



GCSE SPANISH 8698/RH

Paper 3 Reading Higher Tier

Mark scheme

June 2023

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 Examiner.

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

Copyright information

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Copyright © 2023 AQA and its licensors. All rights reserved.

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	Accept	Mark
01.1	B (was born on the coast.)	1

Question	Accept	Mark
01.2	B (cycle paths.)	1

Question	Accept	Mark
01.3	B (has gone up.)	1

Question	Accept	Mark
01.4	A (they are keeping the library open.)	1

Question	Accept	Mark
02.1	B (Recycling)	1

Question	Accept	Mark
02.2	A (The sea is polluted.)	1

Question	Accept	Mark
02.3	B (It rains more in the east and the north of the island.)	1

Question	Accept	Mark
03.1	N (negative)	1

Question	Accept	Mark
03.2	P+N (positive and negative)	1

Question	Accept	Mark
03.3	P (positive)	1

Question	Accept	Mark
03.4	P (positive)	1

Question	Key ideas	Accept	Reject	Mark
04.1	Best song for a film	Best song in a film/movie	Best song	1

Question	Key ideas	Accept	Reject	Mark
04.2	He did not want (to see/watch) his daughter/her to fail	He does not want her to fail/be unsuccessful		1

Question	Key ideas	Accept	Reject	Mark
04.3	Abused children	Badly treated/mistreated/maltreated kids	Poor/disadvantaged/neglected children Children on its own	1

Question	Key ideas	Accept	Reject	Mark
04.4	She is accompanied by a signer	(There is) someone (who) does sign language (She has/uses/includes a) sign language interpreter/translator (There is) an interpreter/translator for deaf people	She uses sign language. 'Sign language' on its own. 'Interpreter/translator' on its own.	1

Question	Accept	Mark
05.1	B (Instagram)	1

Question	Accept	Mark
05.2	C (Snapchat)	1

Question	Accept	Mark
05.3	E (WhatsApp)	1

Question	Key ideas	Accept	Reject	Mark
06.1	He is taking part to measure his physical condition	He is running to test/evaluate his fitness/physical ability	'Physical health' for physical condition 'Check/monitor' for 'measure'	1

Question	Key ideas	Accept	Reject	Mark
06.2	He has done/run more than one		He has run more than once References to 'marathon' rather than 'half marathon'.	1

Question	Key ideas	Accept	Reject	Mark
06.3	He is collecting money for flood victims	He is fundraising for people affected by floods	He is donating/giving money to flood victims References to 'his money'	1

Question	Key ideas	Accept	Reject	Mark
06.4	They will call his neighbour	They would (tele)phone his neighbour(s) His neighbour(s) will/would be called		1

Question	Accept	Mark
07.1	NM (not mentioned in the text)	1

Question	Accept	Mark
07.2	T (true)	1

Question	Accept	Mark
07.3	F (false)	1

Question	Accept	Mark
07.4	NM (not mentioned in the text)	1

Question	Accept	Mark
08.1	F (understandable)	1

Question	Accept	Mark
08.2	D (strange)	1

Question	Accept	Mark
08.3	E (surprising)	1

Question	Accept	Mark
08.4	A (disappointing)	1

Question	Key ideas	Accept	Reject	Mark
09.1	(It) looks after (the) skin	(To) care for (your) skin	(It is) good (for your) skin (It) protects (your) skin	1

Question	Key ideas	Accept	Reject	Mark
09.2	(You) lose weight		Reference to lowering calories on its own	1

Question	Key ideas	Accept	Reject	Mark
09.3	(It) protects (the) heart			1

Question	Answer	Mark
10.1	In any order B (Todos podríamos perder nuestro hogar.) D (Muchos de los sin techo no pueden trabajar porque están demasiado débiles.)	2

Question	Answer	Mark
10.2	In any order C (Donar a una organización que apoya a los sin techo.) D (Colgar información sobre el día.)	2

Question	Accept	Mark
11.1	B (A Greta le gusta mucho estudiar.)	1

Question	Accept	Mark
11.2	A (Cuando le fascina un tema, Greta lo estudia con entusiasmo.)	1

Question	Accept	Mark
11.3	A + B (Greta y Dante van a pasar doce meses fuera de casa. + Greta y Dante comparten los mismos planes para el año que viene.)	1

Question	Accept	Mark
11.4	A + B (Greta y Dante van a Toronto para practicar la lengua. + Greta y Dante van a hacer turismo en Canadá.)	1

Question	Accept	Mark
12.1	C (Lo hace todo con prisa.)	1

Question	Accept	Mark
12.2	B (Es un cocinero súper organizado.)	1

Question	Accept	Mark
12.3	A (Cree que la cocina es fácil y entretenida.)	1

Question	Accept	Mark
13.1	A (advertir)	1

Question	Accept	Mark
13.2	E (ensuciar)	1

Question	Accept	Mark
13.3	C (combatir)	1

Question	Key ideas	Accept	Reject	Mark
14.1	(De) noche	A noche (as two words)	Anoche (En) mayo	1

Question	Key ideas	Accept	Reject	Mark
14.2	Vino		(El) vino al castillo (a caballo) Llevaron el vino al castillo	1

Question	Key ideas	Accept	Reject	Mark
14.3	(Todos) mejoraron	Mejoran	(Lo) bebieron (vino) - on its own (Todos) mejor	1

Question	Key ideas	Accept	Reject	Mark
14.4	Emocionante		Espléndido – on its own	1

Question	Spanish	Key ideas	Accept	Reject	Mark
15	Me gusta mi pueblo ya que hay mucho que hacer	I like my town/village as/since/because/given that there is a lot/lots to do		I like my city	1
	y mis amigos viven cerca.	and my friends live near(by)/close (by).			1
	Sin embargo, cuando termine mis estudios,	However, when I finish my studies,			1
	me encantaría trabajar en el extranjero,	I would love to work abroad,	I would like very much to work in a foreign country,	I would like/want to work abroad,	1
	donde el sueldo es muchísimo mejor.	where the salary is very much better.	where the pay/wages is/are a great deal better.	where the salary is (much/a lot) better.	1
	Lo gastaré en visitar países nuevos.	I will spend it on/by visiting new countries.	I am going to spend it on visits to new countries.	I would spend it on visiting new countries.	1
	Hace años, mi padre siempre	Years ago, my father always	Years ago, my dad always		1
	nos llevaba a sitios diferentes.	took us to different places.	used to take us to different places.	took me to different sites/cities.	1
	¡Qué bien lo pasábamos!	What a good time we used to have!	What a good/great time we had! What good times we had! What a great time we would have!	We had a great time. I had a great time. It was great.	1
				Total marks	60