Mark
07.1	P	Past		1

Question	Answer	Accept	Reject	Mark
07.2	N	Now Present	P	1

Question	Answer	Accept	Reject	Mark
07.3	P	Past		1

Question	Answer	Accept	Reject	Mark
07.4	F	Future		1

Question	Accept	Mark
08	(In any order) B D E	3

Question	Answer	Accept	Mark
09.1	F	M X	1

Question	Answer	Accept	Mark
09.2	T	V ✓	1

Question	Answer	Accept	Mark
09.3	NM	?	1

Question	Answer	Accept	Mark
09.4	T	V ✓	1

Question	Accept	Mark
10	(in any order) A E F	3

Question	Accept	Mark
11.1	C	1

Question	Accept	Mark
11.2	B	1

Question	Accept	Mark
11.3	D	1

Question	Accept	Mark
11.4	E	1

Question	Key Idea	Accept	Reject	Mark
12.1	Comida basura	Tomo poca comida basura 'Tomo poca comida basura (y) no bebo alcohol'	Whole paragraph copied out 'Basura' on its own Poca comida basura Any answers which include 'muchacha'.	1

Question	Key Ideas	Accept	Reject	Mark
12.2	Perder peso	(No) consigo perder peso	Whole paragraph copied out 'Peso' on its own	1

Question	Key Ideas	Accept	Reject	Mark
12.3	Dormir bien	(Me) es imposible dormir bien Dormir bien y desconectar	Whole paragraph copied out 'Dormir' on its own	1

Question	Key Ideas	Accept	Reject	Mark
12.4	Apagar el portátil	Que debo apagar el portátil	Whole paragraph copied out 'Desconectar' on its own	1

Question	Accept	Mark
13.1	P+N	1

Question	Accept	Mark
13.2	P	1

Question	Accept	Mark
13.3	N	1

Question	Accept	Mark
13.4	P	1

Question	Accept	Mark
14.1	95	1

Question	Accept	Mark
14.2	13	1

Question	Accept	Mark
14.3	70	1

Question		Key ideas	Accept	Reject	Mark
15	Me gusta la geografía	I like geography	I like the geography	I love geography	1
	y creo que es muy útil.	and I think/believe (that) it is very useful.		Because it is very useful	1
	En junio vamos a	In June we are going (to)	In June we (will) go (to)	In June we are visiting I am going (to)	1
	visitar Londres	(to) visit London		'go' for 'visit' Londres	1
	para estudiar los barrios diferentes.	(in order/for) to study (the) different neighbourhoods/districts/areas/zones.	'and study' for 'to study'	'places' for 'neighbourhoods'	1
	Me interesa mucho aprender	I am very interested in learning (about)	I am interested a lot in/I have a lot of interest in/I find it very interesting to learn/find out (about)	'knowing' for 'learning'	1
	cómo vive la gente.	how people live.	how other people live	how they live	1
	Ayer vi un documental	Yesterday I saw a documentary	Yesterday I watched/viewed/was watching a documentary		1
	sobre la pobreza en Inglaterra	about (the) poverty in England.	about (the) poor (people) in England.	'homeless' for 'poverty'	1
				Total marks	60