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# GCSE Spanish

8698/RH - Paper 3 Reading Higher  
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	Key ideas	Accept	Reject	Mark
01.1	Either Do not keep quiet OR Talk to/tell someone	If students include both pieces of information, BOTH parts need to be correct.  'others'/'people' for 'alguien'	'Talk' on its own. Specific people eg 'teacher'/'adult' for 'alguien'	1

Question	Accept	Mark
02.1	A	1
02.2	C	1
02.3	D	1

Question	Accept	Mark
03	(in any order) B C F G	4

Question	Key ideas	Accept	Reject	Mark
04.1	She <u>often</u> donates to charity/charities	She <u>often</u> gives (money) to charity/charities For 'often' accept: 'Frequently', 'regularly', 'a lot (of the time)'	'She donates to charity/charities' on its own. For 'often' reject – 'all of the time', 'always', 'at the moment'	1

Question	Key ideas	Accept	Reject	Mark
04.2	She gets on <u>badly/awfully</u> with teachers	She does <u>not</u> get on <u>well</u> with teachers	She does not get on with teachers She thinks the teachers are bad	1

Question	Key ideas	Accept	Reject	Mark
04.3	She <u>never</u> panics/feels panic when she <u>forgets</u> her mobile		Reject 'does not have/loses' for 'forgets'	1

Question	Key ideas	Accept	Reject	Mark
04.4	She does not know if she wants/will/is going to get married and/or have children/kids		'She does not know if she wants to get married' on its own 'She does not know if she wants to have children/kids' on its own	1

Question	Key ideas	Accept	Reject	Mark
05.1	(She is/I am) dying of boredom/bored out of her/my mind/extremely bored	(She was) bored to death	(She was) bored (She was) very/really bored (She was) boring	1

Question	Key ideas	Accept	Reject	Mark
05.2	any 2 of -			
	Life/youth is passing her by	(her) youth was escaping her/ she was no longer young		1
	Old age is calling	she feels (she is getting) old		1
	She has not known love (past tense required)	She has not been in/experienced/ found love		

Question	Key ideas	Accept	Reject	Mark
05.3	It is the <u>only/one</u> thing <u>worth</u> living for	It is the <u>only/one</u> thing that is <u>worthwhile</u> in life	It is the only/one thing that is important in life It is unique	1

Question	Accept		Mark
06.1	B		1
06.2	C		1
06.3	B		1

Question	Key ideas	Accept	Reject	Mark
07.1	(in any order) Few/not many people understand the lifestyle of a <u>nun</u> .  (It reflects) <u>values</u> that are (totally) opposite to those (that) young people have <u>today</u> .	People do not understand about being a <u>nun</u> .  (The) <u>values</u> are (completely) different from those of young people <u>nowadays</u> .	For 'understand' reject 'see' and 'want'	1 1

Question	Key ideas	Accept	Reject	Mark
07.2	Rosa: she <u>missed</u> her boyfriend.			1

Question	Key ideas	Accept	Reject	Mark
07.3	Any <b>two</b> of: Only 4% of viewers/people/Spain watched the last episode.  Most people watched other programmes on the last night/instead of the final show.  People lost interest (in the show).	Not many people watched the final.	Only 4% of viewers/people/Spain watched it. People preferred (watching) other programmes  Wrong tense	2

Question	Key ideas	Accept	Reject	Mark
08.1	(More than) 70,000 cafés <u>and</u> restaurants <u>would</u> close (down)  Businesses <u>would</u> close (down)	They <u>would</u> have to close (more than) 70,000 cafés <u>and</u> restaurants They <u>would</u> close (down) businesses	Businesses would expand	1



Question	Key ideas	Accept	Reject	Mark
08.2	Young people / teenagers start smoking earlier than in the rest of Europe			1

Question	Key ideas	Accept	Reject	Mark
09.1	(in any order) Saying <u>goodbye</u> to the bad things from <u>last/old year</u>  Welcoming the new year	Say hello to the new year.	Saying goodbye to last year Forget about/get rid of/leave behind the bad things from last year  To celebrate the new year	1 1

Question	Key ideas	Accept	Reject	Mark
09.2	(Because there is) low unemployment	Answers that convey a reduction/decrease in unemployment		1

Question	Accept	Mark
10.1	F	1
10.2	P	1
10.3	N	1
10.4	F	1

Question	Accept	Mark
11.1	B	1
11.2	C	1
11.3	C	1
11.4	C	1

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Question	Accept	Mark
12.1	F	1
12.2	E	1
12.3	A	1

Question	Accept	Mark
13	(in this order) E A F	3

Question	Key ideas	Accept	Reject	Mark
14.1	(se) quedaban en casa	(se) casaban y (se) quedaban en casa	'(se) quedaban' on its own	1

Question	Key ideas	Accept	Reject	Mark
14.2	Any <b>one</b> of: Viven más Duermen mejor (Están) menos estresadas	(Tienen) menos estrés	Answers with only 1 element. eg: Viven Duermen Estrés	1

Question	Key ideas	Accept	Reject	Mark
14.3	No hay/tiene que dar explicaciones (a nadie)		'Dar explicaciones' on its own No es tan malo	1

Question	Key ideas	Accept	Reject	Mark
14.4	No necesitan pareja (para) ser madre	No necesitan pareja (para) tener hijo/bebé/niño	'No necesitan pareja' on its own Ser madre (gracias a los avances científicos)	1

Question	Key ideas	Accept	Reject	Mark
15.1	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
15.2	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
15.3	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
15.4	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		Key ideas	Accept	Reject	Mark
16	Me gusta pasar mucho tiempo	I like spending/to spend a lot of time	I like to pass a lot of time		1
	chateando con jóvenes por internet	chatting to/with young people on the internet	Talking/speaking to young people/youths/teenagers on the internet/on line	'children/kids' for 'young people'	1
	y, a veces, estudiamos juntos.	and sometimes <u>we</u> study/studied together.			1
	Es más fácil que leer libros.	It is easier <u>than</u> reading books.		It is easier to read books	1
	Otros estudiantes me han ayudado	Other students have helped me	Other students helped me.		1
	a escoger las asignaturas que haré el año próximo.	to choose (the) subjects I will/am going to do next year.	To choose (the) subjects I will take/study to do next year.		1
	Espero que estas conversaciones virtuales	I hope (that) these/the virtual conversations	I hope (that) these/the on line conversations		1
	sean útiles para mí	will be useful for me	are useful for me		1
	cuando empiece mi carrera.	when I start my career/degree.	When I start my university course	Reject 'choose' for 'start'. Reject 'job' for 'career'.	1
				<b>Total marks</b>	<b>60</b>