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# GCSE Spanish

8698/RF - Paper 3 Reading Foundation

Mark scheme

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June 2018

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Version/Stage: 1.0 Final

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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](http://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	Accept	Mark
01.1	B	1
01.2	B	1
01.3	A	1
01.4	B	1

Question	Accept	Mark
02	(in any order) A C D H	4

Question	Accept	Mark
03	(in any order) A C E	3

Question	Key ideas	Accept	Reject	Mark
04.1	(Getting to) know/meet you face to face	(Getting to) know/meet you personally/ one to one	'Getting to know you/meet you' on its own.	1

Question	Key ideas	Accept	Reject	Mark
04.2	Any <b>two</b> of: test/exam/assessment in English team activity interview with the boss/manager	Group/team work	Test alone Activity alone All references to 'equipment' Interview alone 'meet' with the boss/manager	2

Question	Key ideas	Accept	Reject	Mark
04.3	(Tele)phone	They will call/ring/text you References to 'electronic' if accompanied by (tele)phone	Email message Both possibilities eg: 'Phone or e-mail'. They will contact you	1

Question	Key ideas	Accept	Reject	Mark
05.1	(in any order) Old furniture  Expensive carpets/rugs	Antique furniture  Dear carpets/rugs	Antiques 'Furniture' on its own Specific furniture eg 'antique chairs'.  'Carpets'/'rugs' on its own	2

Question	Key ideas	Accept	Reject	Mark
05.2	Food and accommodation (Both items needed for one mark.)	Board and lodgings For 'food' accept 'meal(s)'/lunch' and for 'accommodation' accept 'housing'/'a bed'/'somewhere to sleep'/'stay'	'Food' on its own 'Accommodation' on its own Specific accommodation eg apartment/flat	1

Question	Accept	Mark
06.1	C	1
06.2	B	1

Question	Accept	Mark
07.1	F	1
07.2	P	1
07.3	N	1
07.4	F	1

Question	Accept	Mark
08.1	A	1
08.2	C	1
08.3	D	1

Question	Accept	Mark
09.1	B	1
09.2	B	1



Question	Key ideas	Accept	Reject	Mark
10.1	Spicy sausage(s)		Sausages	1

Question	Key ideas	Accept	Reject	Mark
10.2	Sweet orange(s)		Oranges	1

Question	Key ideas	Accept	Reject	Mark
10.3	Salted/salty butter	Salt butter	Butter All references to 'salad'	1

Question	Key ideas	Accept	Reject	Mark
10.4	Small/little/baby onion(s)		Onions	1

Question	Accept	Mark
11.1	E	1
11.2	C	1
11.3	D	1
11.4	A	1

Question	Accept	Mark
12	(in this order) F D A	3

Question	Key ideas	Accept	Reject	Mark
13.1	Aprobar (los) exámenes	Key idea included in part or all of the first sentence.	Whole paragraph copied out. 'Aprobar' on its own 'Los exámenes' on its own	1

Question	Key ideas	Accept	Reject	Mark
13.2	Clases (de) apoyo	(me) hacen falta clases (de) apoyo	Whole paragraph copied out. 'Clases' on its own 'Apoyo' on its own Falta clases de apoyo	1

Question	Key ideas	Accept	Reject	Mark
13.3	Alemania	Key idea included in part or all of the first sentence. 'alemán' on its own	Whole paragraph copied out. 'bien el alemán' 'un viaje a Nueva York pero me apetece más ir de visita a Alemania' on its own	1

Question	Key ideas	Accept	Reject	Mark
13.4	Cuesta demasiado	Key idea included in part or all of the second sentence.  El precio/el coste Es (muy) caro	Whole paragraph copied out. 'la cuesta' 'cuesta' on its own 'demasiado' on its own	1

Question	Accept	Mark
14.1	B	1
14.2	C	1
14.3	C	1
14.4	C	1

Question	Accept	Mark
15.1	B	1
15.2	D	1
15.3	C	1

Question		Key ideas	Accept	Reject	Mark
<b>16</b>	Me encanta escuchar música	I love listening to music	'I like a lot' for 'me encanta'	'I enjoy'/'I like' on its own for 'me encanta'	1
	porque es relajante	because it is relaxing	because it relaxes me	I relax	1
	cuando tengo mucho estrés.	when I have a lot of stress.	when I am very/really stressed/stressed out.	'When I am stressed' on its own 'too' for 'mucho'	1
	Ayer escuché	Yesterday I listened to	Yesterday I heard		1
	una canción sobre la gente	a song about (the) people		'the' for 'a' song	1
	que vive en la calle.	who/that live/are living on/in the street(s).	'living on/in the street(s)'	'a' for 'the' street	1
	Voy a mandar el vídeo a un amigo	I am going to send the/a video to a/the friend	'I will send' 'my' friend for 'the/a' friend	I am going to send the/a video of a friend	1
	que trabaja	who/that works	working		1
	con los pobres.	with the poor.	with (the) poor people.		1
				<b>Total marks</b>	<b>60</b>