
GCSE Spanish

8698/WF-Paper 4 Writing Foundation
Mark scheme

June 2018

Version/Stage: 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

Part 1 – General marking guidance for GCSE MFL Writing Tests

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Marks will be allocated in the following way at Foundation Tier:

	Communication	Content	Quality of Language	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	8					8
Question 2		10	6			16
Question 3				5	5	10
Question 4		10	6			16
Total	8	20	12	5	5	50

Foundation Question 1

There are 8 marks for Communication.

Candidates are required to write four sentences about what is in the photo. Each sentence is marked separately and is worth a maximum of two marks, according to these assessment criteria:

Mark	Communication
2	The relevant message is clearly communicated.
1	The message is relevant but has some ambiguity and causes a delay in communication.
0	The message is irrelevant or cannot be understood.

Statements must refer to what is in the photo and cannot refer to what is **not** in it. 'I like the photo' and similar opinions about the photo, without mentioning what is in it, will score 0. However, if the sentence reads, for example, 'I like the photo because it is sunny', it will score 2 marks.

If the sentence could possibly be true or is very broadly relevant, accept it. For instance, it is acceptable if the candidate writes 'The tent is green', even though the photo is in black and white. However, if the sentence is definitely false, it receives a mark of 0. For example, 'There is an elephant', when there clearly isn't one.

It is acceptable to write a figure (eg, 'There are **2** people') rather than a word. This is true of all questions at both Foundation and Higher tiers.

The aim of this question is for candidates to write in the present tense, but other tenses are also acceptable.

For 2 marks

- The response must be in the form of a sentence, using an appropriate conjugated verb. The only exception to this is in French, where *voici/voilà* may be used in place of a verb. The same verb/grammatical structure may be repeated in more than one sentence, eg *il y a/es gibt/hay* plus different nouns.
- Any sentence that is broadly relevant to the photo is given 2 marks. For example, imagine that the photo is of a man in a café. The student writes, in the target language: 'It's a man. He's old (even if to your eyes he may not be – 'old' to a 16-year-old may be different from your perception

of 'old'). He's a father (even if this is not apparent from the photo, it would potentially be true).
He's a teacher (he could be, for all we know).

- The first person of the verb is acceptable, for example: 'I am/we are playing tennis'.
- There may be linguistic errors, but the message must be communicated without ambiguity.

For 1 mark

- There is no verb and a minimum of two words, for example: 'good weather' (NB in Spanish and Italian, because the subject of the verb is not required, one word is sufficient for 2 marks if it is an appropriate conjugated verb, for example: *comen/mangiano*).
- The use of an infinitive in an otherwise appropriate response.
- Language error(s) causing ambiguity or a delay in communication, for example: 'They are eating lemonade'.
- A delay in communication because the response is too long, where one part communicates well but another part does not, for example: 'There is a family and they are a field'.

For 0 marks:

- The message makes no sense.
- A second person of the verb is used, for example: 'You are wearing a t-shirt'.
- A single word, unless it is a conjugated verb in Spanish or Italian (*comen/mangiano*).

Foundation Question 2

There are 10 marks for Content + 6 marks for Quality of Language (16 marks in total).

Candidates write approximately 40 words in total about four different bullet points. All bullet points are compulsory and must be covered, but **there is no need for equal coverage of the bullets**.

Everything a candidate writes must be marked, even if it is well beyond the suggested number of words. This principle applies to all writing questions at Foundation and Higher.

When deciding a particular mark, it is advisable to identify the band of marks first, and then decide whether you are tempted by the band above or the band below. This will enable you to award an appropriate mark within a mark range.

The question is marked for Content and for Quality of Language, according to the following criteria:

Content

Marks	Response
9-10	A full coverage of the required information. Communication is clear.
7-8	A good coverage of the required information. Communication is mostly clear but perhaps with occasional lapses.
5-6	A reasonable coverage of the required information. Communication is generally clear but there are likely to be lapses.
3-4	A partial coverage of the required information. Communication is sometimes clear but there are instances where messages are not conveyed.
1-2	A minimal coverage of the required information. Communication is often not clear and there may be frequent instances where messages are not conveyed.
0	The content does not meet the standard required for a mark at this tier.

The candidate's response must be relevant to the bullet points. Any information which cannot be deemed relevant must be ignored when awarding the mark for Content.

- A **minimum** number of bullet points must be covered for the award of marks for Content, as follows:
 - 9-10 marks: 4 bullet points
 - 5-8 marks: 3 bullet points
 - 3-4 marks: 2 bullet points
 - 1-2 marks: 1 bullet point
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- The information that the candidate gives must be clear. If what is written is unclear, this will have a bearing on the mark for Content. For example, the candidate may convey information in relation to all four bullet points, but lapses in clarity may mean that a mark lower than 9 or 10 is more appropriate. The more lapses in clarity that there are, the lower the mark is likely to be. All of the information that a candidate attempts to give in relation to a particular bullet point may be unintelligible, in which case that bullet point will not have been covered, meaning that a mark of 9 or 10 will be impossible, as the response will not display full coverage of the required information.
- The suggested number of words is 40. If a candidate writes four very short sentences of around six or seven words on each of the bullet points, it will not be sufficient to access the top band.
- 'Lapses' are instances where the inaccuracy of the language is such that there is a delay in communication or nothing at all is conveyed.
- There is no requirement in this question for the candidate to refer to events in the past or future, so using the present tense only will enable coverage of the bullet points. However, the bullet points tend to be general and so references to the past or to the future are acceptable. For example, if the bullet point says 'Holidays', the candidate may choose to write about a past or future holiday. Lapses will occur when there is a mix of time markers and tenses, for example: 'Last week I will go to the beach'.
- There is no requirement for candidates to present their piece of writing in a particular way because of the context, eg a blog or email does not need to look like a blog or email. It is the content which is to be marked.

Quality of language

Marks	Response
5-6	Uses a variety of appropriate vocabulary and grammatical structures. Generally accurate.
3-4	Vocabulary and grammatical structures generally appropriate to the task, with some attempt at variety. More accurate than inaccurate.
1-2	Vocabulary and structures used may be limited, repetitive or inappropriate. There may be frequent errors.
0	The language produced does not meet the standard required for a mark at this tier.

- The whole of the response must be assessed when awarding the mark for Quality of language, even if some of it is irrelevant to the bullet points. There are no dependencies between the two sets of criteria.
- Once you have decided on the mark for Content, you should read through the response once more and decide on the mark for Quality of language. Each band has three strands: variety of vocabulary; variety of structures; accuracy of the language. Sometimes it will be necessary to adopt a 'best fit' approach, because the three strands will not be consistently demonstrated. So, for example, the writing may be very accurate, but the vocabulary and structures are so repetitive that a mark in the 3-4 band is more appropriate than the 5-6 band. If you find that two of the three strands fit a particular band you are likely to award a mark in that band. Whether it is the top or bottom mark in the band will depend on how well or how poorly the third strand is reflected in the writing as a whole.
- This mark is not limited by the Content mark, unless the mark for Content is 0, in which case the mark for Quality of language must also be 0.
- However, sometimes a candidate may only attempt one or two of the bullets in a very short piece of writing; or they may answer all of them very briefly, using six or seven words. Even if this writing is totally accurate with appropriate vocabulary and structures, a high mark for Quality of language would be inappropriate because of the lack of linguistic variety.
- Variety of language will be shown through, for example, different adjectives; different persons of the verb; some variety in the nouns and verbs used.
- In this question, you are looking for a variety of language and **not** complexity.

Foundation Question 3

5 marks for Conveying key messages + 5 marks for Application of grammatical knowledge of language and structures (10 marks in total).

Candidates translate into the target language a number of sentences in English, totalling at least 35 words. The translation is marked for Conveying key messages and for Application of grammatical knowledge of language and structures, according to the following criteria:

Conveying key messages

Marks	Responses
5	All key messages are conveyed.
4	Nearly all key messages are conveyed.
3	Most key messages are conveyed.
2	Some key messages are conveyed.
1	Few key messages are conveyed.
0	No key messages are conveyed.

The translation is divided into 12 key messages. A tick will be awarded for each key message that is communicated, despite any minor inaccuracies. The total number of ticks awarded equates to a mark according to this table.

Total ticks	Mark
12	5
10/11	4
7/8/9	3
4/5/6	2
1/2/3	1
0	0

When deciding on whether a key message is conveyed, you should ask yourself the question: 'Would a native speaker understand the target language version without reference to the original English?' If the answer is 'yes', award a tick.

Application of grammatical knowledge of language and structures

Marks	Response
5	Very good knowledge of vocabulary and structures; highly accurate.
4	Good knowledge of vocabulary and structures; generally accurate.
3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	The language produced does not meet the standard required for Level 1 at this tier.

Once you have decided on the mark for Conveying key messages, you should read through the translation once more and decide on the mark for Application of grammatical knowledge of language and structures.

- This mark is not limited by the Conveying key messages mark, unless the mark for Conveying key messages is 0, in which case the mark for Application of grammatical knowledge of language and structures must also be 0.
- There is no direct correlation between the two marks, but your first thought should be to see if the same mark is appropriate. For example, a candidate may have been given 7 ticks and you have awarded a mark of 3 for Conveying key messages. You may have had to hesitate when deciding on one of the ticks but gave the benefit of the doubt. This may then encourage you to consider a mark of 2, rather than 3, for Application of grammatical knowledge of language and structures.
- If a candidate leaves gaps, you must assume that any attempt would have been highly inaccurate and award a mark accordingly. Not to do so will penalise unfairly those candidates who make an attempt but commit serious errors in so doing.
- Perfection is **not** required for full marks. For example, occasional missing accents and minor spelling errors do not preclude a top band mark. However, if there are numerous minor errors

and incorrect use of accents which change the meaning of a word, this is likely to have an impact on the mark for Application of grammatical knowledge of language and structures.

Foundation Question 4 / Higher Question 1

10 marks for Content + 6 marks for Quality of Language (16 marks in total).

Candidates write approximately 90 words in total about four different bullet points. All bullet points must be covered, but **there is no need for equal coverage of the bullets**.

When deciding a particular mark, it is advisable to identify the band of marks first, and then decide whether you are tempted by the band above or the band below. This will enable you to award an appropriate mark within a mark range.

The question is marked for Content and for Quality of language, according to the following criteria:

(NOTE THAT THESE CRITERIA ARE DIFFERENT FROM FOUNDATION QUESTION 2):

Content

Marks	Response
9-10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
7-8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
5-6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
3-4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1-2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	The content does not meet the standard required for a mark at this tier.

The candidate's response must be relevant to the bullet points. Any information which cannot be deemed relevant in the broadest sense must be ignored when awarding the mark for Content.

A **minimum** number of bullet points must be covered for the award of marks for Content, as follows:

- 7-10 marks: 4 bullet points
- 5-6 marks: 3 bullet points
- 3-4 marks: 2 bullet points
- 1-2 marks: 1 bullet point

The information that the candidate gives must be clear. If what is written is unclear, this will have a bearing on the mark for Content. For example, the candidate may convey information in relation to all four bullet points, but lapses in clarity may mean that a mark lower than the 9 or 10 band is more appropriate. The more lapses in clarity that there are, the lower the mark is likely to be. All of the information that a candidate attempts to give in relation to a particular bullet point may be unintelligible, in which case that bullet point will not have been covered, meaning that the **maximum** mark will be 6.

You must accept any information which is a plausible response to the bullet point, even if it does not explicitly mention, for instance, a time or place. For example, if the bullet asks what the candidate did last weekend, and he/she writes 'I went to see my grandparents and then went to a theme park', this can feasibly be an account of what happened last weekend, even though 'last weekend' is not mentioned. Equally, if the student is asked to say what he/she does on a typical visit to a shopping centre and they write 'I bought some clothes and went to see a film', this is also an acceptable fulfilment of the task, even though 'shopping centre' is not mentioned.

The bands refer to the amount of information that is conveyed, as follows:

- 9-10: a lot
- 7-8: quite a lot
- 5-6: some
- 3-4: little
- 1-2: very little

All of these have to be considered with reference to the suggested number of words, which is approximately 90. In other words, a candidate who writes approximately 90 words, clearly understandable and relevant to all four bullet points, will be able to achieve 10 marks, provided the other criteria are met. Conversely, a candidate may write much more than 90 words, but the language is so inaccurate that little or very little information is conveyed successfully and the mark will be much lower. If a candidate writes considerably fewer than 90 words, 'a lot of information' will not be conveyed.

The candidate must give opinions in order to have access to certain marks, as follows:

- 7-10: two opinions
- 3-6: one opinion

This is not an automatic mark and the other criteria within a particular band must be met. If there is no opinion, the maximum mark is 2. An opinion may be expressed simply, for example: 'I like going shopping'. Any positive or negative adjective ('interesting'; 'boring', etc) is classed as an opinion. A neutral or descriptive adjective is only classed as an opinion if it is preceded by something like 'I think that'. For example: 'I think that my town is big'.

Quality of language

Marks	Response
5-6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
3-4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
1-2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	The language produced does not meet the standard required for a mark at this tier.

The whole of the response must be assessed when awarding the mark for Quality of Language, even if some of it is irrelevant to the bullet points.

Once you have decided on the mark for Content, you should read through the response once more and decide on the mark for Quality of language. A mark of 0 for Content automatically results in a mark of 0 for Quality of Language but, apart from that, the Content mark does not limit the mark for Quality of language. However, a short piece is unlikely to demonstrate sufficient variety for a high mark for Quality of language.

- Each band has five strands: variety of vocabulary; complexity of structures and sentences; reference to time frames; accuracy of the language; style and register. Sometimes it will be necessary to adopt a 'best fit' approach, because the five strands will not be consistently demonstrated. Whether it is the top or bottom mark in the band will depend on whether the criteria are nearer to those of the band above or below.
- In order to score in the 5-6 band, there **must** be reference to all three time frames (past, present and future). For the 3-4 band, there **must** be reference to at least two time frames. Reference to a particular time frame may be demonstrated with one example. The verb used to refer to a particular time frame need not be totally correct, provided the message is clear. These marks are not awarded automatically and the other criteria in the band are equally important. Notice that references are to **time frames**, not tenses. So, for example, the present tense usage in the following sentence is a reference to a **future** time frame: 'I'm going to the concert next week'.
- When considering the complexity of the language, you should bear in mind that a) this is the overlap question and is attempted by both Foundation and Higher candidates; b) that the criteria for Quality of language in this question are not as demanding as the language criteria for Higher Question 2. However, for a mark of 5 or 6, complex structures and sentences are **attempted**. They may not always be successful and this may lead to serious errors because of the complexity of the structure or sentence which the candidate attempts. Complexity may be shown in some of the following ways: different tenses; intensifiers; time markers; connectives;

subordinate clauses; infinitive constructions. This should not be seen as a 'tick list', but rather as an indication of the definition of complexity at GCSE level.

- The setting and bullet points are likely to mean that the style and register of the writing will be appropriate. If informal address is used when the task is in a formal setting, or vice versa, there is no need to penalise the candidate merely for that. It may, however, be a contributory factor in the award of the overall mark if there are other weaknesses. There is no requirement for candidates to present their piece of writing in a particular way because of the context, eg a blog or email does not need to look like a blog or email. It is the content which is to be marked.

Appendix 1

Notes on the use of language

The following notes are a guide to the kind of language that may help to fulfil the criteria for higher bands of marks in the Quality of Language and Range of Language categories. They should **not** be seen as a checklist.

Variety of vocabulary

Consider particularly:

- use of synonyms, eg *prefiero* and *me encanta* rather than just *me gusta viajar*, *coger* (*el tren/autobús...*), *llegar a* etc, rather than just *ir*, *espléndido*, *emocionante*, *estupendo*, *maravilloso*, etc, rather than *bueno* etc, etc.
- use of more sophisticated vocabulary – though the emphasis is on avoiding a lot of conspicuous repetition.

Variety of structures

Consider, for example:

- use of infinitive constructions introduced by prepositions (*después de*, *antes de*, *al*, *para*, *sin*), adjectives (*Es fácil hacerlo*), nouns (*Tengo la intención de salir*) and after verbs (*Prefiero ir*, *suelo ir*)
- use of object pronouns
- use of disjunctive pronouns (*conmigo*, *para mí*, etc)
- use of indefinite pronouns such as *algo*, *alguien*, etc
- use of connectives such as *tanto... como...*, *no sólo... sino también...*, *por un lado... y por otro...*, *por una parte... por otra parte...*, *además (de)*, *aparte de*, *a pesar de*
- use of adverbs and adverbial phrases such as *sin embargo*, *por eso*, *por lo tanto*, *también*, *el año que viene*, *por ejemplo*
- use of negatives (*nada*, *nadie*, *nunca*, *ninguno*, *jamás*, *ni*, *tampoco*, *sino*, etc)
- use of *desde hace* constructions and constructions such as *Llevo 5 años estudiando español*
- use of comparative expressions (*tan... como/que*, *más/menos... que...*)
- use of demonstrative adjectives and pronouns (*este*, *ese*, *aquel*, etc)
- use of possessive pronouns (*el mío*, *la mía*, etc)
- use of *lo* + adjective (*lo bueno*, *lo más importante*, etc)
- use of complex sentences and a range of tenses

Use of complex/longer sentences

Consider:

- use of subordinate clauses introduced by eg *si*, *cuando*, *donde*, *porque*, *como*, *aunque*, *mientras que*, *ya que*, *dado que*, etc
- use of relative clauses introduced by *que*, *quien*, *lo que*, *el que*, *el cual*, *cuyo*, etc
- use of the present subjunctive after verbs of wishing, command, request, emotion, after *cuando* to express the future, after *para que* to express purpose

and, when considering use of longer sentences:

- use of co-ordinating conjunctions: *y*, *pero*, *así que*

Use of time frames/tenses

- The criteria for Quality of Language in Foundation Question 4/Higher Question 1 include 'references to two/three time frames'. If a candidate refers to three time frames, it may well be through different tenses, but equally it could be through the present tense: *Normalmente voy al cine una vez al mes; Voy a la piscina el sábado que viene; Acabo de ir al centro comercial.*
- The criteria for Accuracy in Higher Question 2 refer to 'tense formations'. In this question, a candidate can impress by showing that he/she can use a good range of tenses, thereby adding to the range and complexity of language.

Appendix 2

A glossary of terms used in the Writing assessment criteria

NB This alphabetical list corresponds to all questions on both Foundation and Higher papers.

ambiguity	A problem with immediate communication caused by grammatical inaccuracy or a contradiction (eg, 'I love it because it's boring').
appropriate	Language which is suitable for the requirements of the task.
coherent	Language which is easy to follow with a logical sequencing of ideas. See 'fluent'.
complex sentences	Sentences which contain a subordinate clause or clauses. See Appendix 1 for examples.
complex structures	See Appendix 1 for examples.
confidence	Accurate use of language.
delay in communication	A problem with immediate communication caused by grammatical or lexical inaccuracy.
fluent	Language which is easy to follow with a logical sequencing of ideas. See 'coherent'.
grammatical structures	Structures which are listed in the specification.
justified	The reason for holding a stated opinion.
key messages	With reference to the translation questions on both papers, these are the key messages as identified in the mark scheme.
lapses	A problem with communication caused by grammatical inaccuracy
linking words	Words such as <i>porque</i> , <i>pero</i> , <i>aunque</i> , used to create longer sentences.
longer sentences	These may be complex, with more difficult subordinations, or more simple through the use of linking words such as <i>porque</i> ; <i>pero</i> ; <i>aunque</i> .
major errors	Errors which impair communication.
minor errors	Errors which do not have a bearing on communication.
opinions	A positive/negative verb or adjective used to give an opinion; or a neutral adjective, such as 'big', preceded by something like 'I think that'. For example 'I think that my bedroom is very small'.
secure	Accurate.
structures	See 'grammatical structures'.
style and register	The style of writing. Usually this will be determined by the nature of the task, requiring informal or formal register.
time frames	The use of tenses, with or without time markers, which refer to past, present or future events. A present tense may be a future or past time frame, eg. <i>Este fin de semana voy al cine</i> (future time frame); <i>Estudio español desde hace cuatro años</i> (past time frame).
variety	Use of different verbs, nouns and adjectives which avoid a lot of conspicuous repetition.

Part 2 – Marking guidance for June 2018 series**Question 01**

For this question, students are required to write four sentences. Each sentence is marked according to the following criteria. The maximum mark is 8

[8 marks]

Mark	Response
2	The relevant message is clearly communicated.
1	The message is relevant but has some ambiguity and causes a delay in communication.
0	The message is irrelevant or cannot be understood.

The following indicative content is an example of the responses that students may give to this question.

	2 marks	1 mark	0 marks	
01	Es una familia grande / es un chico	Una familia grande	Mucho family Familia	[2 marks]
	(Son) celebran / celebraron con una cena	Celebrar con una cena	Celebración dinero	[2 marks]
	Hay / había regalos de Navidad	Navidad regalo	Es presente	[2 marks]
	Todos se llevan bien Nos llevamos bien	Llevarse bien	Llevo bien	[2 marks]
	Hay un árbol verde	Árbol verde	Árbol	[2 marks]

In an otherwise appropriate response:

accept hay es/está/son/es as an attempt at hay for 2 marks. But esta would be 1 mark.

accept first person sentences for two marks, e.g. Estoy/estamos comiendo.

second person sentences will receive 0 marks, e.g. Estás/estáis en el comedor.

Don't accept *La foto es blanco y negro* – 0 marks

Question 02

For this question, there are four compulsory bullet points, which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 40 words over the whole question. The number of words is approximate and you must mark all work produced by the student.

[16 marks]**Content**

Level	Marks	Response
5	9-10	A full coverage of the required information. Communication is clear.
4	7-8	A good coverage of the required information. Communication is mostly clear but perhaps with occasional lapses.
3	5-6	A reasonable coverage of the required information. Communication is generally clear but there are likely to be lapses.
2	3-4	A partial coverage of the required information. Communication is sometimes clear but there are instances where messages are not conveyed.
1	1-2	A minimal coverage of the required information. Communication is often not clear and there may be frequent instances where messages are not conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Quality of language

Level	Marks	Response
3	5-6	Uses a variety of appropriate vocabulary and grammatical structures. Generally accurate.
2	3-4	Vocabulary and grammatical structures generally appropriate to the task, with some attempt at variety. More accurate than inaccurate.
1	1-2	Vocabulary and structures used may be limited, repetitive or inappropriate. There may be frequent errors.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for Content automatically results in a mark of zero for Quality of language, but apart from that, the Content mark does not limit the mark for Quality of language.

Bullet	Accept	Reject
deportes	Juego /me gusta jugar al fútbol	Juegas al fútbol
redes sociales	Chateo / chateamos por Facebook Escribo a mis amigos en línea / en el ordenador / móvil Mando mensajes en mi móvil	Uso mi ordenador para los deberes
televisión	Veó / me encanta ver la tele Mis programas favoritos son las telenovelas No veo la tele La televisión es fantástica	La televisión es mi dormitorio
centro comercial	Voy al centro comercial los sábados / con mis amigos	Compras regalos para los cumpleaños

The following indicative content is an example of the response that students may also give to this question.

Juego al fútbol con mis amigos en el parque, o chateamos por Facebook. Me gusta mucho ver la tele. Mis programas favoritos son las telenovelas y los concursos. También adoro ir de compras. Voy al centro comercial con mis amigas y compro ropa. (43 words)

Question 03

The translation is assessed for Conveying key messages (5 marks) and Application of grammatical knowledge of language and structures (5 marks), as specified in the criteria below. The maximum mark is 10. When awarding the marks, the student's response across all five sentences should be considered as a whole.

[10 marks]**Conveying key messages**

Level	Marks	Response
5	5	All key messages are conveyed.
4	4	Nearly all key messages are conveyed.
3	3	Most key messages are conveyed.
2	2	Some key messages are conveyed.
1	1	Few key messages are conveyed.
0	0	No key messages are conveyed.

Application of grammatical knowledge of language and structures

Level	Marks	Response
5	5	Very good knowledge of vocabulary and structures; highly accurate.
4	4	Good knowledge of vocabulary and structures; generally accurate.
3	3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for Conveying key messages automatically results in a mark of zero for Application of grammatical knowledge of language and structures, but apart from that, the Conveying key messages mark does not limit the mark for Application of grammatical knowledge of language and structures.

Key messages

The translation is divided into 12 key messages (see below). As general rule, the **wrong person** or **wrong tense** of a verb will not receive a tick. Minor inaccuracies, such as incorrect gender or adjectival agreement, will not on their own prevent the award of a tick.

	Message	Accept	Reject
1	I eat	Tomo / como	Bebo
2	lots of fruit	mucha fru(i)ta	mucha fruit muy fruta
3	I prefer	Prefiero / preferio Me gusta (más)	Me gusto / encanto
4	to download music	descargar / bajar música / music / músico descagar música	cargar música
5	The poor man	El pobre hombre El hombre pobre El hombre sin dinero	El hombre con no dinero El sin techo
6	lives on the street	vive / duerme en la calle / carretera	tiene casa en la calle
7	I bought	Compré / he comprado /	Compre Compraba
8	a new laptop	un(a) portátil / ordenador / laptop nuevo/a / neuvo/a	portátil nueve
9	on Saturday	(el) sábado (pasado) en sábado	(el) domingo pasado
10	I think that	creo / pienso / me parece (que)	
11	I am going to study Spanish	voy a estudiar español / castellano estudio español estudiaré español	voy a estudiar España
12	next year	(el) año/ano que viene (el) año/ano próximo (el) próximo año/ano	

Other reasonable alternative translations will also be accepted.

A tick will be awarded for each key message that is communicated, despite any minor inaccuracies. The total number of ticks awarded equates to a mark for Communication according to this table.

Total ticks	Mark
12	5
10/11	4
7/8/9	3
4/5/6	2
1/2/3	1
0	0

Question 04

For this question, there are four compulsory bullet points which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 90 words for this task. The number of words is approximate and you must mark all work produced by the student.

[16 marks]**Content**

Level	Marks	Response
5	9-10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
4	7-8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
3	5-6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
2	3-4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1	1-2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Notes

There may be some imbalance in the coverage of the four compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.

Quality of language

Level	Marks	Response
3	5-6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
2	3-4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
1	1-2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

- (a) A major error is one which seriously affects communication.
- (b) A mark of zero for Content automatically results in a mark of zero for Quality of language. Apart from that, the Content mark does not limit the mark for Quality of language.

General rule for this question:

- the use of an infinitive in place of a finite verb **is acceptable** for conveying a message. It would not, however, count as a reference to a present/past/future event (ie. no annotation of Pr / P / F).

Question 04.1 content

Bullet	Comment
qué te gusta o no te gusta de tu pueblo	There need not be references to both likes and dislikes. Either one is sufficient for an accomplishment of the task
qué hiciste durante un día de excursión en tu región	There needs to be a reference to the past, either by the use of a past tense or through a past time marker with a present tense / infinitive (eg. <i>Voy/ir al campo ayer</i>). A holiday is acceptable, provided it could potentially be in the student's region. So, if there is no mention of where the student lives in bullet 1, we must accept a holiday anywhere, because it could feasibly be in their region. However, if in bullet 1, they say <i>Vivo en Leeds</i>, then a holiday in Spain, for example, would not be acceptable.

qué haces para proteger el medio ambiente	Future intentions or past actions are acceptable, eg. <i>Me gustaría reciclar más papel en el futuro.</i> <i>Ayer apagué las luces al salir de casa.</i> The use of <i>se puede</i> is acceptable.
dónde quieres vivir en el futuro	There needs to be a reference to the future, either by the use of a future time frame or through a future time marker with an infinitive (eg. <i>En el futuro vivir en España</i>). The present tense is acceptable, eg. <i>Quiero vivir en España</i> Reject 'London' for Londres

Question 04.2 Content

Bullet	Comment
qué hiciste en la fiesta	There needs to be a reference to the past, either by the use of a past tense or through a time marker with a present tense / infinitive (eg. <i>Voy a la fiesta ayer</i>). There need not be a reference to <i>San Valentín</i> nor to <i>el 14 de febrero</i>. Accept references to any party. Opinions rather than activities are acceptable for example <i>La fiesta era inolvidable</i>.
tus ideas sobre tu novio perfecto / tu novia perfecta	It is acceptable to refer to an ideal <i>marido</i> or <i>mujer</i>
tu opinión sobre el matrimonio	Any opinions are acceptable (No) <i>voy a casarme en el futuro</i> implies a positive / negative opinion and is fine
tus ambiciones para el futuro	The ambitions can relate to any future plans There needs to be a reference to the future, either by the use of a future time frame or through a time marker with an infinitive (eg. <i>En el futuro trabajar en España</i>).

The following indicative content is an example of the response that students may give to this question. It demonstrates a balanced coverage of the compulsory bullet points.

Either or	Question 04.1	This is a possible response (indicative content): Mi pueblo se llama Harrogate. Me gusta porque es muy bonito, pero no hay mucho que hacer para los jóvenes. Hace poco, pasamos el día en la ciudad de York, que es una ciudad preciosa con mucha historia, aunque suele haber muchos turistas. Yo hice muchas compras, pero mis padres visitaron el castillo. Hay un parque cerca de mi colegio donde mis compañeros de clase y yo vamos a recoger basura de vez en cuando. Me gustaría vivir en Londres porque es una ciudad enorme con muchas oportunidades. (88 words) [16 marks]
	Question 04.2	This is a possible response (indicative content): Me divertí mucho en la fiesta de San Valentín. Charlé con mis amigos y bailamos mucho. Todos los chicos querían bailar con una chica muy guapa de mi clase, pero ella decidió bailar conmigo. En realidad, es mi novia perfecta porque es muy fácil hablar con ella y nos llevamos muy bien. No tengo una opinión muy clara sobre el matrimonio. Creo que es la decisión de cada pareja. En este momento no tengo la intención de casarme. Creo que voy a ir a la universidad y después quiero ser profesor de deportes. (93 words) [16 marks]

However, there may be some imbalance in the coverage of the compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will still have access to full marks where the other criteria are met.

GCSE Spanish

8698/RF – Paper 3 Reading Foundation
Mark scheme

June 2018

Version/Stage: 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	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 two 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
16	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
				Total marks	60

Please write clearly in block capitals.

Centre number

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Candidate number

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Surname

Forename(s)

Candidate signature

GCSE SPANISH

F

Foundation Tier Paper 4 Writing

Thursday 14 June 2018

Morning

Time allowed: 1 hour

Materials

- You will need no other materials.

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- You must answer **four** questions.
- You must answer Question 1, Question 2 and Question 3.
- You must answer **either** Question 4.1 **or** Question 4.2. Do not answer both of these questions.
- Answer all questions in **Spanish**.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- Do all rough work in this answer book. Cross through any work you do not want to be marked.

For Examiner's Use	
Question	Mark
1	
2	
3	
4	
TOTAL	

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 50.
- You must **not** use a dictionary during this test.
- In order to score the highest marks for Question 4.1/Question 4.2, you must write something about each bullet point. You must use a variety of vocabulary and structures and include your opinions.



J U N 1 8 8 6 9 8 W F 0 1

IB/G/Jun18/E7

8698/WF

Answer the questions in the spaces provided.

0 1

Decides enviar esta foto por WhatsApp a un amigo español.



¿Qué hay en la foto? Escribe **cuatro** frases en **español**.

0 1 . 1

[2 marks]

0 1 . 2

[2 marks]

0 1 . 3

[2 marks]

0 1 . 4

[2 marks]



16

0 3

Translate the following sentences into **Spanish**.

I eat lots of fruit.

I prefer to download music.

The poor man lives on the street.

I bought a new laptop on Saturday.

I think that I am going to study Spanish next year.

[10 marks]

10



Turn over for the next question

*Do not write
outside the
box*

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

Turn over ►



You must **not** answer **both** of these questions.

0	4	.	1
---	---	---	---

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on its right side, suggesting it's resting on a surface.



[illegible]

0	4	.	2
---	---	---	---

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.



16



There are no questions printed on this page

*Do not write
outside the
box*

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**



There are no questions printed on this page

*Do not write
outside the
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**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**



There are no questions printed on this page

*Do not write
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Please write clearly in block capitals.

Centre number

--	--	--	--	--

Candidate number

--	--	--	--

Surname

Forename(s)

Candidate signature

GCSE SPANISH

F

Foundation Tier

Paper 3 Reading

Wednesday 6 June 2018

Morning

Time allowed: 45 minutes

Materials

You will need no other materials.

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- In **Section A**, answer the questions in **English**.
In **Section B**, answer the questions in **Spanish**.
In **Section C**, translate the passage into **English**.
- Do all rough work in this answer book. Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 60.
- You must **not** use a dictionary.

For Examiner's Use

Question	Mark
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
TOTAL	



J U N 1 8 8 6 9 8 R F O 1

Section A

Questions and answers in English

0 1

Bodas de Sangre, a play by Federico García Lorca

Read these stage directions from the play.

Habitación pintada de rosa con ramos de flores populares. En el centro, una mesa con un vaso. Es por la mañana temprano.

La tía de Leonardo entra con un niño en brazos.

Write the correct letter in each box.

0 1

. 1

The scene is set in a...

A	garden.
B	house.
C	park.

[1 mark]

0 1

. 2

On stage there is a...

A	table with a chair.
B	table with a glass.
C	table with a lamp.

[1 mark]

0 1

. 3

It is...

A	early morning.
B	mid-morning.
C	late morning.

[1 mark]



0 1 . 4 Altogether on the stage there are...

A	a man, a woman and a child.
B	a woman and a child.
C	two women and a child.

☐

[1 mark]

4
--

Turn over for the next question

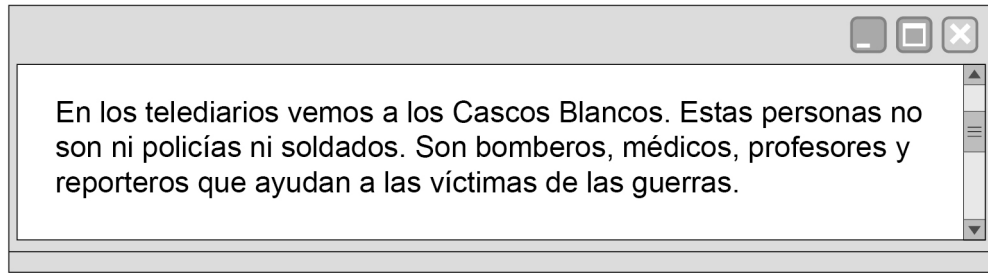
Turn over ►



0 2

People in the news

On a Spanish website you read this news item about the 'Cascos Blancos'.



Who are the 'Cascos Blancos'?

Write the correct letters in the boxes.

A	Doctors
B	Engineers
C	Firefighters
D	Journalists

E	Mechanics
F	Police
G	Soldiers
H	Teachers

[4 marks]

4



0 3

Rafael and his family

Your teacher has organised a link with some students in Ecuador. You receive this e-mail from a student called Rafael.

Reply	From...	rafael@yahoo.ec
	Subject:	

¡Hola!

Soy Rafael. En casa somos muchos.

Mi madre es cariñosa y nunca me fastidia. Me llevo muy bien con ella.

Mi padre es diferente. Siempre está cansado y de mal humor. Nos peleamos bastante.

No tengo abuela. Mi abuelo es muy paciente y generoso. Mi relación con él es genial.

Mi hermano es muy travieso, pero divertido. Nos reímos mucho juntos.

Mi hermana me molesta. Me critica mucho y prefiero no estar con ella.

Which **three** members of his family does Rafael get on with?

Write the correct letters in the boxes.

A	Brother
B	Father
C	Grandfather

D	Grandmother
E	Mother
F	Sister

[3 marks]

3

Turn over for the next question

Turn over ►



0 4

Applying for a job

You are applying for a job in Spain and you read about the process.

Somos una empresa muy especial. Cuando ofrecemos empleo nos gusta hacerlo de una manera muy personal. Aunque queremos ver los resultados de los exámenes, lo más importante para nuestra compañía es conocerte cara a cara.

El proceso consiste en lo siguiente:

- La primera parte es una conversación por Skype.
- Después, vendrás para hacer una prueba en inglés.
- Luego harás una actividad en equipo.
- La última parte será una entrevista con el jefe.

¡Eso es todo! Si tienes éxito, te daremos la noticia por teléfono. En esta compañía, ningún correo electrónico.

Answer the questions in **English**.

0 4 . 1

What is the most important thing for this company?

[1 mark]

0 4 . 2

What do you need to do after the Skype conversation?

Mention **two** things.

1

2

[2 marks]

0 4 . 3

How will you find out if you have got the job?

[1 mark]

4



0 5

Job offer

Your Spanish friend shows you information about a job she is going to apply for in London.

Read the job description.

La Casa Real Británica ofrece empleo de limpieza.
Habrá que limpiar cortinas de seda,
muebles antiguos y alfombras caras.
El salario incluye la comida y el alojamiento.

Answer the questions in **English**.

Example

What will your friend have to clean?

Silk curtains

0 5 . 1

Write **two** more things.

1 _____

2 _____

[2 marks]

0 5 . 2

What does the salary include?

Mention **two** things.

[1 mark]

3

Turn over for the next question

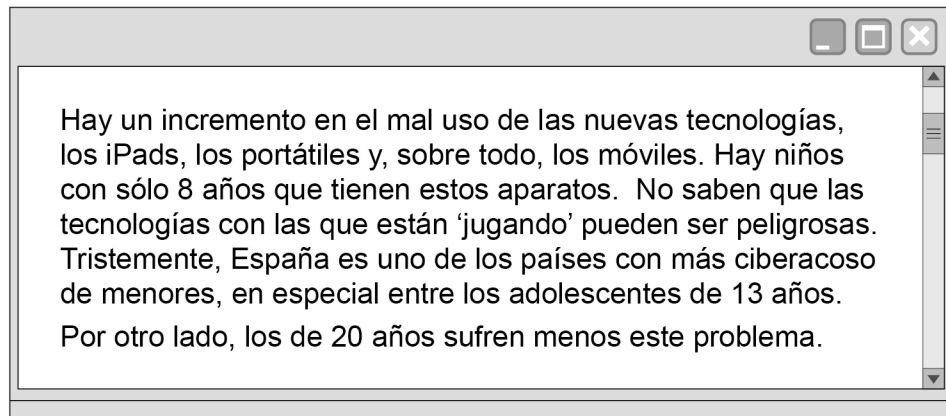
Turn over ►



0 6

New technology

You are reading this article on a Spanish website.



Write the correct letter in each box.

0 6

1

According to the article, what is the **most** dangerous form of technology?

A	iPads
B	Laptops
C	Mobile phones

[1 mark]

0 6

2

Which age group suffers **most** from cyberbullying in Spain?

A	8 year olds
B	13 year olds
C	20 year olds

[1 mark]

2



0 7

Sport

You read this interview in a Mexican magazine featuring the sports presenter, María Domínguez.

- **María, ¿cómo se relaja usted?**
- Bueno, mis amigos van a clases de yoga y es algo que voy a hacer para mantenerme flexible.
- **Y de joven, ¿qué hacía?**
- Mi hermano y yo íbamos a la piscina cada mañana. Hace poco, decidí que ya no iba a nadar para concentrarme en otros deportes. Últimamente voy al gimnasio todos los días, aunque mi hermano todavía practica la natación.
- **¿Piensa continuar con todas estas actividades?**
- No. La verdad es que tengo la intención de comprarme una bicicleta. Quiero pasar más tiempo al aire libre.

Which stage of María's training do the following activities apply to?

Write **P** for something that happened in the **past**.

Write **N** for something that is happening **now**.

Write **F** for something that is going to happen in the **future**.

Write the correct letter in each box.

0 7 . 1

Yoga

[1 mark]

0 7 . 2

Swimming

[1 mark]

0 7 . 3

Gym work

[1 mark]

0 7 . 4

Cycling

[1 mark]

4

Turn over for the next question

Turn over ►



0 8

La Feria de La Chorrera, a festival in Panama

Your friends are going to the festival.

Read their Facebook posts.

Write the letter of the correct person in each box.

A		Al final de la feria siempre hay unos fuegos artificiales en la Plaza Mayor. El espectáculo es bonito, pero me dan miedo los fuegos, así que voy a verlos en la tele con mi abuelo. Adrián
B		Venden una gran variedad de arroces en la feria. Mi favorito es el arroz con verduras y mariscos. También me gustan los helados. Los hay de muchos sabores. Begoña
C		A uno de mis amigos le gustan los animales, a otro le gustan las atracciones y nunca nos ponemos de acuerdo con qué hacer en la feria. Estoy harta de ellos. Carmen
D		Mis amigos y yo siempre participamos en la procesión en el parque. Además, ofrecen talleres de bailes tradicionales para todas las edades. Lo pasamos fenomenal. David
E		Creo que este año irá más gente ya que los organizadores han anunciado la feria por las redes sociales. El público gastará más y el ambiente será estupendo. Elvira

0 8 . 1

Who thinks that the festival can be scary?

[1 mark]

0 8 . 2

Who gets fed up when deciding what to do at the festival?

[1 mark]

0 8 . 3

Who is pleased that there are activities for all age groups?

[1 mark]

3



0 9**A leaflet about the festival in La Chorrera**

You read some information about this festival.

En esta feria se admiten perros. La feria está en el centro de la capital, y por eso, recomendamos dejar el coche y viajar en autobús o en bicicleta.

Les recordamos que las ferias son ocasiones espléndidas, pero que una feria sucia no es atractiva. Habrá contenedores para el cartón y el plástico, pero el vidrio hay que llevárselo de vuelta a casa. Así será más agradable para todos.

Write the correct letter in the boxes.

0 9**1**

What should visitors to the festival leave at home?

A	Bike
B	Car
C	Dog

[1 mark]**0 9****2**

What should they take home to recycle?

A	Cardboard
B	Glass
C	Plastic

[1 mark]

2

Turn over for the next question

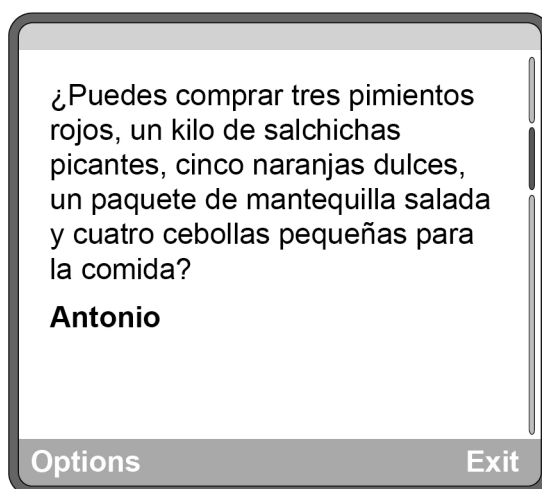
Turn over ►



1 0

Antonio's text message

You are staying with your Spanish friend, Antonio. He has sent you this text asking you to buy some things to make lunch.



What does Antonio ask you to buy?

Answer the questions in **English**.

ExampleThree red peppers

1 0 . 1

A kilo of _____

[1 mark]

1 0 . 2

Five _____

[1 mark]

1 0 . 3

A packet of _____

[1 mark]

1 0 . 4

Four _____

[1 mark]

4



Section B

Questions and answers in Spanish

1 1

Unos jóvenes escriben de sus pasatiempos

Lee lo que dicen.

¿Cuál es el pasatiempo de cada persona?

A	Arte
B	Baile
C	Cine
D	Cocina

E	Deporte
F	Escribir
G	Música
H	Tecnología

Escribe la letra correcta en cada casilla.

1 1 . 1

Juego al balonmano los sábados y soy capitán del equipo de baloncesto en el colegio.

Pepe

[1 mark]

1 1 . 2

Me gusta mucho ver películas. Prefiero las comedias, pero las de miedo también me gustan.

Ana

[1 mark]

1 1 . 3

Preparo muchos postres.

Mi favorito es la bollería: galletas y bizcochos.

Eva

[1 mark]

1 1 . 4

Lo mío es dibujar. Me mola cuando mi madre me lleva a exposiciones durante las vacaciones.

David

[1 mark]

4

Turn over ►



1 2

Una postal desde Perú

Completa el texto usando palabras de la lista.

Escribe la letra correcta en cada casilla.

¡Hola!

Aquí estamos de vacaciones en Perú en un apartamento

Mañana voy a practicar el patinaje en la pista

El sábado voy a montar porque la equitación es mi deporte favorito.

[3 marks]

A	a caballo
B	a pie
C	a veces
D	de hielo
E	de nada
F	de un dormitorio

3



1 3**La vida escolar**

Ves esta página en una revista chilena sobre las preocupaciones de unos jóvenes.

Mi profesor de francés explica bien y saco buenas notas en clase, pero es imposible aprobar los exámenes. Me hacen falta clases de apoyo. Mis amigos dicen que estas clases son útiles.

Soledad

Mi instituto organiza un viaje a Nueva York, pero me apetece más ir de visita a Alemania. No sería difícil para mí porque se me da bien el alemán, pero lo malo es que cuesta demasiado.

Óscar

Contesta a las preguntas en **español**.

1 3**. 1**

¿Qué dificultad tiene Soledad con el francés?

[1 mark]

1 3**. 2**

¿Qué necesita Soledad?

[1 mark]

1 3**. 3**

¿Cuál de los viajes escolares prefiere Óscar?

[1 mark]

1 3**. 4**

¿Cuál es la desventaja del viaje de Óscar?

[1 mark]

4

Turn over ►



1 4

Doña Perfecta, una novela de Benito Pérez Galdós

Lee el texto.

Había en Orbajosa una de las más conocidas bibliotecas que en toda España se encuentran, y dentro de ella don Cayetano pasaba largas horas.

Comía poco, bebía menos y sus únicas salidas consistían en ir a un lugar llamado Mundogrande para dar una vuelta.

Es verdad que don Cayetano no ayudaba casi nunca en casa, y doña Perfecta no entraba en la biblioteca, excepto para limpiarla los sábados, respetando los libros con religiosa admiración.

Termina las frases con la palabra correcta. Escribe la letra correcta en cada casilla.

1 4 . 1

La biblioteca de Orbajosa era...

A	extranjera.
B	famosa.
C	larga.

[1 mark]

1 4 . 2

Don Cayetano salía para...

A	beber.
B	comer.
C	pasear.

[1 mark]

1 4 . 3 En casa, don Cayetano ayudaba...

A	bastante.
B	mucho.
C	poco.

☐

[1 mark]

1 4 . 4 Doña Perfecta limpiaba la biblioteca cada...

A	día.
B	mes.
C	semana.

☐

[1 mark]

4

Turn over for the next question

Turn over ►



1 5**Ambiciones**

Ves esta página en una revista sobre los planes y ambiciones de estos jóvenes.

Antonio	Voy a ir a otro instituto de mi barrio. Me fastidian los profesores. Además, quiero hacer unas asignaturas nuevas que no ofrecen aquí.
Maite	No quiero seguir con los estudios. Voy a ir a otros países y conocer otras culturas.
Carlos	Tenemos todo preparado para nuestra boda. Vamos a tener una ceremonia religiosa en una iglesia.

¿Qué van a hacer el año que viene estos jóvenes?

A	Aprender a conducir
B	Cambiar de colegio
C	Casarse
D	Ir al extranjero
E	Trabajar

Escribe la letra correcta en cada casilla.

1 5 . 1

Antonio

[1 mark]**1 5 . 2**

Maite

[1 mark]**1 5 . 3**

Carlos

[1 mark]**3**

Translation into **English**

Your Spanish exchange partner sends you this message.

Translate it into **English** for a friend.

Me encanta escuchar música porque es relajante cuando tengo mucho estrés. Ayer escuché una canción sobre la gente que vive en la calle. Voy a mandar el vídeo a un amigo que trabaja con los pobres.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[9 marks]

END OF QUESTIONS

9

Turn over ►



There are no questions printed on this page

*Do not write
outside the
box*

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

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GCSE
SPANISH
8698/WF

Paper 4 Writing Foundation

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

Part 1 – General marking guidance for GCSE MFL Writing Tests

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Marks will be allocated in the following way at Foundation Tier:

	Communication	Content	Quality of Language	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	8					8
Question 2		10	6			16
Question 3				5	5	10
Question 4		10	6			16
Total	8	20	12	5	5	50

Foundation Question 1

There are 8 marks for Communication.

Candidates are required to write four sentences about what is in the photo. Each sentence is marked separately and is worth a maximum of two marks, according to these assessment criteria:

Mark	Communication
2	The relevant message is clearly communicated.
1	The message is relevant but has some ambiguity and causes a delay in communication.
0	The message is irrelevant or cannot be understood.

Statements must refer to what is in the photo and cannot refer to what is **not** in it. 'I like the photo' and similar opinions about the photo, without mentioning what is in it, will score 0. However, if the sentence reads, for example, 'I like the photo because it is sunny', it will score 2 marks.

If the sentence could possibly be true or is very broadly relevant, accept it. For instance, it is acceptable if the candidate writes 'The tent is green', even though the photo is in black and white. However, if the sentence is definitely false, it receives a mark of 0. For example, 'There is an elephant', when there clearly isn't one.

It is acceptable to write a figure (eg, 'There are **2** people') rather than a word. This is true of all questions at both Foundation and Higher tiers.

The aim of this question is for candidates to write in the present tense, but other tenses are also acceptable.

For 2 marks

- The response must be in the form of a sentence, using an appropriate conjugated verb. The only exception to this is in French, where *voici/voilà* may be used in place of a verb. The same verb/grammatical structure may be repeated in more than one sentence, eg *il y a/es gibt/hay* plus different nouns.
- Any sentence that is broadly relevant to the photo is given 2 marks. For example, imagine that the photo is of a man in a café. The student writes, in the target language: 'It's a man. He's old (even if to your eyes he may not be – 'old' to a 16-year-old may be different from your perception of 'old'). He's a

father (even if this is not apparent from the photo, it would potentially be true). He's a teacher (he could be, for all we know).

- The first person of the verb is acceptable, for example: 'I am/we are playing tennis'.
- There may be linguistic errors, but the message must be communicated without ambiguity.

For 1 mark

- There is no verb and a minimum of two words, for example: 'good weather' (NB in Spanish and Italian, because the subject of the verb is not required, one word is sufficient for 2 marks if it is an appropriate conjugated verb, for example: *comen/mangiano*).
- The use of an infinitive in an otherwise appropriate response.
- Language error(s) causing ambiguity or a delay in communication, for example: 'They are eating lemonade'.
- A delay in communication because the response is too long, where one part communicates well but another part does not, for example: 'There is a family and they are a field'.

For 0 marks

- The message makes no sense.
- A second person of the verb is used, for example: 'You are wearing a t-shirt'.
- A single word, unless it is a conjugated verb in Spanish or Italian (*comen/mangiano*).

Foundation Question 2

There are 10 marks for Content + 6 marks for Quality of Language (16 marks in total).

Candidates write approximately 40 words in total about four different bullet points. All bullet points are compulsory and must be covered, but **there is no need for equal coverage of the bullets**.

Everything a candidate writes must be marked, even if it is well beyond the suggested number of words. This principle applies to all writing questions at Foundation and Higher.

When deciding a particular mark, it is advisable to identify the band of marks first, and then decide whether you are tempted by the band above or the band below. This will enable you to award an appropriate mark within a mark range.

The question is marked for Content and for Quality of Language, according to the following criteria:

Content

Marks	Response
9-10	A full coverage of the required information. Communication is clear.
7-8	A good coverage of the required information. Communication is mostly clear but perhaps with occasional lapses.
5-6	A reasonable coverage of the required information. Communication is generally clear but there are likely to be lapses.
3-4	A partial coverage of the required information. Communication is sometimes clear but there are instances where messages are not conveyed.
1-2	A minimal coverage of the required information. Communication is often not clear and there may be frequent instances where messages are not conveyed.
0	The content does not meet the standard required for a mark at this tier.

The candidate's response must be relevant to the bullet points. Any information which cannot be deemed relevant must be ignored when awarding the mark for Content.

- A **minimum** number of bullet points must be covered for the award of marks for Content, as follows:
 - 9-10 marks: 4 bullet points
 - 5-8 marks: 3 bullet points
 - 3-4 marks: 2 bullet points
 - 1-2 marks: 1 bullet point
- The information that the candidate gives must be clear. If what is written is unclear, this will have a bearing on the mark for Content. For example, the candidate may convey information in relation to all four bullet points, but lapses in clarity may mean that a mark lower than 9 or 10 is more appropriate. The more lapses in clarity that there are, the lower the mark is likely to be. All of the information that a candidate attempts to give in relation to a particular bullet point may be unintelligible, in which case that bullet point will not have been covered, meaning that a mark of 9 or 10 will be impossible, as the response will not display full coverage of the required information.
- The suggested number of words is 40. If a candidate writes four very short sentences of around six or seven words on each of the bullet points, it will not be sufficient to access the top band.
- 'Lapses' are instances where the inaccuracy of the language is such that there is a delay in communication or nothing at all is conveyed.
- There is no requirement in this question for the candidate to refer to events in the past or future, so using the present tense only will enable coverage of the bullet points. However, the bullet points tend to be general and so references to the past or to the future are acceptable. For example, if the bullet point says 'Holidays', the candidate may choose to write about a past or future holiday. Lapses will occur when there is a mix of time markers and tenses, for example: 'Last week I will go to the beach'.
- There is no requirement for candidates to present their piece of writing in a particular way because of the context, eg a blog or email does not need to look like a blog or email. It is the content which is to be marked.

Quality of language

Marks	Response
5-6	Uses a variety of appropriate vocabulary and grammatical structures. Generally accurate.
3-4	Vocabulary and grammatical structures generally appropriate to the task, with some attempt at variety. More accurate than inaccurate.
1-2	Vocabulary and structures used may be limited, repetitive or inappropriate. There may be frequent errors.
0	The language produced does not meet the standard required for a mark at this tier.

- The whole of the response must be assessed when awarding the mark for Quality of language, even if some of it is irrelevant to the bullet points. There are no dependencies between the two sets of criteria.
- Once you have decided on the mark for Content, you should read through the response once more and decide on the mark for Quality of language. Each band has three strands: variety of vocabulary; variety of structures; accuracy of the language. Sometimes it will be necessary to adopt a 'best fit' approach, because the three strands will not be consistently demonstrated. So, for example, the writing may be very accurate, but the vocabulary and structures are so repetitive that a mark in the 3-4 band is more appropriate than the 5-6 band. If you find that two of the three strands fit a particular band you are likely to award a mark in that band. Whether it is the top or bottom mark in the band will depend on how well or how poorly the third strand is reflected in the writing as a whole.
- This mark is not limited by the Content mark, unless the mark for Content is 0, in which case the mark for Quality of language must also be 0.
- However, sometimes a candidate may only attempt one or two of the bullets in a very short piece of writing; or they may answer all of them very briefly, using six or seven words. Even if this writing is totally accurate with appropriate vocabulary and structures, a high mark for Quality of language would be inappropriate because of the lack of linguistic variety.
- Variety of language will be shown through, for example, different adjectives; different persons of the verb; some variety in the nouns and verbs used.
- In this question, you are looking for a variety of language and **not** complexity.

Foundation Question 3

5 marks for Conveying key messages + 5 marks for Application of grammatical knowledge of language and structures (10 marks in total).

Candidates translate into the target language a number of sentences in English, totalling at least 35 words. The translation is marked for Conveying key messages and for Application of grammatical knowledge of language and structures, according to the following criteria:

Conveying key messages

Marks	Responses
5	All key messages are conveyed.
4	Nearly all key messages are conveyed.
3	Most key messages are conveyed.
2	Some key messages are conveyed.
1	Few key messages are conveyed.
0	No key messages are conveyed.

The translation is divided into 12 key messages:

A tick will be awarded for each key message that is communicated, despite any minor inaccuracies. The total number of ticks awarded equates to a mark according to this table.

Total ticks	Mark
12	5
10/11	4
7/8/9	3
4/5/6	2
1/2/3	1
0	0

When deciding on whether a key message is conveyed, you should ask yourself the question: 'Would a native speaker understand the target language version without reference to the original English?' If the answer is 'yes', award a tick.

Application of grammatical knowledge of language and structures

Marks	Response
5	Very good knowledge of vocabulary and structures; highly accurate.
4	Good knowledge of vocabulary and structures; generally accurate.
3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	The language produced does not meet the standard required for Level 1 at this tier.

Once you have decided on the mark for Conveying key messages, you should read through the translation once more and decide on the mark for Application of grammatical knowledge of language and structures.

- This mark is not limited by the Conveying key messages mark, unless the mark for Conveying key messages is 0, in which case the mark for Application of grammatical knowledge of language and structures must also be 0.
- There is no direct correlation between the two marks, but your first thought should be to see if the same mark is appropriate. For example, a candidate may have been given 7 ticks and you have awarded a mark of 3 for Conveying key messages. You may have had to hesitate when deciding on one of the ticks but gave the benefit of the doubt. This may then encourage you to consider a mark of 2, rather than 3, for Application of grammatical knowledge of language and structures.
- If a candidate leaves gaps, you must assume that any attempt would have been highly inaccurate and award a mark accordingly. Not to do so will penalise unfairly those candidates who make an attempt but commit serious errors in so doing.

- Perfection is **not** required for full marks. For example, occasional missing accents and minor spelling errors do not preclude a top band mark. However, if there are numerous minor errors and incorrect use of accents which change the meaning of a word, this is likely to have an impact on the mark for Application of grammatical knowledge of language and structures.

Foundation Question 4 / Higher Question 1

10 marks for Content + 6 marks for Quality of Language (16 marks in total).

Candidates write approximately 90 words in total about four different bullet points. All bullet points must be covered, but **there is no need for equal coverage of the bullets**.

When deciding a particular mark, it is advisable to identify the band of marks first, and then decide whether you are tempted by the band above or the band below. This will enable you to award an appropriate mark within a mark range.

The question is marked for Content and for Quality of language, according to the following criteria:

(NOTE THAT THESE CRITERIA ARE DIFFERENT FROM FOUNDATION QUESTION 2):

Content

Marks	Response
9-10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
7-8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
5-6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
3-4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1-2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	The content does not meet the standard required for a mark at this tier.

The candidate's response must be relevant to the bullet points. Any information which cannot be deemed relevant in the broadest sense must be ignored when awarding the mark for Content.

A **minimum** number of bullet points must be covered for the award of marks for Content, as follows:

7-10 marks: 4 bullet points
 5-6 marks: 3 bullet points
 3-4 marks: 2 bullet points
 1-2 marks: 1 bullet point

The information that the candidate gives must be clear. If what is written is unclear, this will have a bearing on the mark for Content. For example, the candidate may convey information in relation to all four bullet points, but lapses in clarity may mean that a mark lower than the 9 or 10 band is more

appropriate. The more lapses in clarity that there are, the lower the mark is likely to be. All of the information that a candidate attempts to give in relation to a particular bullet point may be unintelligible, in which case that bullet point will not have been covered, meaning that the **maximum** mark will be 6.

You must accept any information which is a plausible response to the bullet point, even if it does not explicitly mention, for instance, a time or place. For example, if the bullet asks what the candidate did last weekend, and he/she writes 'I went to see my grandparents and then went to a theme park', this can feasibly be an account of what happened last weekend, even though 'last weekend' is not mentioned. Equally, if the student is asked to say what he/she does on a typical visit to a shopping centre and they write 'I bought some clothes and went to see a film', this is also an acceptable fulfilment of the task, even though 'shopping centre' is not mentioned.

The bands refer to the amount of information that is conveyed, as follows:

- 9-10: a lot
- 7-8: quite a lot
- 5-6: some
- 3-4: little
- 1-2: very little

All of these have to be considered with reference to the suggested number of words, which is approximately 90. In other words, a candidate who writes approximately 90 words, clearly understandable and relevant to all four bullet points, will be able to achieve 10 marks, provided the other criteria are met. Conversely, a candidate may write much more than 90 words, but the language is so inaccurate that little or very little information is conveyed successfully and the mark will be much lower. If a candidate writes considerably fewer than 90 words, 'a lot of information' will not be conveyed.

The candidate must give opinions in order to have access to certain marks, as follows:

- 7-10: two opinions
- 3-6: one opinion

This is not an automatic mark and the other criteria within a particular band must be met. If there is no opinion, the maximum mark is 2. An opinion may be expressed simply, for example: 'I like going shopping'. Any positive or negative adjective ('interesting'; 'boring', etc) is classed as an opinion. A neutral or descriptive adjective is only classed as an opinion if it is preceded by something like 'I think that'. For example: 'I think that my town is big'.

Quality of language

Marks	Response
5-6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
3-4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
1-2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	The language produced does not meet the standard required for a mark at this tier.

The whole of the response must be assessed when awarding the mark for Quality of Language, even if some of it is irrelevant to the bullet points.

Once you have decided on the mark for Content, you should read through the response once more and decide on the mark for Quality of language. A mark of 0 for Content automatically results in a mark of 0 for Quality of Language but, apart from that, the Content mark does not limit the mark for Quality of language. However, a short piece is unlikely to demonstrate sufficient variety for a high mark for Quality of language.

- Each band has five strands: variety of vocabulary; complexity of structures and sentences; reference to time frames; accuracy of the language; style and register. Sometimes it will be necessary to adopt a 'best fit' approach, because the five strands will not be consistently demonstrated. Whether it is the top or bottom mark in the band will depend on whether the criteria are nearer to those of the band above or below.
- In order to score in the 5-6 band, there **must** be reference to all three time frames (past, present and future). For the 3-4 band, there **must** be reference to at least two time frames. Reference to a particular time frame may be demonstrated with one example. The verb used to refer to a particular time frame need not be totally correct, provided the message is clear. These marks are not awarded automatically and the other criteria in the band are equally important. Notice that references are to **time frames**, not tenses. So, for example, the present tense usage in the following sentence is a reference to a **future** time frame: 'I'm going to the concert next week'.
- When considering the complexity of the language, you should bear in mind that a) this is the overlap question and is attempted by both Foundation and Higher candidates; b) that the criteria for Quality of language in this question are not as demanding as the language criteria for Higher Question 2. However, for a mark of 5 or 6, complex structures and sentences are **attempted**. They may not always be successful and this may lead to serious errors because of the complexity of the structure or sentence which the candidate attempts. Complexity may be shown in some of the following ways: different tenses; intensifiers; time markers; connectives; subordinate clauses; infinitive constructions.

This should not be seen as a ‘tick list’, but rather as an indication of the definition of complexity at GCSE level.

- The setting and bullet points are likely to mean that the style and register of the writing will be appropriate. If informal address is used when the task is in a formal setting, or vice versa, there is no need to penalise the candidate merely for that. It may, however, be a contributory factor in the award of the overall mark if there are other weaknesses. There is no requirement for candidates to present their piece of writing in a particular way because of the context, eg a blog or email does not need to look like a blog or email. It is the content which is to be marked.

Appendix 1

Notes on the use of language

The following notes are a guide to the kind of language that may help to fulfil the criteria for higher bands of marks in the Quality of Language and Range of Language categories. They should **not** be seen as a checklist.

Variety of vocabulary

Consider particularly:

- use of synonyms, eg *prefiero* and *me encanta* rather than just *me gusta viajar*, *coger* (*el tren/autobús...*), *llegar a* etc, rather than just *ir*, *espléndido*, *emocionante*, *estupendo*, *maravilloso*, etc, rather than *bueno* etc, etc.
- use of more sophisticated vocabulary – though the emphasis is on avoiding a lot of conspicuous repetition.

Variety of structures

Consider, for example:

- use of infinitive constructions introduced by prepositions (*después de*, *antes de*, *al*, *para*, *sin*), adjectives (*Es fácil hacerlo*), nouns (*Tengo la intención de salir*) and after verbs (*Prefiero ir*, *suelo ir*)
- use of object pronouns
- use of disjunctive pronouns (*conmigo*, *para mí*, etc)
- use of indefinite pronouns such as *algo*, *alguien*, etc
- use of connectives such as *tanto... como...*, *no sólo... sino también...*, *por un lado... y por otro...*, *por una parte... por otra parte...*, *además (de)*, *aparte de*, *a pesar de*
- use of adverbs and adverbial phrases such as *sin embargo*, *por eso*, *por lo tanto*, *también*, *el año que viene*, *por ejemplo*
- use of negatives (*nada*, *nadie*, *nunca*, *ninguno*, *jamás*, *ni*, *tampoco*, *sino*, etc)
- use of *desde hace* constructions and constructions such as *Llevo 5 años estudiando español*
- use of comparative expressions (*tan... como/que*, *más/menos... que...*)
- use of demonstrative adjectives and pronouns (*este*, *ese*, *aquel*, etc)
- use of possessive pronouns (*el mío*, *la mía*, etc)
- use of *lo* + adjective (*lo bueno*, *lo más importante*, etc)
- use of complex sentences and a range of tenses.

Use of complex/longer sentences

Consider:

- use of subordinate clauses introduced by eg *si*, *cuando*, *donde*, *porque*, *como*, *aunque*, *mientras que*, *ya que*, *dado que*, etc
- use of relative clauses introduced by *que*, *quien*, *lo que*, *el que*, *el cual*, *cuyo*, etc
- use of the present subjunctive after verbs of wishing, command, request, emotion, after *cuando* to express the future, after *para que* to express purpose

and, when considering use of longer sentences:

- use of co-ordinating conjunctions: *y*, *pero*, *así que*

Use of time frames/tenses

- The criteria for Quality of Language in Foundation Question 4/Higher Question 1 include 'references to two/three time frames'. If a candidate refers to three time frames, it may well be through different tenses, but equally it could be through the present tense: *Normalmente voy al cine una vez al mes; Voy a la piscina el sábado que viene; Acabo de ir al centro comercial.*
- The criteria for Accuracy in Higher Question 2 refer to 'tense formations'. In this question, a candidate can impress by showing that he/she can use a good range of tenses, thereby adding to the range and complexity of language.

Appendix 2

A glossary of terms used in the Writing assessment criteria

NB This alphabetical list corresponds to all questions on both Foundation and Higher papers.

ambiguity	A problem with immediate communication caused by grammatical inaccuracy or a contradiction (eg, 'I love it because it's boring').
appropriate	Language which is suitable for the requirements of the task.
coherent	Language which is easy to follow with a logical sequencing of ideas. See 'fluent'.
complex sentences	Sentences which contain a subordinate clause or clauses. See Appendix 1 for examples.
complex structures	See Appendix 1 for examples.
confidence	Accurate use of language.
delay in communication	A problem with immediate communication caused by grammatical or lexical inaccuracy.
fluent	Language which is easy to follow with a logical sequencing of ideas. See 'coherent'.
grammatical structures	Structures which are listed in the specification.
justified	The reason for holding a stated opinion.
key messages	With reference to the translation questions on both papers, these are the key messages as identified in the mark scheme.
lapses	A problem with communication caused by grammatical inaccuracy
linking words	Words such as <i>porque</i> , <i>pero</i> , <i>aunque</i> , used to create longer sentences.
longer sentences	These may be complex, with more difficult subordinations, or more simple through the use of linking words such as <i>porque</i> ; <i>pero</i> ; <i>aunque</i> .
major errors	Errors which impair communication.
minor errors	Errors which do not have a bearing on communication.
opinions	A positive/negative verb or adjective used to give an opinion; or a neutral adjective, such as 'big', preceded by something like 'I think that'. For example 'I think that my bedroom is very small'.
secure	Accurate.
structures	See 'grammatical structures'.
style and register	The style of writing. Usually this will be determined by the nature of the task, requiring informal or formal register.
time frames	The use of tenses, with or without time markers, which refer to past, present or future events. A present tense may be a future or past time frame, eg <i>Este fin de semana voy al cine</i> (future time frame); <i>Estudio español desde hace cuatro años</i> (past time frame).
variety	Use of different verbs' nouns and adjectives which avoid a lot of conspicuous repetition.

Part 2 – Marking guidance for June 2019 series**Question 01**

For this question, students are required to write four sentences. Each sentence is marked according to the following criteria. The maximum mark is 8.

[8 marks]

Mark	Response
2	The relevant message is clearly communicated.
1	The message is relevant but has some ambiguity and causes a delay in communication.
0	The message is irrelevant or cannot be understood.

The following indicative content is an example of the responses that students may give to this question.

	2 marks	1 mark	0 marks	
01.1	Hay tres amigos.	Tres amigos	Tres	[2 marks]
01.2	Toman café.	Comen café.	Café	[2 marks]
01.3	Toca la guitarra.	Juega la guitarra.	Guitarra	[2 marks]
01.4	Están en un bar.	Ser en un bar	Bar	[2 marks]

The use of *es / son / está / están / hay es / hay está / hay son / hay están* are accepted for 2 marks in an otherwise appropriate sentence.

Question 02

For this question, there are four compulsory bullet points, which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 40 words over the whole question. The number of words is approximate and you must mark all work produced by the student.

[16 marks]**Content**

Level	Marks	Response
5	9-10	A full coverage of the required information. Communication is clear.
4	7-8	A good coverage of the required information. Communication is mostly clear but perhaps with occasional lapses.
3	5-6	A reasonable coverage of the required information. Communication is generally clear but there are likely to be lapses.
2	3-4	A partial coverage of the required information. Communication is sometimes clear but there are instances where messages are not conveyed.
1	1-2	A minimal coverage of the required information. Communication is often not clear and there may be frequent instances where messages are not conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Quality of language

Level	Marks	Response
3	5-6	Uses a variety of appropriate vocabulary and grammatical structures. Generally accurate.
2	3-4	Vocabulary and grammatical structures generally appropriate to the task, with some attempt at variety. More accurate than inaccurate.
1	1-2	Vocabulary and structures used may be limited, repetitive or inappropriate. There may be frequent errors.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for Content automatically results in a mark of zero for Quality of language, but apart from that, the Content mark does not limit the mark for Quality of language.

Bullet	Accept	Reject
profesores	Mis profesores / maestros son muy simpáticos. Mi profesor favorito se llama Señor Smith.	
uniforme	No me gusta mi uniforme. Es muy feo y no es cómodo. No tengo que llevar uniforme. Prefiero llevar una camiseta y vaqueros.	
hora de comer	Tomo la comida en la cantina con mis amigos. Voy al patio y charlo con mis amigos.	
deberes	Detesto los deberes / las tareas. Siempre tengo muchos deberes de matemáticas. No tengo muchos deberes. Me gusta descansar por las tardes.	Use of 'trabajo' in place of 'deberes'.

The following indicative content is an example of the response that students may also give to this question.

Mis profesores son simpáticos. Ayudan mucho. En mi colegio tenemos un uniforme muy feo. No me gusta la corbata porque no es cómoda. Como a las doce y media y charlo con mis amigos. Desafortunadamente, tengo que hacer muchos deberes en casa. (42 words)

Question 03

The translation is assessed for Conveying key messages (5 marks) and Application of grammatical knowledge of language and structures (5 marks), as specified in the criteria below. The maximum mark is 10. When awarding the marks, the student's response across all five sentences should be considered as a whole.

[10 marks]**Conveying key messages**

Level	Marks	Response
5	5	All key messages are conveyed.
4	4	Nearly all key messages are conveyed.
3	3	Most key messages are conveyed.
2	2	Some key messages are conveyed.
1	1	Few key messages are conveyed.
0	0	No key messages are conveyed.

Application of grammatical knowledge of language and structures

Level	Marks	Response
5	5	Very good knowledge of vocabulary and structures; highly accurate.
4	4	Good knowledge of vocabulary and structures; generally accurate.
3	3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for Conveying key messages automatically results in a mark of zero for Application of grammatical knowledge of language and structures, but apart from that, the Conveying key messages mark does not limit the mark for Application of grammatical knowledge of language and structures.

Key messages

The translation is divided into 12 key messages (see below). As general rule, the **wrong person** or **wrong tense** of a verb will not receive a tick. Minor inaccuracies, such as incorrect gender or adjectival agreement, will not on their own prevent the award of a tick.

	Message	Accept	Reject
1	I send messages	Mando / Envío mensajes / textos / SMS	Enviar mensajes
2	on my mobile.	en mi (teléfono) móvil / mobil.	mobile
3	I want a (-) job	Quiero / me gustaría un empleo / un trabajo	
4	(good) in the future.	bueno/bien en el porvenir/futuro.	
5	I like	Me gusta	Me gusto / Me gustaría / Quiero
6	to play basketball.	jugar / juego (al) baloncesto /básquet(bol) / basket.	basketball
7	I do	Hago /practico / juego	Haco Use of the infinitive
8	more sport	más deporte(s)	muy deporte mucho(s) deporte(s)
9	in the summer.	en (el) verano.	en (el) invierno
10	We went	Fuimos / fuemos	visitamos
11	to a concert	a un concierto / concerto	a un concert Omission of 'a'
12	in the bull ring.	en la plaza de tor(r)os.	en la corrida (de toros)

Other reasonable alternative translations will also be accepted.

A tick will be awarded for each key message that is communicated, despite any minor inaccuracies. The total number of ticks awarded equates to a mark for Communication according to this table.

Total ticks	Mark
12	5
10/11	4
7/8/9	3
4/5/6	2
1/2/3	1
0	0

Question 04

For this question, there are four compulsory bullet points which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 90 words for this task. The number of words is approximate and you must mark all work produced by the student.

[16 marks]**Content**

Level	Marks	Response
5	9-10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
4	7-8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
3	5-6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
2	3-4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1	1-2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Notes

There may be some imbalance in the coverage of the four compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.

Quality of language

Level	Marks	Response
3	5-6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
2	3-4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
1	1-2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

- (a) A major error is one which seriously affects communication.
- (b) A mark of zero for Content automatically results in a mark of zero for Quality of language. Apart from that, the Content mark does not limit the mark for Quality of language.

General rule for this question:

- the use of an infinitive in place of a finite verb **is acceptable** for conveying a message. It would not, however, count as a reference to a present/past/future event (ie no annotation of Pr / P / F).

Question 04.1 content

Bullet	Comment
qué hiciste en tus vacaciones el año pasado	There needs to be a reference to the past, either by the use of a past tense or through a time marker with a present tense / infinitive (eg <i>Voy/ir a España el año pasado</i>).
si prefieres ir de vacaciones con tu familia o con el colegio	Any opinion is acceptable
qué vas a hacer para celebrar tu próximo cumpleaños	There needs to be a reference to the future, either by the use of a future time frame or through a time marker with an infinitive (eg <i>Mi próximo cumpleaños tener una fiesta</i> .) The present tense is acceptable, eg. <i>Para mi (próximo) cumpleaños quiero tener una fiesta</i> .
qué actividades te gusta hacer para ayudar a otras personas	This can be in or out of the home, eg. <i>Lavo los platos (para mis padres)</i> ; <i>Recaudo fondos para Oxfam</i> . Accept any tense.

	Accept any activity that could feasibly be linked to helping others. For example: <i>Para ayudar a otras personas, juego al fútbol</i> (they could be coaching younger players) Reject an activity not linked to helping others. For example: <i>Me gusta jugar al fútbol con mis amigos</i> .
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Question 04.2 Content

Bullet	Comment
qué hiciste recientemente para ganar dinero	There needs to be a reference to the past, either by the use of a past tense or through a time marker with a present tense / infinitive (eg <i>Trabajo/trabajar en una tienda el sábado pasado</i> .)
tu opinión sobre los trabajos a tiempo parcial	Any opinion is acceptable
qué te gusta hacer con tu dinero	There doesn't need to be a reference to 'dinero'. It may be implied, eg. <i>Voy al cine</i> .
qué vas a hacer el septiembre próximo	There needs to be a reference to the future, either by the use of a future time frame or through a time marker with an infinitive (eg <i>En septiembre trabajar</i>). The present tense is acceptable, eg. <i>Quiero volver al instituto</i> .

The following indicative content is an example of the response that students may give to this question. It demonstrates a balanced coverage of the compulsory bullet points.

Either or	Question 04.1	This is a possible response (indicative content): En mis últimas vacaciones visité Madrid y fue fabuloso. Mi lugar favorito fue el museo del Prado. Sin embargo, prefiero las excursiones con mi instituto porque quiero pasar tiempo con mis amigos, y las visitas son más interesantes. Para mi próximo cumpleaños, iré al cine con mis amigos, y después mi familia y yo vamos a comer en mi restaurante favorito que se llama Pequeña Italia. Adoro la comida italiana. Para ayudar a otras personas, siempre compro mis regalos en una tienda solidaria, y ayudo a mi hermana pequeña con sus deberes. (92 words) [16 marks]
	Question 04.2	This is a possible response (indicative content): El sábado pasado tuve que lavar el coche de mi madre que no me gustó nada porque hizo frío. Por la tarde fui al supermercado para hacer la compra con mi padre. Mis padres me dan un poco de dinero pero creo que los pequeños trabajos en una tienda son más útiles y me gustaría tener uno porque nunca tengo suficiente dinero y me gusta comprar ropa de moda y salir con mis amigos. El septiembre próximo voy a seguir estudiando, pero en un colegio diferente porque no estoy muy contenta aquí. (92 words) [16 marks]

However, there may be some imbalance in the coverage of the compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will still have access to full marks where the other criteria are met.

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

Please write clearly in block capitals.

Centre number

--	--	--	--	--

Candidate number

--	--	--	--

Surname

Forename(s)

Candidate signature

GCSE SPANISH

F

Foundation Tier

Paper 4 Writing

Wednesday 5 June 2019

Morning

Time allowed: 1 hour

Materials

- You will need no other materials.

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- You must answer **four** questions.
- You must answer Question 1, Question 2 and Question 3.
- You must answer **either** Question 4.1 **or** Question 4.2. Do not answer both of these questions.
- Answer all questions in **Spanish**.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- Do all rough work in this answer book. Cross through any work you do not want to be marked.

For Examiner's Use	
Question	Mark
1	
2	
3	
4	
TOTAL	

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 50.
- You must **not** use a dictionary during this test.
- In order to score the highest marks for Question 4.1/Question 4.2, you must write something about each bullet point. You must use a variety of vocabulary and structures and include your opinions.



J U N 1 9 8 6 9 8 W F 0 1

IB/G/Jun19/E7

8698/WF

Answer the questions in the spaces provided.

0 1

Decides compartir esta foto en WhatsApp con una amiga peruana.



¿Qué hay en la foto? Escribe **cuatro** frases en **español**.

0 1 . 1

[2 marks]

0 1 . 2

[2 marks]

0 1 . 3

[2 marks]

0 1 . 4

[2 marks]



IB/G/Jun19/8698/WF

0 3

Translate the following sentences into **Spanish**.

I send messages on my mobile.

I want a good job in the future.

I like to play basketball.

I do more sport in the summer.

We went to a concert in the bullring.

[10 marks]

10



Turn over for the next question

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ANSWER IN THE SPACES PROVIDED**

Turn over ►



You must **not** answer **both** of these questions.

0	4	.	1
---	---	---	---

Menciona:

- Escribe aproximadamente **90** palabras en **español**. Responde a todos los aspectos de la pregunta.

[16 marks]

[illegible]

[illegible]

Turn over ►



0	4	.	2
---	---	---	---

[illegible]

16



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1 2



1 9 6 G 8 6 9 8 / W F

IB/G/Jun19/8698/WF

Please write clearly in block capitals.

Centre number

--	--	--	--	--

Candidate number

--	--	--	--

Surname

Forename(s)

Candidate signature

GCSE SPANISH

F

Foundation Tier

Paper 3 Reading

Wednesday 22 May 2019

Morning

Time allowed: 45 minutes

Materials

You will need no other materials.

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- In **Section A**, answer the questions in **English**.
In **Section B**, answer the questions in **Spanish**.
In **Section C**, translate the passage into **English**.
- Do all rough work in this answer book. Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 60.
- You must **not** use a dictionary.

For Examiner's Use

Question	Mark
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
TOTAL	



J U N 1 9 8 6 9 8 R F 0 1

Section A

Questions and answers in **English**

0 1

A special event

Your Spanish friend sends you this email to invite you to a special event.

	From...	analopez@email.es
	Subject:	
Vamos a un evento especial. Vamos a celebrar la última noche de diciembre en el Hotel Palacio donde comeremos las tradicionales uvas. En el hotel, no permiten ni zapatillas deportivas ni camisetas, así que debes llevar un traje, una camisa y zapatos.		

0 1 . 1

When is the special event?

Write the correct letter in the box.

A	Christmas Eve
B	Christmas Day
C	New Year's Eve

[1 mark]

Answer the questions in **English**.

0 1 . 2

What are you going to eat in the hotel?

[1 mark]

0 1 . 3

What should you wear to the event?

Mention **two** things.

1 _____

2 _____

[2 marks]

4



0 2**Ricardo Darín, an Argentinian actor**

You read about Ricardo's early life.

Ricardo Darín es un actor argentino famoso. Sin embargo en el instituto suspendió muchos exámenes. Sufrió mucho por el divorcio de sus padres, que ocurrió cuando cumplió los 16 años.

A los 6 años tomó parte en una radionovela. A los 10 participó en una obra de teatro y a los 14 salió por primera vez en el cine.

Es un buen modelo a seguir. Para ayudar a una causa benéfica jugó en un equipo de fútbol. Ricardo Darín es como la cantante Shakira: los dos tienen familia libanesa.

Write the correct letter in each box.

0 2**1**

What happened when Ricardo Darín was 16?

A	He became famous.
B	He failed a lot of exams.
C	His parents got divorced.

[1 mark]**0 2****2**

How old was Ricardo when he took part in his first film?

A	6
B	10
C	14

[1 mark]**0 2****3**

What did he do to support charity?

A	Did some fashion modelling
B	Played football
C	Sang with Shakira

[1 mark]

3

Turn over ►

0 3

Bullying at school

You read these opinions about bullying at school.

Estoy harta de los mensajes desagradables que me mandan día tras día en las redes sociales. Necesito cerrar mi cuenta de Facebook.

Ana

Me da miedo andar al instituto porque algunos chicos me insultan en la calle. Tengo que buscar un camino diferente.

Rafa

En el recreo no tengo con quien jugar y me siento aislado. Me hace falta pedir ayuda al director.

Pablo

For each student complete the table in **English**.

0 3 . 1

	How does Ana feel?	What does she need to do?
Ana		Close her Facebook account

[1 mark]

0 3 . 2

	How does Rafa feel?	What does he need to do?
Rafa		

[2 marks]

0 3 . 3

	How does Pablo feel?	What does he need to do?
Pablo	Isolated	

[1 mark]

4



Turn over for the next question

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ANSWER IN THE SPACES PROVIDED**

Turn over ►



0 4

Mariana Pineda, a play by Federico García Lorca

Read these stage directions adapted from the play *Mariana Pineda* by Federico García Lorca.

MARIANA llega corriendo a la puerta en el momento en que DON PEDRO entra por ella. DON PEDRO tiene sesenta años. Es un hombre simpático, tranquilo y fuerte. Viste correctamente y habla de una manera dulce. DOÑA ANGUSTIAS adopta una triste y reservada actitud.

Write the correct letter in each box.

0 4 . 1

Mariana is ...

A	sitting at the door.
B	hurrying to the door.
C	waiting at the door.

[1 mark]

0 4 . 2

Don Pedro is in his ...

A	50s.
B	60s.
C	70s.

[1 mark]

0 4 . 3

Don Pedro is described as being ...

A	strong and calm.
B	calm and reserved.
C	reserved and softly spoken.

[1 mark]



0 4 . 4 Doña Angustias is described as looking ...

A	angry.
B	sad.
C	worried.

☐

[1 mark]

4

Turn over for the next question

Turn over ►



0 5

New vocational skills courses

On a Spanish website you read this news item about these courses.

What new courses can you study?

A	Construction
B	Hairdressing
C	Healthcare

D	Horse care
E	Leisure studies
F	Web design

Write the correct letter in each box.

0 5 . 1

Técnico superior en enfermería

Aprender cómo mejorar la salud de las personas.

[1 mark]

0 5 . 2

Técnico superior en actividades de ocio

Crear proyectos de tiempo libre.

[1 mark]

0 5 . 3

Técnico superior en equitación

Curso ideal para los que quieren trabajar con caballos.

[1 mark]

0 5 . 4

Técnico superior en peluquería

Te prepararás para lavar y cortar el pelo.

[1 mark]

 4


0 6

Marina's business enterprise

You are reading about how Marina made her hobby into a job.

De joven, cuando Marina montaba en bici llevaba ropa negra. ¡Qué peligroso!
Entonces decidió empezar su propio negocio para diseñar ropa de colores.

Para abrir el negocio no tuvo que pedir dinero ni del banco ni de sus padres.
Usó sus propios ahorros para pagarlo todo.

Marina tardó quince meses en desarrollar su marca de ropa deportiva.
Lo increíble es que lo hizo al mismo tiempo que cuidaba a su madre.

Answer the questions in **English**.

0 6

1

What did Marina do that was dangerous when she went cycling in her youth?

[1 mark]

0 6

2

What money did Marina use to start her business?

[1 mark]

0 6

3

What was Marina doing at the same time as she was developing her business?

[1 mark]

3

Turn over for the next question

Turn over ►



0 7

Roberto's education

You find this interview about Roberto's education in a Peruvian magazine.

- **Roberto, ¿por qué ha estudiado usted en tantos países diferentes?**
- Mis padres viajaban mucho así que empecé mi educación en una escuela alemana. Los estudiantes eran de muchas nacionalidades y por eso los profesores daban las clases en inglés.
- **Y, ¿dónde prefiere estudiar?**
- Aquí en Irlanda donde estudio el bachillerato. Vine a Dublín después de pasar cinco años en Los Estados Unidos. Allí, saqué muy buenas notas, pero lo pasé mal.
- **¿Piensa hacer una carrera universitaria aquí en Irlanda?**
- Pues no. Tengo una beca para estudiar matemáticas en Japón. Empezaré en enero.

Write **P** for where Roberto has studied in the **past**.

Write **N** for where Roberto is studying **now**.

Write **F** for where Roberto is going to study in the **future**.

Write the correct letter in each box.

0 7 . 1

Germany

[1 mark]

0 7 . 2

Ireland

[1 mark]

0 7 . 3

USA

[1 mark]

0 7 . 4

Japan

[1 mark]

4



0 8

Vegans in Spain

You are reading about vegans in a Spanish magazine.

Un vegano es una persona que está totalmente en contra de la explotación animal. Hoy es más fácil encontrar restaurantes y bares veganos en España, sobre todo en las grandes ciudades, debido al aumento en el número de veganos en el país.

Ana, vegana desde la edad de 15 años, dice que se siente más sana desde que cambió su dieta. No obstante, Ana no se hizo vegana por motivos de salud. Ana decidió ser vegana porque quería ayudar al medio ambiente. Aunque no le importa no comer huevos y queso, Ana echa de menos la leche.

Which **three** statements are true?

Write the correct letters in the boxes.

A	Restaurants in Spain do not serve vegan food.
B	The number of vegans in Spain is growing.
C	Ana has been a vegan for 15 years.
D	Ana feels healthier since becoming vegan.
E	Ana became a vegan for environmental reasons.
F	Ana misses eating cheese.

[3 marks]

3

Turn over for the next question

Turn over ►



0 9

A photography exhibition

You read about this photography exhibition in a Colombian guide book.

‘Adiós a los estereotipos’

Esta semana un fotógrafo colombiano abre su exposición de fotos.

Hay fotos de mujeres con empleos como minera, camionera y bombera.

Es una exposición muy interesante para mostrar al público que las mujeres pueden hacer los mismos empleos que los hombres.

Decide if the following statements are true (**T**), false (**F**) or not mentioned (**NM**) in the text.

Write **T** if the statement is true.

Write **F** if the statement is false.

Write **NM** if the statement is not mentioned in the text.

0 9 . 1

The exhibition opens next week.

☐

[1 mark]

0 9 . 2

There are photos of women as lorry drivers.

☐

[1 mark]

0 9 . 3

The exhibition has attracted thousands of visitors.

☐

[1 mark]

0 9 . 4

The message of the exhibition is that women can do the same work as men.

☐

[1 mark]

4



Section B**Questions and answers in Spanish****1 0****Cine**

Lees esta crítica sobre una película.

‘Destinos’ cuenta la historia de amor entre dos jóvenes. Es una película con algunas situaciones muy graciosas y ridículas. Los actores cantan muchas canciones nuevas y pegadizas. Hay que verla.

¿Cómo se describe la película?

Escribe las letras correctas en las casillas.

A	Cómica
B	De ciencia ficción
C	De horror

D	Histórica
E	Musical
F	Romántica

[3 marks]**3**

Turn over for the next question

Turn over ►



1 1

Estaciones de esquí

Lees esta información sobre lugares donde esquiar.

A

Grandvalira tiene 101 pistas de esquí, cinco restaurantes, pista de patinaje, tiendas y cine.

B

Candanchú tiene un divertido jardín de nieve donde los niños pueden pasarlo bien de forma segura.

C

En **Cauterets** puedes ponerte unas botas de nieve y caminar por unos bosques preciosos.

D

En **Valdelinares** organizan múltiples campeonatos de esquí para adultos expertos.

E

En **Javalambre** hay una escuela de esquí excelente con instructores pacientes.

F

En **La Molina** puedes encontrar descanso total porque todos los hoteles tienen sauna y spa.

¿Cuál es el lugar perfecto para estas personas?

Escribe la letra correcta en cada casilla.

1 1 . 1

Quiero ir de paseo en la nieve.

[1 mark]

1 1 . 2

Mis dos hijos pequeños solamente quieren jugar.

[1 mark]

1 1 . 3

Soy muy competitivo.

[1 mark]

1 1 . 4

No sé esquiar y quisiera aprender.

[1 mark]

4



1 2

Problemas

Ves esta página en una revista española sobre los problemas de salud de unos españoles.

Tengo un problema y necesito ir al médico para solucionarlo. Tengo una dieta equilibrada; tomo poca comida basura, mucha verdura y no bebo alcohol. Sin embargo no consigo perder peso y por eso busco la ayuda del médico.

Rafa

Siempre estoy muy cansada porque, aunque duermo, me es imposible dormir bien. Mis amigos me mandan mensajes durante la noche y me molestan. Mi madre dice que debo apagar el portátil, pero es difícil desconectar.

Carmen

Completa las frases en **español**.

Ejemplo

Para solucionar su problema, Rafa debe ...

ir al médico.

1 2

. 1

Rafa **no** come mucha ...

[1 mark]

1 2

. 2

Rafa **no** puede ...

[1 mark]

1 2

. 3

Carmen **no** puede ...

[1 mark]

1 2

. 4

La madre de Carmen recomienda ...

[1 mark]

4

Turn over ►



1 3

Opiniones sobre la corrida de toros

¿Cuál es la opinión de cada escritor sobre la corrida de toros?

Benavente	A pesar de ser una tradición emocionante, las corridas de toros son un vicio desagradable.
Lorca	El toreo está lleno de pasión, la fiesta que mejor representa la cultura española.
Unamuno	Siempre me han fastidiado y molestado las corridas de toros.
Valle-Inclán	El ambiente de la corrida de toros es muy animado. Es algo muy hermoso.

Escribe **P** si la opinión es **positiva**.**N** si la opinión es **negativa**.**P+N** si la opinión es **positiva y negativa**.

1 3 . 1

Benavente

[1 mark]

1 3 . 2

Lorca

[1 mark]

1 3 . 3

Unamuno

[1 mark]

1 3 . 4

Valle-Inclán

[1 mark]

4



1 4

Los abuelos en cifras

Lees este artículo sobre los abuelos españoles.

De los abuelos españoles:

- el 95% evita totalmente el tabaco
- el 70% no puede vivir sin Internet
- el 50% ve a sus nietos todos los días
- el 44% es feliz
- el 34% tiene un móvil inteligente
- el 13% da ayuda económica a sus hijos.

¿Qué porcentaje de los abuelos españoles corresponde a estas frases?

Escribe el porcentaje correcto en cada casilla.

Ejemplo

Está contento.

44

1 4 . 1

No fuma.

[1 mark]

1 4 . 2

Da dinero a su familia.

[1 mark]

1 4 . 3

Es adicto a la Red.

[1 mark]

3

Turn over ►



Translation into **English**

Your Spanish exchange partner sends you this message.

Translate it into **English** for a friend.

Me gusta la geografía y creo que es muy útil. En junio vamos a visitar Londres para estudiar los barrios diferentes. Me interesa mucho aprender cómo vive la gente. Ayer vi un documental sobre la pobreza en Inglaterra.

[9 marks]

END OF QUESTIONS

C



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2 0



1 9 6 G 8 6 9 8 / R F

IB/G/Jun19/8698/RF

GCSE
SPANISH
8698/WF

Paper 4 Writing Foundation

Mark scheme

June 2020

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

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Part 1 – General marking guidance for GCSE MFL Writing Tests

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Marks will be allocated in the following way at Foundation Tier:

	Communication	Content	Quality of Language	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	8					8
Question 2		10	6			16
Question 3				5	5	10
Question 4		10	6			16
Total	8	20	12	5	5	50

Foundation Question 1

There are 8 marks for Communication.

Candidates are required to write four sentences about what is in the photo. Each sentence is marked separately and is worth a maximum of two marks, according to these assessment criteria:

Mark	Communication
2	The relevant message is clearly communicated.
1	The message is relevant but has some ambiguity and causes a delay in communication.
0	The message is irrelevant or cannot be understood.

Statements must refer to what is in the photo and cannot refer to what is **not** in it. 'I like the photo' and similar opinions about the photo, without mentioning what is in it, will score 0. However, if the sentence reads, for example, 'I like the photo because it is sunny', it will score 2 marks.

If the sentence could possibly be true or is very broadly relevant, accept it. For instance, it is acceptable if the candidate writes 'The tent is green', even though the photo is in black and white. However, if the sentence is definitely false, it receives a mark of 0. For example, 'There is an elephant', when there clearly isn't one.

It is acceptable to write a figure (eg, 'There are **2** people') rather than a word. This is true of all questions at both Foundation and Higher tiers.

The aim of this question is for candidates to write in the present tense, but other tenses are also acceptable.

For 2 marks

- The response must be in the form of a sentence, using an appropriate conjugated verb. The only exception to this is in French, where *voici/voilà* may be used in place of a verb. The same verb/grammatical structure may be repeated in more than one sentence, eg *il y a/es gibt/hay* plus different nouns.
- Any sentence that is broadly relevant to the photo is given 2 marks. For example, imagine that the photo is of a man in a café. The student writes, in the target language: 'It's a man. He's old (even if to your eyes he may not be – 'old' to a 16-year-old may be different from your perception of 'old'). He's a

father (even if this is not apparent from the photo, it would potentially be true). He's a teacher (he could be, for all we know).

- The first person of the verb is acceptable, for example: 'I am/we are playing tennis'.
- There may be linguistic errors, but the message must be communicated without ambiguity.

For 1 mark

- There is no verb and a minimum of two words, for example: 'good weather' (NB in Spanish and Italian, because the subject of the verb is not required, one word is sufficient for 2 marks if it is an appropriate conjugated verb, for example: *comen/mangiano*).
- The use of an infinitive in an otherwise appropriate response.
- Language error(s) causing ambiguity or a delay in communication, for example: 'They are eating lemonade'.
- A delay in communication because the response is too long, where one part communicates well but another part does not, for example: 'There is a family and they are a field'.

For 0 marks:

- The message makes no sense.
- A second person of the verb is used, for example: 'You are wearing a t-shirt'.
- A single word, unless it is a conjugated verb in Spanish or Italian (*comen/mangiano*).

Foundation Question 2

There are 10 marks for Content + 6 marks for Quality of Language (16 marks in total).

Candidates write approximately 40 words in total about four different bullet points. All bullet points are compulsory and must be covered, but **there is no need for equal coverage of the bullets**.

Everything a candidate writes must be marked, even if it is well beyond the suggested number of words. This principle applies to all writing questions at Foundation and Higher.

When deciding a particular mark, it is advisable to identify the band of marks first, and then decide whether you are tempted by the band above or the band below. This will enable you to award an appropriate mark within a mark range.

The question is marked for Content and for Quality of Language, according to the following criteria:

Content

Marks	Response
9–10	A full coverage of the required information. Communication is clear.
7–8	A good coverage of the required information. Communication is mostly clear but perhaps with occasional lapses.
5–6	A reasonable coverage of the required information. Communication is generally clear but there are likely to be lapses.
3–4	A partial coverage of the required information. Communication is sometimes clear but there are instances where messages are not conveyed.
1–2	A minimal coverage of the required information. Communication is often not clear and there may be frequent instances where messages are not conveyed.

0	The content does not meet the standard required for a mark at this tier.
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The candidate's response must be relevant to the bullet points. Any information which cannot be deemed relevant must be ignored when awarding a mark for Content.

- A minimum number of bullet points must be covered for the award of marks for Content, as follows:
 - 9–10 marks: 4 bullet points
 - 5–8 marks: 3 bullet points
 - 3–4 marks: 2 bullet points
 - 1–2 marks: 1 bullet point
- The information that the candidate gives must be clear. If what is written is unclear, this will have a bearing on the mark for Content. For example, the candidate may convey information in relation to all four bullet points, but lapses in clarity may mean that a mark lower than 9 or 10 is more appropriate. The more lapses in clarity that there are, the lower the mark is likely to be. All of the information that a candidate attempts to give in relation to a particular bullet point may be unintelligible, in which case that bullet point will not have been covered, meaning that a mark of 9 or 10 will be impossible, as the response will not display full coverage of the required information.
- The suggested number of words is 40. If a candidate writes four very short sentences of around six or seven words on each of the bullet points, it will not be sufficient to access the top band.
- 'Lapses' are instances where the inaccuracy of the language is such that there is a delay in communication or nothing at all is conveyed.
- There is no requirement in this question for the candidate to refer to events in the past or future, so using the present tense only will enable coverage of the bullet points. However, the bullet points tend to be general and so references to the past or to the future are acceptable. For example, if the bullet point says 'Holidays', the candidate may choose to write about a past or future holiday. Lapses will occur when there is a mix of time markers and tenses, for example: 'Last week I will go to the beach'.
- There is no requirement for candidates to present their piece of writing in a particular way because of the context, eg a blog or email does not need to look like a blog or email. It is the content which is to be marked.

Quality of language

Marks	Response
5–6	Uses a variety of appropriate vocabulary and grammatical structures. Generally accurate.
3–4	Vocabulary and grammatical structures generally appropriate to the task, with some attempt at variety. More accurate than inaccurate.
1–2	Vocabulary and structures used may be limited, repetitive or inappropriate. There may be frequent errors.
0	The language produced does not meet the standard required for a mark at this tier.

- The whole of the response must be assessed when awarding the mark for Quality of Language, even if some of it is irrelevant to the bullet points. There are no dependencies between the two sets of criteria.
- Once you have decided on the mark for Content, you should read through the response once more and decide on the mark for Quality of Language. Each band has three strands: variety of vocabulary; variety of structures; accuracy of the language. Sometimes it will be necessary to adopt a 'best fit' approach, because the three strands will not be consistently demonstrated. So, for example, the writing may be very accurate, but the vocabulary and structures are so repetitive that a mark in the 3–4 band is more appropriate than the 5–6 band. If you find that two of the three strands fit a particular band you are likely to award a mark in that band. Whether it is the top or bottom mark in the band will depend on how well or how poorly the third strand is reflected in the writing as a whole.
- This mark is not limited by the Content mark, unless the mark for Content is 0, in which case the mark for Quality of Language must also be 0.
- However, sometimes a candidate may only attempt one or two of the bullets in a very short piece of writing; or they may answer all of them very briefly, using six or seven words. Even if this writing is totally accurate with appropriate vocabulary and structures, a high mark for Quality of Language would be inappropriate because of the lack of linguistic variety.
- Variety of language will be shown through, for example, different adjectives; different persons of the verb; some variety in the nouns and verbs used.
- In this question, you are looking for a variety of language and **not** complexity.

Foundation Question 3

5 marks for Conveying key messages + 5 marks for Application of grammatical knowledge of language and structures (10 marks in total).

Candidates translate into the target language a number of sentences in English, totalling at least 35 words. The translation is marked for Conveying key messages and for Application of grammatical knowledge of language and structures, according to the following criteria:

Conveying key messages

Marks	Responses
5	All key messages are conveyed.
4	Nearly all key messages are conveyed.
3	Most key messages are conveyed.
2	Some key messages are conveyed.
1	Few key messages are conveyed.
0	No key messages are conveyed.

The translation is divided into 12 key messages:

A tick will be awarded for each key message that is communicated, despite any minor inaccuracies. The total number of ticks awarded equates to a mark according to this table.

Total ticks	Mark
12	5
10/11	4
7/8/9	3
4/5/6	2
1/2/3	1
0	0

When deciding on whether a key message is conveyed, you should ask yourself the question: 'Would a native speaker understand the target language version without reference to the original English?' If the answer is 'yes', award a tick.

Application of grammatical knowledge of language and structures

Marks	Response
5	Very good knowledge of vocabulary and structures; highly accurate.
4	Good knowledge of vocabulary and structures; generally accurate.
3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	The language produced does not meet the standard required for Level 1 at this tier.

Once you have decided on the mark for Conveying key messages, you should read through the translation once more and decide on the mark for Application of grammatical knowledge of language and structures.

- This mark is not limited by the Conveying key messages mark, unless the mark for Conveying key messages is 0, in which case the mark for Application of grammatical knowledge of language and structures must also be 0.
- There is no direct correlation between the two marks, but your first thought should be to see if the same mark is appropriate. For example, a candidate may have been given 5 ticks and you have awarded a mark of 3 for Conveying key messages. You may have had to hesitate when deciding on one of the ticks but gave the benefit of the doubt. This may then encourage you to consider a mark of 2, rather than 3, for Application of grammatical knowledge of language and structures.
- If a candidate leaves gaps, you must assume that any attempt would have been highly inaccurate and award a mark accordingly. Not to do so will penalise unfairly those candidates who make an attempt but commit serious errors in so doing.

- Perfection is **not** required for full marks. For example, occasional missing accents and minor spelling errors do not preclude a top band mark. However, if there are numerous minor errors and incorrect use of accents which change the meaning of a word, this is likely to have an impact on the mark for Application of grammatical knowledge of language and structures.

Foundation Question 4/Higher Question 1

10 marks for Content + 6 marks for Quality of Language (16 marks in total).

Candidates write approximately 90 words in total about four different bullet points. All bullet points must be covered, but **there is no need for equal coverage of the bullets**.

When deciding a particular mark, it is advisable to identify the band of marks first, and then decide whether you are tempted by the band above or the band below. This will enable you to award an appropriate mark within a mark range.

The question is marked for Content and for Quality of Language, according to the following criteria.

(NOTE THAT THESE CRITERIA ARE DIFFERENT FROM HIGHER QUESTION 2):

Content

Marks	Response
9–10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
7–8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
5–6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
3–4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1–2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	The content does not meet the standard required for a mark at this tier.

The candidate's response must be relevant to the bullet points. Any information which cannot be deemed relevant in the broadest sense must be ignored when awarding the mark for Content.

A **minimum** number of bullet points must be covered for the award of marks for Content, as follows:

- 7–10 marks: 4 bullet points
- 5–6 marks: 3 bullet points
- 3–4 marks: 2 bullet points
- 1–2 marks: 1 bullet point

The information that the candidate gives must be clear. If what is written is unclear, this will have a bearing on the mark for Content. For example, the candidate may convey information in relation to all four bullet points, but lapses in clarity may mean that a mark lower than the 9 or 10 band is more appropriate. The more lapses in clarity that there are, the lower the mark is likely to be. All of the information that a candidate attempts to give in relation to a particular bullet point may be unintelligible, in which case that bullet point will not have been covered, meaning that the **maximum** mark will be 6.

You must accept any information which is a plausible response to the bullet point, even if it does not explicitly mention, for instance, a time or place. For example, if the bullet asks what the candidate did last weekend, and he/she writes 'I went to see my grandparents and then went to a theme park', this can feasibly be an account of what happened last weekend, even though 'last weekend' is not mentioned. Equally, if the student is asked to say what he/she does on a typical visit to a shopping centre and they write 'I bought some clothes and went to see a film', this is also an acceptable fulfilment of the task, even though 'shopping centre' is not mentioned.

The bands refer to the amount of information that is conveyed, as follows:

9–10:	a lot
7–8:	quite a lot
5–6:	some
3–4:	little
1–2:	very little

All of these have to be considered with reference to the suggested number of words, which is approximately 90. In other words, a candidate who writes approximately 90 words, clearly understandable and relevant to all four bullet points, will be able to achieve 10 marks, provided the other criteria are met. Conversely, a candidate may write much more than 90 words, but the language is so inaccurate that little or very little information is conveyed successfully and the mark will be much lower. If a candidate writes considerably fewer than 90 words, 'a lot of information' will not be conveyed.

The candidate must give opinions in order to have access to certain marks, as follows:

7–10:	two opinions
3–6:	one opinion

This is not an automatic mark and the other criteria within a particular band must be met. If there is no opinion, the maximum mark is 2. An opinion may be expressed simply, for example: 'I like going shopping'. Any positive or negative adjective ('interesting'; 'boring', etc) is classed as an opinion. A neutral or descriptive adjective is only classed as an opinion if it is preceded by something like 'I think that'. For example: 'I think that my town is big'.

Quality of language

Marks	Response
5–6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
3–4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
1–2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	The language produced does not meet the standard required for a mark at this tier.

The whole of the response must be assessed when awarding the mark for Quality of Language, even if some of it is irrelevant to the bullet points.

Once you have decided on the mark for Content, you should read through the response once more and decide on the mark for Quality of Language. A mark of 0 for Content automatically results in a mark of 0 for Quality of Language but, apart from that, the Content mark does not limit the mark for Quality of Language. However, a short piece is unlikely to demonstrate sufficient variety for a high mark for Quality of Language.

- Each band has five strands: variety of vocabulary; complexity of structures and sentences; reference to time frames; accuracy of the language; style and register. Sometimes it will be necessary to adopt a 'best fit' approach, because the five strands will not be consistently demonstrated. Whether it is the top or bottom mark in the band will depend on whether the criteria are nearer to those of the band above or below.
- In order to score in the 5-6 band, there **must** be reference to all three time frames (past, present and future). For the 3-4 band, there **must** be reference to at least two time frames. Reference to a particular time frame may be demonstrated with one example. The verb used to refer to a particular time frame need not be totally correct, provided the message is clear. These marks are not awarded automatically and the other criteria in the band are equally important. Notice that references are to **time frames**, not tenses. So, for example, the present tense usage in the following sentence is a reference to a **future** time frame: 'I'm going to the concert next week'.
- When considering the complexity of the language, you should bear in mind that a) this is the overlap question and is attempted by both Foundation and Higher candidates; b) that the criteria for Quality of Language in this question are not as demanding as the language criteria for Higher Question 2. However, for a mark of 5 or 6, complex structures and sentences are **attempted**. They may not always be successful and this may lead to serious errors because of the complexity of the structure or sentence which the candidate attempts. Complexity may be shown in some of the following ways: different tenses; intensifiers; time markers; connectives; subordinate clauses; infinitive constructions.

This should not be seen as a ‘tick list’, but rather as an indication of the definition of complexity at GCSE level.

- The setting and bullet points are likely to mean that the style and register of the writing will be appropriate. If informal address is used when the task is in a formal setting, or vice versa, there is no need to penalise the candidate merely for that. It may, however, be a contributory factor in the award of the overall mark if there are other weaknesses.
- There is no requirement for candidates to present their piece of writing in a particular way because of the context, eg a blog or email does not need to look like a blog or email. It is the content which is to be marked.

Appendix 1

Notes on the use of language

The following notes are a guide to the kind of language that may help to fulfil the criteria for higher bands of marks in the Quality of Language and Range of Language categories. They should **not** be seen as a checklist.

Variety of vocabulary

Consider particularly:

- use of synonyms, eg *prefiero* and *me encanta* rather than just *me gusta viajar*, *coger* (*el tren/autobús...*), *llegar a* etc, rather than just *ir*, *espléndido*, *emocionante*, *estupendo*, *maravilloso*, etc, rather than *bueno* etc, etc
- use of more sophisticated vocabulary – though the emphasis is on avoiding a lot of conspicuous repetition.

Variety of structures

Consider, for example:

- use of infinitive constructions introduced by prepositions (*después de*, *antes de*, *al*, *para*, *sin*), adjectives (*Es fácil hacerlo*), nouns (*Tengo la intención de salir*) and after verbs (*Prefiero ir*, *suelo ir*)
- use of object pronouns
- use of disjunctive pronouns (*conmigo*, *para mí*, etc)
- use of indefinite pronouns such as *algo*, *alguien*, etc
- use of connectives such as *tanto... como...*, *no sólo... sino también...*, *por un lado... y por otro...*, *por una parte... por otra parte...*, *además (de)*, *aparte de*, *a pesar de*
- use of adverbs and adverbial phrases such as *sin embargo*, *por eso*, *por lo tanto*, *también*, *el año que viene*, *por ejemplo*
- use of negatives (*nada*, *nadie*, *nunca*, *ninguno*, *jamás*, *ni*, *tampoco*, *sino*, etc)
- use of *desde hace* constructions and constructions such as *Llevo 5 años estudiando español*
- use of comparative expressions (*tan... como/que*, *más/menos... que...*)
- use of demonstrative adjectives and pronouns (*este*, *ese*, *aquel*, etc)
- use of possessive pronouns (*el mío*, *la mía*, etc)
- use of *lo* + adjective (*lo bueno*, *lo más importante*, etc)
- use of complex sentences and a range of tenses.

Use of complex/longer sentences

Consider:

- use of subordinate clauses introduced by eg *si*, *cuando*, *donde*, *porque*, *como*, *aunque*, *mientras que*, *ya que*, *dado que*, etc
- use of relative clauses introduced by *que*, *quien*, *lo que*, *el que*, *el cual*, *cuyo*, etc
- use of the present subjunctive after verbs of wishing, command, request, emotion, after *cuando* to express the future, after *para que* to express purpose

and, when considering use of longer sentences:

- use of co-ordinating conjunctions: *y*, *pero*, *así que*

Use of time frames/tenses

- The criteria for Quality of Language in Foundation Question 4/Higher Question 1 include 'references to two/three time frames'. If a candidate refers to three time frames, it may well be through different tenses, but equally it could be through the present tense: *Normalmente voy al cine una vez al mes; Voy a la piscina el sábado que viene; Acabo de ir al centro comercial.*
- The criteria for Accuracy in Higher Question 2 refer to 'tense formations'. In this question, a candidate can impress by showing that he/she can use a good range of tenses, thereby adding to the range and complexity of language.

Appendix 2

A glossary of terms used in the Writing assessment criteria

NB This alphabetical list corresponds to all questions on both Foundation and Higher papers.

ambiguity	A problem with immediate communication caused by grammatical inaccuracy or a contradiction (eg, 'I love it because it's boring').
appropriate	Language which is suitable for the requirements of the task.
coherent	Language which is easy to follow with a logical sequencing of ideas. See 'fluent'.
complex sentences	Sentences which contain a subordinate clause or clauses. See Appendix 1 for examples.
complex structures	See Appendix 1 for examples.
confidence	Accurate use of language.
delay in communication	A problem with immediate communication caused by grammatical or lexical inaccuracy.
fluent	Language which is easy to follow with a logical sequencing of ideas. See 'coherent'.
grammatical structures	Structures which are listed in the specification.
justified	The reason for holding a stated opinion.
key messages	With reference to the translation questions on both papers, these are the key messages as identified in the mark scheme.
lapses	A problem with communication caused by grammatical inaccuracy
linking words	Words such as <i>porque</i> , <i>pero</i> , <i>aunque</i> , used to create longer sentences.
longer sentences	These may be complex, with more difficult subordinations, or more simple through the use of linking words such as <i>porque</i> ; <i>pero</i> ; <i>aunque</i> .
major errors	Errors which impair communication.
minor errors	Errors which do not have a bearing on communication.
opinions	A positive/negative verb or adjective used to give an opinion; or a neutral adjective, such as 'big', preceded by something like 'I think that'. For example 'I think that my bedroom is very small'.
secure	Accurate.
structures	See 'grammatical structures'.
style and register	The style of writing. Usually this will be determined by the nature of the task, requiring informal or formal register.
time frames	The use of tenses, with or without time markers, which refer to past, present or future events. A present tense may be a future or past time frame, eg <i>Este fin de semana voy al cine</i> (future time frame); <i>Estudio español desde hace cuatro años</i> (past time frame).
variety	Use of different verbs' nouns and adjectives which avoid a lot of conspicuous repetition.

Part 2 – Marking guidance for June 2020 series**Question 01**

For this question, students are required to write four sentences. Each sentence is marked according to the following criteria. The maximum mark is 8.

[8 marks]

Mark	Response
2	The relevant message is clearly communicated.
1	The message is relevant but has some ambiguity and causes a delay in communication.
0	The message is irrelevant or cannot be understood.

The following indicative content is an example of the responses that students may give to this question.

	2 marks	1 mark	0 marks	
01.1	Hay un hombre pobre	Un hombre pobre (Hay) un hombre con no dinero	Pobre	[2 marks]
01.2	Tiene un perro	Ha un perro	(Hay un) pero	[2 marks]
01.3	Están en la calle	Ser en la calle	Calle	[2 marks]
01.4	Hay muchas tiendas	Muchas tiendas	Shopping	[2 marks]
	<i>The use of es / son / está / están / hay es / hay está / hay son / hay están are accepted for 2 marks in an otherwise appropriate sentence.</i>			

NB The whole sentence should be considered when awarding marks.

Question 02

For this question, there are four compulsory bullet points, which are assessed for Content (10 marks) and Quality of Language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 40 words over the whole question. The number of words is approximate and you must mark all work produced by the student.

[16 marks]**Content**

Level	Marks	Response
5	9–10	A full coverage of the required information. Communication is clear.
4	7–8	A good coverage of the required information. Communication is mostly clear but perhaps with occasional lapses.
3	5–6	A reasonable coverage of the required information. Communication is generally clear but there are likely to be lapses.
2	3–4	A partial coverage of the required information. Communication is sometimes clear but there are instances where messages are not conveyed.
1	1–2	A minimal coverage of the required information. Communication is often not clear and there may be frequent instances where messages are not conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Quality of language

Level	Marks	Response
3	5–6	Uses a variety of appropriate vocabulary and grammatical structures. Generally accurate.
2	3–4	Vocabulary and grammatical structures generally appropriate to the task, with some attempt at variety. More accurate than inaccurate.
1	1–2	Vocabulary and structures used may be limited, repetitive or inappropriate. There may be frequent errors.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for Content automatically results in a mark of zero for Quality of Language, but apart from that, the Content mark does not limit the mark for Quality of Language.

Bullet	Accept	Reject
• móviles	Siempre tengo mi móvil porque recibo muchos mensajes de mis amigos.	
• música online	Me gusta mucho escuchar música online. Mi cantante favorito es Bruno Mars. Accept references to music even if there is no mention of it being online.	
• juegos online	Paso mucho tiempo jugando online. El juego <i>Héroes</i> es estupendo.	
• redes sociales	Subo fotos en Instagram pero prefiero llamar a mis amigos en <i>WhatsApp</i> .	

The following indicative content is an example of the response that students may also give to this question.

Mi nuevo móvil es estupendo. Tiene una conexión muy rápida. Mando muchos textos. Tengo mucha música en mi móvil. Escucho música cuando hago mis deberes. Me gusta jugar a *Fifa* porque me encanta el fútbol. Chateo con mis amigos en *Snapchat*. (41 words)

Question 03

The translation is assessed for Conveying key messages (5 marks) and Application of grammatical knowledge of language and structures (5 marks), as specified in the criteria below. The maximum mark is 10. When awarding the marks, the student's response across all five sentences should be considered as a whole.

[10 marks]**Conveying key messages**

Level	Marks	Response
5	5	All key messages are conveyed.
4	4	Nearly all key messages are conveyed.
3	3	Most key messages are conveyed.
2	2	Some key messages are conveyed.
1	1	Few key messages are conveyed.
0	0	No key messages are conveyed.

Application of grammatical knowledge of language and structures

Level	Marks	Response
5	5	Very good knowledge of vocabulary and structures; highly accurate.
4	4	Good knowledge of vocabulary and structures; generally accurate.
3	3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for Conveying key messages automatically results in a mark of zero for Application of grammatical knowledge of language and structures, but apart from that, the Conveying key messages mark does not limit the mark for Application of grammatical knowledge of language and structures.

Key messages

The translation is divided into 12 key messages (see below). As general rule, the **wrong person** or **wrong tense** of a verb will not receive a tick. Minor inaccuracies, such as incorrect gender or adjectival agreement, will not on their own prevent the award of a tick.

	Message	Accept	Reject
1	I live in	Vivo en	
2	a white house.	una/la casa blanca.	
3	I go	Voy	
4	to school	<u>a</u> l colegio/ <u>a</u> l instituto/ <u>a</u> l insti/ <u>a</u> la escuela	Omission of 'a'
5	on the bus.	en (el) autobús/en (el) bus / en (el) autocar/en (el) colectivo.	
6	I went to the swimming pool	Fui <u>a</u> la piscina	natación Omission of 'a'
7	on Sunday.	el/en domingo.	
8	I like to drink	Me gusta beber/tomar Me gusta bebo/tomo	Me gusto/quiero
9	a lot of water.	mucha agua.	
10	My brother	Mi/me hermano	
11	does not want	no quiere	
12	to get married.	casarse. matrimonio.	

Other reasonable alternative translations will also be accepted.

A tick will be awarded for each key message that is communicated, despite any minor inaccuracies. The total number of ticks awarded equates to a mark according to this table.

Total ticks	Mark
12	5
10/11	4
7/8/9	3
4/5/6	2
1/2/3	1
0	0

Question 04

For this question, there are four compulsory bullet points which are assessed for Content (10 marks) and Quality of Language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 90 words for this task. The number of words is approximate and you must mark all work produced by the student.

[16 marks]**Content**

Level	Marks	Response
5	9–10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
4	7–8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
3	5–6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
2	3–4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1	1–2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Notes

There may be some imbalance in the coverage of the four compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.

Quality of language

Level	Marks	Response
3	5–6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
2	3–4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
1	1–2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

- (a) A major error is one which seriously affects communication.
- (b) A mark of zero for Content automatically results in a mark of zero for Quality of Language. Apart from that, the Content mark does not limit the mark for Quality of Language.

General rule for this question:

- the use of an infinitive in place of a finite verb **is acceptable** for conveying a message. It would not, however, count as a reference to a present/past/future event (ie no annotation of Pr / P / F).

Question 04.1 content

Bullet	Comment
• qué prefieres hacer cuando sales con tus amigos	
• por qué te gusta tu mejor amigo/a	Any positive opinion is acceptable
• qué hiciste con tu familia durante tus últimas vacaciones	There needs to be a reference to the past, either by the use of a past tense or through a time marker with a present tense/infinitive (eg <i>Voy/Ir a un restaurante durante mis últimas vacaciones</i>).
• qué vas a hacer para celebrar el fin de tus exámenes.	There needs to be a reference to the future, either by the use of a future time frame or through a time marker with an infinitive (eg <i>En julio hacer una fiesta</i>).

Question 04.2 Content

Bullet	Comment
• por qué te gusta tu película favorita	Any positive opinion is acceptable Accept a type of film rather than a specific film
• tu opinión sobre los festivales en España	Any opinion is acceptable
• qué hiciste recientemente para proteger el medio ambiente	There needs to be a reference to the past, either by the use of a past tense or through a time marker with a present tense/infinitive (eg. <i>Reciclo/Reciclar basura ayer</i>).
• qué trabajo vas a hacer en el futuro.	There needs to be a reference to the future, either by the use of a future time frame or through a time marker with an infinitive (eg <i>En el futuro trabajar en una tienda</i>).

The following indicative content is an example of the response that students may give to this question. It demonstrates a balanced coverage of the compulsory bullet points.

Either or	Question 04.1	This is a possible response (indicative content): Salgo mucho con mis amigas y preferimos ir al polideportivo o al cine, pero sobre todo nos encanta ir de compras. Mi mejor amiga se llama Sara y nos llevamos muy bien porque es muy simpática y comprensiva. Compartimos nuestros secretos y pasamos mucho tiempo juntas. No hice mucho durante mis últimas vacaciones porque tuve que estudiar, pero fuimos al zoo un día. Después de terminar todos mis exámenes vamos a hacer una fiesta. Voy a levantarme tarde todos los días y descansar en el jardín, tomando el sol. (89 words) [16 marks]
	Question 04.2	This is a possible response (indicative content): Mi película favorita es Forrest Gump porque es cómica y también triste. Además, Tom Hanks es uno de mis actores preferidos. Fui a España de vacaciones el año pasado y vi una fiesta en el pueblo. Fue muy divertida y vi una procesión. Para mí, el medio ambiente es muy importante y hago mucho para protegerlo. Esta mañana separé la basura y reciclé mucho cartón. En mi colegio decidimos mejorar el parque local y un día fuimos a recoger toda la basura. En el futuro quiero ser ingeniero porque paga bien. (91 words) [16 marks]

There may be some imbalance in the coverage of the compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will still have access to full marks where the other criteria are met.

GCSE
SPANISH
8698/RF

Foundation Tier Paper 3 Reading

Mark scheme
June 2020

Version: 1.0 Final



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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

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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	Sing	He is a singer		1
	Writes songs	Writes music	Writes (on its own)	1

Question	Accept	Mark
02.1	B (Swimming)	1

Question	Accept	Mark
02.2	B (Happy)	1

Question	Accept	Mark
02.3	C (His TV experience.)	1

Question	Accept	Mark
02.4	A (Travelling)	1

Question	Accept	Mark
02.5	A (Open a restaurant.)	1

Question	Accept	Mark
03.1	P	1

Question	Accept	Mark
03.2	P+N	1

Question	Accept	Mark
03.3	N	1

Question	Accept	Mark
03.4	N	1

Question	Key ideas	Accept	Reject	Mark
04.1	Look for free activities	Not go on holiday Stay at home	Look for activities Look for other activities	1

Question	Key ideas	Accept	Reject	Mark
04.2	Excited	Emotional Touched Moved		1

Question	Key ideas	Accept	Reject	Mark
04.3	Lucky			1
	Visit a foreign city.	Go abroad		1

Question	Accept		Mark
05.1	Activity	A (Cake sale)	1
	People	3 (The elderly)	1

Question	Accept		Mark
05.2	Activity	D (Wash cars)	1
	People	1 (Drug addicts)	1

Question	Key ideas	Accept	Reject	Mark
06.1	(They) learn (how) to relax	(It) teaches them (how) to relax	They relax It's relaxing	1

Question	Key ideas	Accept	Reject	Mark
06.2	Improve concentration	Concentrate better/best/more	Concentrate	1

Question	Key ideas	Accept	Reject	Mark
06.3	(They) fight less	(They) argue less (They) do not fight as much	(They) do not fight	1

Question	Accept	Mark
07.1	B (a bit different.)	1

Question	Accept	Mark
07.2	C (are going to work together on the programme next year.)	1

Question	Accept	Mark
07.3	B (more than last year.)	1

Question	Accept	Mark
07.4	A (by phone.)	1

Question	Accept	Mark
08.1	B (beach)	1

Question	Accept	Mark
08.2	C (park)	1

Question	Accept	Mark
08.3	D (port)	1

Question	Accept	Mark
09.1	T	1

Question	Accept	Mark
09.2	F	1

Question	Accept	Mark
09.3	T	1

Question	Accept	Mark
09.4	NM	1

Question	Accept	Mark
10.1	B (Dieta)	1

Question	Accept	Mark
10.2	D (Horarios)	1

Question	Accept	Mark
10.3	C (Ejercicio)	1

Question	Accept	Mark
11.1	C (Restaurante Duque)	1

Question	Accept	Mark
11.2	D (Cafetería Vélez)	1

Question	Accept	Mark
11.3	A (Casa Gallega)	1

Question	Accept	Mark
11.4	B (Restaurante Lago)	1

Question	Key ideas	Accept	Reject	Mark
12.1	<u>In any order</u> jugar divertirse	juegan se divierten	ver la tele dibujar no (deben) estudiar	2

Question	Key ideas	Accept	Reject	Mark
12.2	repasar	repasan	seguir rutinas	1

Question	Key ideas	Accept	Reject	Mark
12.3	Suspender	suspenden	menos posibilidades de suspender	1

Question	Accept	Mark
13.1	B	1

Question	Accept	Mark
13.2	A	1

Question	Accept	Mark
13.3	C	1

Question	Accept	Mark
13.4	A	1

Question	Accept	Mark
14.1	25 (Huracanes)	1

Question	Accept	Mark
14.2	5 (Tierras secas)	1

Question	Accept	Mark
14.3	11 (Alergias)	1

Question	Spanish	Key ideas	Accept	Reject	Mark
15	Lo paso bien	I have a good time			1
	en las salas de chat	in chat rooms	chatting on line		1
	Hablo con mi amigo mexicano	I talk to my Mexican friend			1
	todos los días	every day			1
	La semana pasada me mandó	Last week he sent me			1
	unas fotos del festival de su ciudad	(some) photos of his town festival	(some) photos of the festival in his town/city	(some) photos of the town festival	1
	Me encantaron	I loved them			1
	Voy a estudiar	I am going to study	I will study		1
	turismo el año que viene	tourism next year	travel and tourism in the coming year		1
Total marks					60

GCSE
SPANISH
8698/WF

Paper 4 Writing Foundation

Mark scheme

June 2020

Version: 1.0 Final

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Part 1 – General marking guidance for GCSE MFL Writing Tests

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Marks will be allocated in the following way at Foundation Tier:

	Communication	Content	Quality of Language	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	8					8
Question 2		10	6			16
Question 3				5	5	10
Question 4		10	6			16
Total	8	20	12	5	5	50

Foundation Question 1

There are 8 marks for Communication.

Candidates are required to write four sentences about what is in the photo. Each sentence is marked separately and is worth a maximum of two marks, according to these assessment criteria:

Mark	Communication
2	The relevant message is clearly communicated.
1	The message is relevant but has some ambiguity and causes a delay in communication.
0	The message is irrelevant or cannot be understood.

Statements must refer to what is in the photo and cannot refer to what is **not** in it. 'I like the photo' and similar opinions about the photo, without mentioning what is in it, will score 0. However, if the sentence reads, for example, 'I like the photo because it is sunny', it will score 2 marks.

If the sentence could possibly be true or is very broadly relevant, accept it. For instance, it is acceptable if the candidate writes 'The tent is green', even though the photo is in black and white. However, if the sentence is definitely false, it receives a mark of 0. For example, 'There is an elephant', when there clearly isn't one.

It is acceptable to write a figure (eg, 'There are **2** people') rather than a word. This is true of all questions at both Foundation and Higher tiers.

The aim of this question is for candidates to write in the present tense, but other tenses are also acceptable.

For 2 marks

- The response must be in the form of a sentence, using an appropriate conjugated verb. The only exception to this is in French, where *voici/voilà* may be used in place of a verb. The same verb/grammatical structure may be repeated in more than one sentence, eg *il y a/es gibt/hay* plus different nouns.
- Any sentence that is broadly relevant to the photo is given 2 marks. For example, imagine that the photo is of a man in a café. The student writes, in the target language: 'It's a man. He's old (even if to your eyes he may not be – 'old' to a 16-year-old may be different from your perception of 'old'). He's a

father (even if this is not apparent from the photo, it would potentially be true). He's a teacher (he could be, for all we know).

- The first person of the verb is acceptable, for example: 'I am/we are playing tennis'.
- There may be linguistic errors, but the message must be communicated without ambiguity.

For 1 mark

- There is no verb and a minimum of two words, for example: 'good weather' (NB in Spanish and Italian, because the subject of the verb is not required, one word is sufficient for 2 marks if it is an appropriate conjugated verb, for example: *comen/mangiano*).
- The use of an infinitive in an otherwise appropriate response.
- Language error(s) causing ambiguity or a delay in communication, for example: 'They are eating lemonade'.
- A delay in communication because the response is too long, where one part communicates well but another part does not, for example: 'There is a family and they are a field'.

For 0 marks:

- The message makes no sense.
- A second person of the verb is used, for example: 'You are wearing a t-shirt'.
- A single word, unless it is a conjugated verb in Spanish or Italian (*comen/mangiano*).

Foundation Question 2

There are 10 marks for Content + 6 marks for Quality of Language (16 marks in total).

Candidates write approximately 40 words in total about four different bullet points. All bullet points are compulsory and must be covered, but **there is no need for equal coverage of the bullets**.

Everything a candidate writes must be marked, even if it is well beyond the suggested number of words. This principle applies to all writing questions at Foundation and Higher.

When deciding a particular mark, it is advisable to identify the band of marks first, and then decide whether you are tempted by the band above or the band below. This will enable you to award an appropriate mark within a mark range.

The question is marked for Content and for Quality of Language, according to the following criteria:

Content

Marks	Response
9–10	A full coverage of the required information. Communication is clear.
7–8	A good coverage of the required information. Communication is mostly clear but perhaps with occasional lapses.
5–6	A reasonable coverage of the required information. Communication is generally clear but there are likely to be lapses.
3–4	A partial coverage of the required information. Communication is sometimes clear but there are instances where messages are not conveyed.
1–2	A minimal coverage of the required information. Communication is often not clear and there may be frequent instances where messages are not conveyed.

0	The content does not meet the standard required for a mark at this tier.
---	--

The candidate's response must be relevant to the bullet points. Any information which cannot be deemed relevant must be ignored when awarding a mark for Content.

- A minimum number of bullet points must be covered for the award of marks for Content, as follows:
 - 9–10 marks: 4 bullet points
 - 5–8 marks: 3 bullet points
 - 3–4 marks: 2 bullet points
 - 1–2 marks: 1 bullet point
- The information that the candidate gives must be clear. If what is written is unclear, this will have a bearing on the mark for Content. For example, the candidate may convey information in relation to all four bullet points, but lapses in clarity may mean that a mark lower than 9 or 10 is more appropriate. The more lapses in clarity that there are, the lower the mark is likely to be. All of the information that a candidate attempts to give in relation to a particular bullet point may be unintelligible, in which case that bullet point will not have been covered, meaning that a mark of 9 or 10 will be impossible, as the response will not display full coverage of the required information.
- The suggested number of words is 40. If a candidate writes four very short sentences of around six or seven words on each of the bullet points, it will not be sufficient to access the top band.
- 'Lapses' are instances where the inaccuracy of the language is such that there is a delay in communication or nothing at all is conveyed.
- There is no requirement in this question for the candidate to refer to events in the past or future, so using the present tense only will enable coverage of the bullet points. However, the bullet points tend to be general and so references to the past or to the future are acceptable. For example, if the bullet point says 'Holidays', the candidate may choose to write about a past or future holiday. Lapses will occur when there is a mix of time markers and tenses, for example: 'Last week I will go to the beach'.
- There is no requirement for candidates to present their piece of writing in a particular way because of the context, eg a blog or email does not need to look like a blog or email. It is the content which is to be marked.

Quality of language

Marks	Response
5–6	Uses a variety of appropriate vocabulary and grammatical structures. Generally accurate.
3–4	Vocabulary and grammatical structures generally appropriate to the task, with some attempt at variety. More accurate than inaccurate.
1–2	Vocabulary and structures used may be limited, repetitive or inappropriate. There may be frequent errors.
0	The language produced does not meet the standard required for a mark at this tier.

- The whole of the response must be assessed when awarding the mark for Quality of Language, even if some of it is irrelevant to the bullet points. There are no dependencies between the two sets of criteria.
- Once you have decided on the mark for Content, you should read through the response once more and decide on the mark for Quality of Language. Each band has three strands: variety of vocabulary; variety of structures; accuracy of the language. Sometimes it will be necessary to adopt a 'best fit' approach, because the three strands will not be consistently demonstrated. So, for example, the writing may be very accurate, but the vocabulary and structures are so repetitive that a mark in the 3–4 band is more appropriate than the 5–6 band. If you find that two of the three strands fit a particular band you are likely to award a mark in that band. Whether it is the top or bottom mark in the band will depend on how well or how poorly the third strand is reflected in the writing as a whole.
- This mark is not limited by the Content mark, unless the mark for Content is 0, in which case the mark for Quality of Language must also be 0.
- However, sometimes a candidate may only attempt one or two of the bullets in a very short piece of writing; or they may answer all of them very briefly, using six or seven words. Even if this writing is totally accurate with appropriate vocabulary and structures, a high mark for Quality of Language would be inappropriate because of the lack of linguistic variety.
- Variety of language will be shown through, for example, different adjectives; different persons of the verb; some variety in the nouns and verbs used.
- In this question, you are looking for a variety of language and **not** complexity.

Foundation Question 3

5 marks for Conveying key messages + 5 marks for Application of grammatical knowledge of language and structures (10 marks in total).

Candidates translate into the target language a number of sentences in English, totalling at least 35 words. The translation is marked for Conveying key messages and for Application of grammatical knowledge of language and structures, according to the following criteria:

Conveying key messages

Marks	Responses
5	All key messages are conveyed.
4	Nearly all key messages are conveyed.
3	Most key messages are conveyed.
2	Some key messages are conveyed.
1	Few key messages are conveyed.
0	No key messages are conveyed.

The translation is divided into 12 key messages:

A tick will be awarded for each key message that is communicated, despite any minor inaccuracies. The total number of ticks awarded equates to a mark according to this table.

Total ticks	Mark
12	5
10/11	4
7/8/9	3
4/5/6	2
1/2/3	1
0	0

When deciding on whether a key message is conveyed, you should ask yourself the question: 'Would a native speaker understand the target language version without reference to the original English?' If the answer is 'yes', award a tick.

Application of grammatical knowledge of language and structures

Marks	Response
5	Very good knowledge of vocabulary and structures; highly accurate.
4	Good knowledge of vocabulary and structures; generally accurate.
3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	The language produced does not meet the standard required for Level 1 at this tier.

Once you have decided on the mark for Conveying key messages, you should read through the translation once more and decide on the mark for Application of grammatical knowledge of language and structures.

- This mark is not limited by the Conveying key messages mark, unless the mark for Conveying key messages is 0, in which case the mark for Application of grammatical knowledge of language and structures must also be 0.
- There is no direct correlation between the two marks, but your first thought should be to see if the same mark is appropriate. For example, a candidate may have been given 5 ticks and you have awarded a mark of 3 for Conveying key messages. You may have had to hesitate when deciding on one of the ticks but gave the benefit of the doubt. This may then encourage you to consider a mark of 2, rather than 3, for Application of grammatical knowledge of language and structures.
- If a candidate leaves gaps, you must assume that any attempt would have been highly inaccurate and award a mark accordingly. Not to do so will penalise unfairly those candidates who make an attempt but commit serious errors in so doing.

- Perfection is **not** required for full marks. For example, occasional missing accents and minor spelling errors do not preclude a top band mark. However, if there are numerous minor errors and incorrect use of accents which change the meaning of a word, this is likely to have an impact on the mark for Application of grammatical knowledge of language and structures.

Foundation Question 4/Higher Question 1

10 marks for Content + 6 marks for Quality of Language (16 marks in total).

Candidates write approximately 90 words in total about four different bullet points. All bullet points must be covered, but **there is no need for equal coverage of the bullets**.

When deciding a particular mark, it is advisable to identify the band of marks first, and then decide whether you are tempted by the band above or the band below. This will enable you to award an appropriate mark within a mark range.

The question is marked for Content and for Quality of Language, according to the following criteria.

(NOTE THAT THESE CRITERIA ARE DIFFERENT FROM HIGHER QUESTION 2):

Content

Marks	Response
9–10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
7–8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
5–6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
3–4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1–2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	The content does not meet the standard required for a mark at this tier.

The candidate's response must be relevant to the bullet points. Any information which cannot be deemed relevant in the broadest sense must be ignored when awarding the mark for Content.

A **minimum** number of bullet points must be covered for the award of marks for Content, as follows:

- 7–10 marks: 4 bullet points
- 5–6 marks: 3 bullet points
- 3–4 marks: 2 bullet points
- 1–2 marks: 1 bullet point

The information that the candidate gives must be clear. If what is written is unclear, this will have a bearing on the mark for Content. For example, the candidate may convey information in relation to all four bullet points, but lapses in clarity may mean that a mark lower than the 9 or 10 band is more appropriate. The more lapses in clarity that there are, the lower the mark is likely to be. All of the information that a candidate attempts to give in relation to a particular bullet point may be unintelligible, in which case that bullet point will not have been covered, meaning that the **maximum** mark will be 6.

You must accept any information which is a plausible response to the bullet point, even if it does not explicitly mention, for instance, a time or place. For example, if the bullet asks what the candidate did last weekend, and he/she writes 'I went to see my grandparents and then went to a theme park', this can feasibly be an account of what happened last weekend, even though 'last weekend' is not mentioned. Equally, if the student is asked to say what he/she does on a typical visit to a shopping centre and they write 'I bought some clothes and went to see a film', this is also an acceptable fulfilment of the task, even though 'shopping centre' is not mentioned.

The bands refer to the amount of information that is conveyed, as follows:

9–10:	a lot
7–8:	quite a lot
5–6:	some
3–4:	little
1–2:	very little

All of these have to be considered with reference to the suggested number of words, which is approximately 90. In other words, a candidate who writes approximately 90 words, clearly understandable and relevant to all four bullet points, will be able to achieve 10 marks, provided the other criteria are met. Conversely, a candidate may write much more than 90 words, but the language is so inaccurate that little or very little information is conveyed successfully and the mark will be much lower. If a candidate writes considerably fewer than 90 words, 'a lot of information' will not be conveyed.

The candidate must give opinions in order to have access to certain marks, as follows:

7–10:	two opinions
3–6:	one opinion

This is not an automatic mark and the other criteria within a particular band must be met. If there is no opinion, the maximum mark is 2. An opinion may be expressed simply, for example: 'I like going shopping'. Any positive or negative adjective ('interesting'; 'boring', etc) is classed as an opinion. A neutral or descriptive adjective is only classed as an opinion if it is preceded by something like 'I think that'. For example: 'I think that my town is big'.

Quality of language

Marks	Response
5–6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
3–4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
1–2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	The language produced does not meet the standard required for a mark at this tier.

The whole of the response must be assessed when awarding the mark for Quality of Language, even if some of it is irrelevant to the bullet points.

Once you have decided on the mark for Content, you should read through the response once more and decide on the mark for Quality of Language. A mark of 0 for Content automatically results in a mark of 0 for Quality of Language but, apart from that, the Content mark does not limit the mark for Quality of Language. However, a short piece is unlikely to demonstrate sufficient variety for a high mark for Quality of Language.

- Each band has five strands: variety of vocabulary; complexity of structures and sentences; reference to time frames; accuracy of the language; style and register. Sometimes it will be necessary to adopt a 'best fit' approach, because the five strands will not be consistently demonstrated. Whether it is the top or bottom mark in the band will depend on whether the criteria are nearer to those of the band above or below.
- In order to score in the 5-6 band, there **must** be reference to all three time frames (past, present and future). For the 3-4 band, there **must** be reference to at least two time frames. Reference to a particular time frame may be demonstrated with one example. The verb used to refer to a particular time frame need not be totally correct, provided the message is clear. These marks are not awarded automatically and the other criteria in the band are equally important. Notice that references are to **time frames**, not tenses. So, for example, the present tense usage in the following sentence is a reference to a **future** time frame: 'I'm going to the concert next week'.
- When considering the complexity of the language, you should bear in mind that a) this is the overlap question and is attempted by both Foundation and Higher candidates; b) that the criteria for Quality of Language in this question are not as demanding as the language criteria for Higher Question 2. However, for a mark of 5 or 6, complex structures and sentences are **attempted**. They may not always be successful and this may lead to serious errors because of the complexity of the structure or sentence which the candidate attempts. Complexity may be shown in some of the following ways: different tenses; intensifiers; time markers; connectives; subordinate clauses; infinitive constructions.

This should not be seen as a ‘tick list’, but rather as an indication of the definition of complexity at GCSE level.

- The setting and bullet points are likely to mean that the style and register of the writing will be appropriate. If informal address is used when the task is in a formal setting, or vice versa, there is no need to penalise the candidate merely for that. It may, however, be a contributory factor in the award of the overall mark if there are other weaknesses.
- There is no requirement for candidates to present their piece of writing in a particular way because of the context, eg a blog or email does not need to look like a blog or email. It is the content which is to be marked.

Appendix 1

Notes on the use of language

The following notes are a guide to the kind of language that may help to fulfil the criteria for higher bands of marks in the Quality of Language and Range of Language categories. They should **not** be seen as a checklist.

Variety of vocabulary

Consider particularly:

- use of synonyms, eg *prefiero* and *me encanta* rather than just *me gusta viajar*, *coger* (*el tren/autobús...*), *llegar a* etc, rather than just *ir*, *espléndido*, *emocionante*, *estupendo*, *maravilloso*, etc, rather than *bueno* etc, etc
- use of more sophisticated vocabulary – though the emphasis is on avoiding a lot of conspicuous repetition.

Variety of structures

Consider, for example:

- use of infinitive constructions introduced by prepositions (*después de*, *antes de*, *al*, *para*, *sin*), adjectives (*Es fácil hacerlo*), nouns (*Tengo la intención de salir*) and after verbs (*Prefiero ir*, *suelo ir*)
- use of object pronouns
- use of disjunctive pronouns (*conmigo*, *para mí*, etc)
- use of indefinite pronouns such as *algo*, *alguien*, etc
- use of connectives such as *tanto... como...*, *no sólo... sino también...*, *por un lado... y por otro...*, *por una parte... por otra parte...*, *además (de)*, *aparte de*, *a pesar de*
- use of adverbs and adverbial phrases such as *sin embargo*, *por eso*, *por lo tanto*, *también*, *el año que viene*, *por ejemplo*
- use of negatives (*nada*, *nadie*, *nunca*, *ninguno*, *jamás*, *ni*, *tampoco*, *sino*, etc)
- use of *desde hace* constructions and constructions such as *Llevo 5 años estudiando español*
- use of comparative expressions (*tan... como/que*, *más/menos... que...*)
- use of demonstrative adjectives and pronouns (*este*, *ese*, *aquel*, etc)
- use of possessive pronouns (*el mío*, *la mía*, etc)
- use of *lo* + adjective (*lo bueno*, *lo más importante*, etc)
- use of complex sentences and a range of tenses.

Use of complex/longer sentences

Consider:

- use of subordinate clauses introduced by eg *si*, *cuando*, *donde*, *porque*, *como*, *aunque*, *mientras que*, *ya que*, *dado que*, etc
- use of relative clauses introduced by *que*, *quien*, *lo que*, *el que*, *el cual*, *cuyo*, etc
- use of the present subjunctive after verbs of wishing, command, request, emotion, after *cuando* to express the future, after *para que* to express purpose

and, when considering use of longer sentences:

- use of co-ordinating conjunctions: *y*, *pero*, *así que*

Use of time frames/tenses

- The criteria for Quality of Language in Foundation Question 4/Higher Question 1 include 'references to two/three time frames'. If a candidate refers to three time frames, it may well be through different tenses, but equally it could be through the present tense: *Normalmente voy al cine una vez al mes; Voy a la piscina el sábado que viene; Acabo de ir al centro comercial.*
- The criteria for Accuracy in Higher Question 2 refer to 'tense formations'. In this question, a candidate can impress by showing that he/she can use a good range of tenses, thereby adding to the range and complexity of language.

Appendix 2

A glossary of terms used in the Writing assessment criteria

NB This alphabetical list corresponds to all questions on both Foundation and Higher papers.

ambiguity	A problem with immediate communication caused by grammatical inaccuracy or a contradiction (eg, 'I love it because it's boring').
appropriate	Language which is suitable for the requirements of the task.
coherent	Language which is easy to follow with a logical sequencing of ideas. See 'fluent'.
complex sentences	Sentences which contain a subordinate clause or clauses. See Appendix 1 for examples.
complex structures	See Appendix 1 for examples.
confidence	Accurate use of language.
delay in communication	A problem with immediate communication caused by grammatical or lexical inaccuracy.
fluent	Language which is easy to follow with a logical sequencing of ideas. See 'coherent'.
grammatical structures	Structures which are listed in the specification.
justified	The reason for holding a stated opinion.
key messages	With reference to the translation questions on both papers, these are the key messages as identified in the mark scheme.
lapses	A problem with communication caused by grammatical inaccuracy
linking words	Words such as <i>porque</i> , <i>pero</i> , <i>aunque</i> , used to create longer sentences.
longer sentences	These may be complex, with more difficult subordinations, or more simple through the use of linking words such as <i>porque</i> ; <i>pero</i> ; <i>aunque</i> .
major errors	Errors which impair communication.
minor errors	Errors which do not have a bearing on communication.
opinions	A positive/negative verb or adjective used to give an opinion; or a neutral adjective, such as 'big', preceded by something like 'I think that'. For example 'I think that my bedroom is very small'.
secure	Accurate.
structures	See 'grammatical structures'.
style and register	The style of writing. Usually this will be determined by the nature of the task, requiring informal or formal register.
time frames	The use of tenses, with or without time markers, which refer to past, present or future events. A present tense may be a future or past time frame, eg <i>Este fin de semana voy al cine</i> (future time frame); <i>Estudio español desde hace cuatro años</i> (past time frame).
variety	Use of different verbs' nouns and adjectives which avoid a lot of conspicuous repetition.

Part 2 – Marking guidance for June 2020 series**Question 01**

For this question, students are required to write four sentences. Each sentence is marked according to the following criteria. The maximum mark is 8.

[8 marks]

Mark	Response
2	The relevant message is clearly communicated.
1	The message is relevant but has some ambiguity and causes a delay in communication.
0	The message is irrelevant or cannot be understood.

The following indicative content is an example of the responses that students may give to this question.

	2 marks	1 mark	0 marks	
01.1	Hay un hombre pobre	Un hombre pobre (Hay) un hombre con no dinero	Pobre	[2 marks]
01.2	Tiene un perro	Ha un perro	(Hay un) pero	[2 marks]
01.3	Están en la calle	Ser en la calle	Calle	[2 marks]
01.4	Hay muchas tiendas	Muchas tiendas	Shopping	[2 marks]
	<i>The use of es / son / está / están / hay es / hay está / hay son / hay están are accepted for 2 marks in an otherwise appropriate sentence.</i>			

NB The whole sentence should be considered when awarding marks.

Question 02

For this question, there are four compulsory bullet points, which are assessed for Content (10 marks) and Quality of Language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 40 words over the whole question. The number of words is approximate and you must mark all work produced by the student.

[16 marks]**Content**

Level	Marks	Response
5	9–10	A full coverage of the required information. Communication is clear.
4	7–8	A good coverage of the required information. Communication is mostly clear but perhaps with occasional lapses.
3	5–6	A reasonable coverage of the required information. Communication is generally clear but there are likely to be lapses.
2	3–4	A partial coverage of the required information. Communication is sometimes clear but there are instances where messages are not conveyed.
1	1–2	A minimal coverage of the required information. Communication is often not clear and there may be frequent instances where messages are not conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Quality of language

Level	Marks	Response
3	5–6	Uses a variety of appropriate vocabulary and grammatical structures. Generally accurate.
2	3–4	Vocabulary and grammatical structures generally appropriate to the task, with some attempt at variety. More accurate than inaccurate.
1	1–2	Vocabulary and structures used may be limited, repetitive or inappropriate. There may be frequent errors.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for Content automatically results in a mark of zero for Quality of Language, but apart from that, the Content mark does not limit the mark for Quality of Language.

Bullet	Accept	Reject
• móviles	Siempre tengo mi móvil porque recibo muchos mensajes de mis amigos.	
• música online	Me gusta mucho escuchar música online. Mi cantante favorito es Bruno Mars. Accept references to music even if there is no mention of it being online.	
• juegos online	Paso mucho tiempo jugando online. El juego <i>Héroes</i> es estupendo.	
• redes sociales	Subo fotos en Instagram pero prefiero llamar a mis amigos en <i>WhatsApp</i> .	

The following indicative content is an example of the response that students may also give to this question.

Mi nuevo móvil es estupendo. Tiene una conexión muy rápida. Mando muchos textos. Tengo mucha música en mi móvil. Escucho música cuando hago mis deberes. Me gusta jugar a *Fifa* porque me encanta el fútbol. Chateo con mis amigos en *Snapchat*. (41 words)

Question 03

The translation is assessed for Conveying key messages (5 marks) and Application of grammatical knowledge of language and structures (5 marks), as specified in the criteria below. The maximum mark is 10. When awarding the marks, the student's response across all five sentences should be considered as a whole.

[10 marks]**Conveying key messages**

Level	Marks	Response
5	5	All key messages are conveyed.
4	4	Nearly all key messages are conveyed.
3	3	Most key messages are conveyed.
2	2	Some key messages are conveyed.
1	1	Few key messages are conveyed.
0	0	No key messages are conveyed.

Application of grammatical knowledge of language and structures

Level	Marks	Response
5	5	Very good knowledge of vocabulary and structures; highly accurate.
4	4	Good knowledge of vocabulary and structures; generally accurate.
3	3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for Conveying key messages automatically results in a mark of zero for Application of grammatical knowledge of language and structures, but apart from that, the Conveying key messages mark does not limit the mark for Application of grammatical knowledge of language and structures.

Key messages

The translation is divided into 12 key messages (see below). As general rule, the **wrong person** or **wrong tense** of a verb will not receive a tick. Minor inaccuracies, such as incorrect gender or adjectival agreement, will not on their own prevent the award of a tick.

	Message	Accept	Reject
1	I live in	Vivo en	
2	a white house.	una/la casa blanca.	
3	I go	Voy	
4	to school	<u>a</u> l colegio/ <u>a</u> l instituto/ <u>a</u> l insti/ <u>a</u> la escuela	Omission of 'a'
5	on the bus.	en (el) autobús/en (el) bus / en (el) autocar/en (el) colectivo.	
6	I went to the swimming pool	Fui <u>a</u> la piscina	natación Omission of 'a'
7	on Sunday.	el/en domingo.	
8	I like to drink	Me gusta beber/tomar Me gusta bebo/tomo	Me gusto/quiero
9	a lot of water.	mucha agua.	
10	My brother	Mi/me hermano	
11	does not want	no quiere	
12	to get married.	casarse. matrimonio.	

Other reasonable alternative translations will also be accepted.

A tick will be awarded for each key message that is communicated, despite any minor inaccuracies. The total number of ticks awarded equates to a mark according to this table.

Total ticks	Mark
12	5
10/11	4
7/8/9	3
4/5/6	2
1/2/3	1
0	0

Question 04

For this question, there are four compulsory bullet points which are assessed for Content (10 marks) and Quality of Language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 90 words for this task. The number of words is approximate and you must mark all work produced by the student.

[16 marks]**Content**

Level	Marks	Response
5	9–10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
4	7–8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
3	5–6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
2	3–4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1	1–2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Notes

There may be some imbalance in the coverage of the four compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.

Quality of language

Level	Marks	Response
3	5–6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
2	3–4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
1	1–2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

- (a) A major error is one which seriously affects communication.
- (b) A mark of zero for Content automatically results in a mark of zero for Quality of Language. Apart from that, the Content mark does not limit the mark for Quality of Language.

General rule for this question:

- the use of an infinitive in place of a finite verb **is acceptable** for conveying a message. It would not, however, count as a reference to a present/past/future event (ie no annotation of Pr / P / F).

Question 04.1 content

Bullet	Comment
• qué prefieres hacer cuando sales con tus amigos	
• por qué te gusta tu mejor amigo/a	Any positive opinion is acceptable
• qué hiciste con tu familia durante tus últimas vacaciones	There needs to be a reference to the past, either by the use of a past tense or through a time marker with a present tense/infinitive (eg <i>Voy/Ir a un restaurante durante mis últimas vacaciones</i>).
• qué vas a hacer para celebrar el fin de tus exámenes.	There needs to be a reference to the future, either by the use of a future time frame or through a time marker with an infinitive (eg <i>En julio hacer una fiesta</i>).

Question 04.2 Content

Bullet	Comment
• por qué te gusta tu película favorita	Any positive opinion is acceptable Accept a type of film rather than a specific film
• tu opinión sobre los festivales en España	Any opinion is acceptable
• qué hiciste recientemente para proteger el medio ambiente	There needs to be a reference to the past, either by the use of a past tense or through a time marker with a present tense/infinitive (eg. <i>Reciclo/Reciclar basura ayer</i>).
• qué trabajo vas a hacer en el futuro.	There needs to be a reference to the future, either by the use of a future time frame or through a time marker with an infinitive (eg <i>En el futuro trabajar en una tienda</i>).

The following indicative content is an example of the response that students may give to this question. It demonstrates a balanced coverage of the compulsory bullet points.

Either or	Question 04.1	This is a possible response (indicative content): Salgo mucho con mis amigas y preferimos ir al polideportivo o al cine, pero sobre todo nos encanta ir de compras. Mi mejor amiga se llama Sara y nos llevamos muy bien porque es muy simpática y comprensiva. Compartimos nuestros secretos y pasamos mucho tiempo juntas. No hice mucho durante mis últimas vacaciones porque tuve que estudiar, pero fuimos al zoo un día. Después de terminar todos mis exámenes vamos a hacer una fiesta. Voy a levantarme tarde todos los días y descansar en el jardín, tomando el sol. (89 words) [16 marks]
	Question 04.2	This is a possible response (indicative content): Mi película favorita es Forrest Gump porque es cómica y también triste. Además, Tom Hanks es uno de mis actores preferidos. Fui a España de vacaciones el año pasado y vi una fiesta en el pueblo. Fue muy divertida y vi una procesión. Para mí, el medio ambiente es muy importante y hago mucho para protegerlo. Esta mañana separé la basura y reciclé mucho cartón. En mi colegio decidimos mejorar el parque local y un día fuimos a recoger toda la basura. En el futuro quiero ser ingeniero porque paga bien. (91 words) [16 marks]

There may be some imbalance in the coverage of the compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will still have access to full marks where the other criteria are met.

Please write clearly in block capitals.

Centre number

--	--	--	--	--

Candidate number

--	--	--	--

Surname

Forename(s)

Candidate signature

I declare this is my own work.

GCSE SPANISH

F

Foundation Tier

Paper 3 Reading

Wednesday 20 May 2020

Morning

Time allowed: 45 minutes

Materials

You will need no other materials.

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
- In **Section A**, answer the questions in **English**.
In **Section B**, answer the questions in **Spanish**.
In **Section C**, translate the passage into **English**.
- Do all rough work in this answer book. Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 60.
- You must **not** use a dictionary.

For Examiner's Use	
Question	Mark
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
TOTAL	



J U N 2 0 8 6 9 8 R F 0 1

Section AQuestions and answers in **English****0 1****Antonio Orozco**

You are going with your Spanish friend to see the guitarist Antonio Orozco. Your friend sends you this email about him.

	From:	analopez@email.es
	Subject:	Antonio Orozco
Antonio Orozco es un cantante barcelonés. Escribe canciones, canta y toca la guitarra.		

Answer the question in **English**.

Antonio Orozco plays the guitar. What else does he do?
Mention **two** more activities.

- 1 _____
- 2 _____

[2 marks]**2**

0 2

Saúl Mendez

You read this interview about Saúl Mendez's life.

Write the correct letter in each box.

¿Qué deportes hace? Estoy en el equipo olímpico de natación. Odio el fútbol y el tenis.

0 2

. 1

What is Saúl's sport?

A	Football
B	Swimming
C	Tennis

☐

[1 mark]

¿Qué tal su experiencia en la tele? Al final de *MasterChef Celebrity* estaba contento, pero al principio del concurso estaba nervioso.

0 2

. 2

How did Saúl feel at the end of *MasterChef Celebrity*?

A	Excited
B	Happy
C	Nervous

☐

[1 mark]

Turn over ►



¿En qué trabaja?

Soy policía y voy a colegios a hablar con alumnos. Los profesores quieren charlas sobre el acoso escolar o sobre Los Juegos Olímpicos, pero los estudiantes prefieren escuchar sobre mi experiencia en la tele.

0 2 . 3

What do the students prefer to hear about when he goes into schools?

A	How he survived bullying.
B	The Olympic Games.
C	His TV experience.

☐
[1 mark]**¿Qué hace en su tiempo libre?**

Me gusta viajar. No doy paseos y no veo la tele.

0 2 . 4

How does he like to spend his free time?

A	Travelling
B	Walking
C	Watching TV

☐
[1 mark]

¿Qué va a hacer en el futuro?

Después de Los Juegos Olímpicos no voy a retirarme ni del deporte ni de la policía. Además, voy a abrir un restaurante.

0 2 . 5

What is he going to do after the Olympic Games?

A	Open a restaurant.
B	Retire from sport.
C	Stop being a policeman.

☐

[1 mark]

5

Turn over for the next question

Turn over ►



0 3

Guti and Alicia's wedding

You read an article in a Spanish magazine about Guti and Alicia's plans for their wedding.

What are Guti and Alicia's opinions about their wedding?

Write **P** for a **positive** opinion.

N for a **negative** opinion.

P+N for a **positive** and **negative** opinion.

La religión no es importante para algunos jóvenes, pero yo soy católico y será maravilloso tener una ceremonia religiosa en la iglesia de mi pueblo.

Me llevo genial con los padres y hermanos de Alicia y su abuelo es encantador. Me fastidian sus tíos y primos. Prefiero no invitarlos.

Guti

Mis padres quieren celebrar nuestra boda con una fiesta enorme, pero como soy tímida eso será muy incómodo. Prefiero invitar a poca gente.

En muchas bodas los invitados toman demasiado alcohol, se emborrachan y se comportan mal. En nuestra cena vamos a tomar bebidas sin alcohol.

Alicia

0 3 . 1

Guti's opinion of getting married in a church.

[1 mark]

0 3 . 2

Guti's opinion of Alicia's family.

[1 mark]

0 3 . 3

Alicia's opinion of a big wedding reception.

[1 mark]

0 3 . 4

Alicia's opinion of having alcohol at the wedding.

[1 mark]

4



0 4

Holidays

You read these opinions about holidays.

Hace poco mi padre perdió su trabajo y entonces este año no tenemos dinero para ir de vacaciones. Sin embargo, estoy alegre porque mis padres dicen que van a buscar actividades gratuitas.

Ana

Suelo ir de vacaciones en invierno a las montañas con mis padres a esquiar. Para variar, este año iremos en verano. Mis padres y yo vamos a practicar el alpinismo. Estoy muy emocionado.

Pablo

Generalmente pasamos los veranos en un chalé precioso en la playa. Sin embargo, el año próximo mis padres tienen la intención de visitar una ciudad extranjera. Tengo suerte.

Rafael

For each person complete the table in **English**.

0 4 . 1

How does Ana feel?	What are her parents going to do?
Happy	

[1 mark]

0 4 . 2

How does Pablo feel?	What are his parents going to do?
	Go climbing in the mountains

[1 mark]

0 4 . 3

How does Rafael feel?	What are his parents going to do?

[2 marks]

4

Turn over ►



0 5

Fund-raising

You read about fund-raising activities in Jordi's school newsletter.

De vez en cuando los alumnos de primaria venden pasteles y dan el dinero a la residencia de ancianos del pueblo.

Los estudiantes de secundaria lavan coches. Donan el dinero a un centro que ayuda a los drogadictos a dejar su adicción.

What activities do the students organise?

Which people do they help?

Write the correct letter for each activity.

Write the correct number for the people the students help.

	Activity
A	Cake sale
B	Concert
C	Sponsored walk
D	Wash cars

	People
1	Drug addicts
2	Refugees
3	The elderly
4	The homeless

0 5 . 1

The primary students

Activity

People

[2 marks]

0 5 . 2

The secondary students

Activity

People

[2 marks]

4



0 6

Healthy living

You read an online report about how a series of new books can help young children's health.

En la colección de libros nuevos el yoga y el *mindfulness* son adaptados para niños a partir de los seis años. Son buenos porque los niños aprenden cómo relajarse.

Los profesores están contentos con la colección porque estos libros ayudan a los estudiantes a mejorar su concentración.

A los padres también les gustan ya que notan que sus niños se pelean menos.

Answer the questions in **English**.

0 6

1

Why are yoga and *mindfulness* good for young children?

[1 mark]

0 6

2

According to teachers, what do the new books help their students to do?

[1 mark]

0 6

3

What do parents notice about their children as a result of the books?

[1 mark]

3

Turn over for the next question

Turn over ►



0 7

A TV programme

You read this article about a TV programme in Cuba.

El próximo año algunos pequeños aspectos del programa de televisión cubano, **Quiero Bailar**, van a ser distintos.

Tendrá una nueva presentadora: la modelo, Paula Blanco.

Igor Blasco, empleado en la Escuela Nacional de Danza Cubana, será el director de los profesores como el año pasado.

El número de concursantes aumentará a 16, divididos en 8 parejas.

El programa se emitirá en la tele y en Internet.

El público votará usando una app y no por teléfono como antes.

Finish the sentences.

Write the correct letter in each box.

0 7 . 1

Next year the programme will be...

A	the same as before.
B	a bit different.
C	nothing like last year.

[1 mark]

0 7 . 2

Paula and Igor...

A	worked together on the programme last year.
B	work together as professional dancers.
C	are going to work together on the programme next year.

[1 mark]



0 7 . 3

The number of participants will be...

A	the same as last year.
B	more than last year.
C	fewer than last year.

☐**[1 mark]**

0 7 . 4

In the past, the public voted ...

A	by phone.
B	online.
C	using an app.

☐**[1 mark]**

4

Turn over for the next question**Turn over ►**

0 8

Formentera, a Spanish island

You read an advert about going on holiday to Formentera.

Formentera está bastante lejos de los lugares turísticos populares. Se llega en barco ya que no tiene aeropuerto. Lo bueno es que tiene la segunda mejor playa de España. Por eso es famosa. Además, hay un montón de caminos bonitos en el parque donde se puede montar a caballo o en bici en la tranquilidad. Merece la pena visitar Formentera durante el festival marítimo. El puerto se llena de turistas para ver los barcos salir y se tiran flores al mar. Por la tarde hay bailes tradicionales en la plaza.

A	airport
B	beach
C	park
D	port
E	sea
F	square

Complete the sentences with the correct word.

Write the correct letter in each box.

0 8 . 1

Formentera is famous for its .

[1 mark]

0 8 . 2

The is a peaceful place.

[1 mark]

0 8 . 3

The is busy with visitors during the festival.

[1 mark]

3



0 9

***El camino*, a novel by Miguel Delibes**

You read this extract from the novel.

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Decide if the following statements are true (**T**), false (**F**) or not mentioned (**NM**) in the text.

Write **T** if the statement is **true**.

Write **F** if the statement is **false**.

Write **NM** if the statement is **not mentioned** in the text.

0 9 . 1

Daniel goes to school.

☐

[1 mark]

0 9 . 2

Mica likes the names Moñigo and Tiñoso.

☐

[1 mark]

0 9 . 3

Daniel has said something silly.

☐

[1 mark]

0 9 . 4

Daniel wants to apologise to Mica.

☐

[1 mark]

4

Turn over ►



Section B

Questions and answers in **Spanish****1 0****Nuevas apps para tu móvil**

Lees este reportaje sobre las nuevas apps para tu móvil.

App	Uso
Vida sana	Explica cuántas calorías hay en los ingredientes.
Planear perfecto	Informa sobre las salidas y llegadas de los trenes.
Paso a paso	Calcula el número de kilómetros que haces en un día.

¿Para qué son útiles las nuevas apps?

Escribe la letra correcta en cada casilla.

A	Alojamiento
B	Dieta
C	Ejercicio
D	Horarios
E	Mapas

1 0 . 1

Vida sana

[1 mark]**1 0 . 2**

Planear perfecto

[1 mark]**1 0 . 3**

Paso a paso

[1 mark]**3**

1 1**Cafeterías y restaurantes en Lugo**

Lees los detalles de las cafeterías y los restaurantes.

A**Casa Gallega:**Especialidad en gambas,
mejillones y todo tipo de
pescado.**B****Restaurante Lago:**Comedores grandes
ideales para
matrimonios, banquetes
y reuniones.**C****Restaurante Duque:**Cocina tradicional y
platos regionales en un
mesón fundado en
1895.**D****Cafetería Vélez:**Se sirve todo tipo de
bocadillos, incluyendo
opciones vegetarianas.**E****Cafetería Murillo:**Instalaciones modernas,
pastelería internacional y
salón climatizado.**F****Café Gina:**Especialidad en té,
refrescos y chocolate
caliente.

¿Cuál es el lugar perfecto para estas personas?

Escribe la letra correcta en cada casilla.

1 1 . 1

Me gustaría probar comida típica.

[1 mark]**1 1 . 2**

Quiero tomar un sándwich, pero no como carne.

[1 mark]**1 1 . 3**

Me encanta el marisco.

[1 mark]**1 1 . 4**

Nos casamos y queremos un lugar para celebrarlo.

[1 mark]**4****Turn over ►**

1 2**Deberes en vacaciones**

Lees las opiniones de dos expertos argentinos sobre los deberes.

Durante las vacaciones a unos niños les gusta ver la tele, otros dibujan y a la mayoría les encanta leer. En mi opinión, es necesario jugar. Creo que los niños no deben estudiar durante las vacaciones. Lo más importante para los niños es divertirse, en mi opinión.

Gregorio

Para muchos niños las vacaciones son ideales para repasar y es muy beneficioso para ellos. Además, para muchos padres es importante seguir rutinas. Si los niños repasan durante las vacaciones tienen menos posibilidades de suspender cuando regresan.

Inma

Contesta las preguntas en **español**.

Ejemplo: Según Gregorio, ¿cuál es el pasatiempo **más** popular para los niños durante las vacaciones?

leer

1 2 . 1

Según Gregorio, ¿qué deben hacer los niños durante las vacaciones?

Escribe **dos** actividades.

1 _____

2 _____

[2 marks]**1 2 . 2**

Según Inma, ¿para qué son útiles las vacaciones para muchos niños?

[1 mark]**1 2 . 3**

Según Inma, ¿qué peligro hay para los niños que no estudian?

[1 mark]

4



1 3***Bibiana y su mundo, una novela de José Luis Olaizola***

Lees el texto, dividido en tres párrafos (**A**, **B** y **C**).

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Escribe la letra del párrafo correcto (**A**, **B** o **C**) en cada casilla.

¿En qué párrafo...

1 3 . 1

parece enfermo el chico?

[1 mark]**1 3 . 2**

se menciona la venta de drogas a los alumnos?

[1 mark]**1 3 . 3**

hay una discusión agresiva?

[1 mark]**1 3 . 4**

reciben los alumnos consejos sobre las drogas?

[1 mark]

4

Turn over ►

1 4**El cambio climático en cifras**

Lees esta información sobre el cambio climático en Latinoamérica.

Problema	% subida
Alergias	11
Contaminación del mar	34
Huracanes	25
Plástico	24
Tierras secas	5

¿Qué porcentaje corresponde a estos problemas?

Completa la tabla.

Escribe el número correcto en cada casilla.

1 4 . 1

	%
Vientos fuertes	

[1 mark]**1 4 . 2**

	%
Zonas que necesitan agua	

[1 mark]**1 4 . 3**

	%
Condiciones médicas	

[1 mark]

3



Translation into **English**

Your Spanish exchange partner sends you this message.

Lo paso bien en las salas de chat. Hablo con mi amigo mexicano todos los días. La semana pasada me mandó unas fotos del festival de su ciudad. Me encantaron. Voy a estudiar turismo el año que viene.

[illegible]

END OF QUESTIONS



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ANSWER IN THE SPACES PROVIDED**



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IB/M/Jun20/8698/RF

GCSE
SPANISH
8698/WF

Paper 4 Writing Foundation

Mark scheme

June 2022

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

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Part 1 – General marking guidance for GCSE MFL Writing Tests

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Marks will be allocated in the following way at Foundation Tier:

	Communication	Content	Quality of language	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	8					8
Question 2		10	6			16
Question 3				5	5	10
Question 4		10	6			16
Total	8	20	12	5	5	50

Foundation Question 1

There are 8 marks for Communication.

Candidates are required to write four sentences about what is in the photo. Each sentence is marked separately and is worth a maximum of two marks, according to these assessment criteria:

Mark	Communication
2	The relevant message is clearly communicated.
1	The message is relevant but has some ambiguity and causes a delay in communication.
0	The message is irrelevant or cannot be understood.

Statements must refer to what is in the photo and cannot refer to what is **not** in it. 'I like the photo' and similar opinions about the photo, without mentioning what is in it, will score 0. However, if the sentence reads, for example, 'I like the photo because it is sunny', it will score 2 marks.

If the sentence could possibly be true or is very broadly relevant, accept it. For instance, it is acceptable if the candidate writes 'The tent is green', even though the photo is in black and white. However, if the sentence is definitely false, it receives a mark of 0. For example, 'There is an elephant', when there clearly isn't one.

It is acceptable to write a figure (eg 'There are **2** people') rather than a word. This is true of all questions at both Foundation and Higher tiers.

The aim of this question is for candidates to write in the present tense, but other tenses are also acceptable.

For 2 marks

- The response must be in the form of a sentence, using an appropriate conjugated verb. The only exception to this is in French, where *voici/voilà* may be used in place of a verb. The same verb/grammatical structure may be repeated in more than one sentence, eg *il y a/es gibt/hay* plus different nouns. Any sentence that is broadly relevant to the photo is given 2 marks. For example, imagine that the photo is of a man in a café. The student writes, in the target language: 'It's a man.'

He's old (even if to your eyes he may not be – 'old' to a 16-year-old may be different from your perception of 'old'). He's a father (even if this is not apparent from the photo, it would potentially be true). He's a teacher (he could be, for all we know).

- The first person of the verb is acceptable, for example: 'I am/we are playing tennis'.
- There may be linguistic errors, but the message must be communicated without ambiguity.

For 1 mark

- There is no verb and a minimum of two words, for example: 'good weather' (NB in Spanish and Italian, because the subject of the verb is not required, one word is sufficient for 2 marks if it is an appropriate conjugated verb, for example: *comen/mangiano*).
- The use of an infinitive in an otherwise appropriate response.
- Language error(s) causing ambiguity or a delay in communication, for example: 'They are eating lemonade'.
- A delay in communication because the response is too long, where one part communicates well but another part does not, for example: 'There is a family and they are a field'.

For 0 marks:

- The message makes no sense.
- A second person of the verb is used, for example: 'You are wearing a t-shirt'.
- A single word, unless it is a conjugated verb in Spanish or Italian (*comen/mangiano*).

Foundation Question 2

There are 10 marks for Content + 6 marks for Quality of language (16 marks in total).

Candidates write approximately 40 words in total about four different bullet points. All bullet points are compulsory and must be covered, but **there is no need for equal coverage of the bullets**.

Everything a candidate writes must be marked, even if it is well beyond the suggested number of words. This principle applies to all writing questions at Foundation and Higher.

When deciding a particular mark, it is advisable to identify the band of marks first, and then decide whether you are tempted by the band above or the band below. This will enable you to award an appropriate mark within a mark range.

The question is marked for Content and for Quality of language, according to the following criteria:

Content

Marks	Response
9–10	A full coverage of the required information. Communication is clear.
7–8	A good coverage of the required information. Communication is mostly clear but perhaps with occasional lapses.
5–6	A reasonable coverage of the required information. Communication is generally clear but there are likely to be lapses.
3–4	A partial coverage of the required information. Communication is sometimes clear but there are instances where messages are not conveyed.
1–2	A minimal coverage of the required information. Communication is often not clear and there may be frequent instances where messages are not conveyed.
0	The content does not meet the standard required for a mark at this tier.

The candidate's response must be relevant to the bullet points. Any information which cannot be deemed relevant must be ignored when awarding a mark for Content.

- A minimum number of bullet points must be covered for the award of marks for Content, as follows:
 - 9–10 marks: 4 bullet points
 - 5–8 marks: 3 bullet points
 - 3–4 marks: 2 bullet points
 - 1–2 marks: 1 bullet point
- The information that the candidate gives must be clear. If what is written is unclear, this will have a bearing on the mark for Content. For example, the candidate may convey information in relation to all four bullet points, but lapses in clarity may mean that a mark lower than 9 or 10 is more appropriate. The more lapses in clarity that there are, the lower the mark is likely to be. All of the information that a candidate attempts to give in relation to a particular bullet point may be unintelligible, in which case that bullet point will not have been covered, meaning that a mark of 9 or 10 will be impossible, as the response will not display full coverage of the required information.
- The suggested number of words is 40. If a candidate writes four very short sentences of around six or seven words on each of the bullet points, it will not be sufficient to access the top band.
- 'Lapses' are instances where the inaccuracy of the language is such that there is a delay in communication or nothing at all is conveyed.
- There is no requirement in this question for the candidate to refer to events in the past or future, so using the present tense only will enable coverage of the bullet points. However, the bullet points tend to be general and so references to the past or to the future are acceptable. For example, if the bullet point says 'Holidays', the candidate may choose to write about a past or future holiday. Lapses will occur when there is a mix of time markers and tenses, for example: 'Last week I will go to the beach'.
- There is no requirement for candidates to present their piece of writing in a particular way because of the context, eg a blog or email does not need to look like a blog or email. It is the content which is to be marked.

Quality of language

Marks	Response
5–6	Uses a variety of appropriate vocabulary and grammatical structures. Generally accurate.
3–4	Vocabulary and grammatical structures generally appropriate to the task, with some attempt at variety. More accurate than inaccurate.
1–2	Vocabulary and structures used may be limited, repetitive or inappropriate. There may be frequent errors.
0	The language produced does not meet the standard required for a mark at this tier.

- The whole of the response must be assessed when awarding the mark for Quality of language, even if some of it is irrelevant to the bullet points. There are no dependencies between the two sets of criteria.
- Once you have decided on the mark for Content, you should read through the response once more and decide on the mark for Quality of language. Each band has three strands: variety of vocabulary; variety of structures; accuracy of the language. Sometimes it will be necessary to adopt a 'best fit' approach, because the three strands will not be consistently demonstrated. So, for example, the writing may be very accurate, but the vocabulary and structures are so repetitive that a mark in the 3–4 band is more appropriate than the 5–6 band. If you find that two of the three strands fit a particular band you are likely to award a mark in that band. Whether it is the top or bottom mark in the band will depend on how well or how poorly the third strand is reflected in the writing as a whole.
- This mark is not limited by the Content mark, unless the mark for Content is 0, in which case the mark for Quality of language must also be 0.
- However, sometimes a candidate may only attempt one or two of the bullets in a very short piece of writing; or they may answer all of them very briefly, using six or seven words. Even if this writing is totally accurate with appropriate vocabulary and structures, a high mark for Quality of language would be inappropriate because of the lack of linguistic variety.
- Variety of language will be shown through, for example, different adjectives; different persons of the verb; some variety in the nouns and verbs used.
- In this question, you are looking for a variety of language and **not** complexity.

Foundation Question 3

5 marks for Conveying key messages + 5 marks for Application of grammatical knowledge of language and structures (10 marks in total).

Candidates translate into the target language a number of sentences in English, totalling at least 35 words. The translation is marked for Conveying key messages and for Application of grammatical knowledge of language and structures, according to the following criteria:

Conveying key messages

Marks	Responses
5	All key messages are conveyed.
4	Nearly all key messages are conveyed.
3	Most key messages are conveyed.
2	Some key messages are conveyed.
1	Few key messages are conveyed.
0	No key messages are conveyed.

The translation is divided into 12 key messages. A tick will be awarded for each key message that is communicated, despite any minor inaccuracies. The total number of ticks awarded equates to a mark according to this table.

Total ticks	Mark
12	5
10/11	4
7/8/9	3
4/5/6	2
1/2/3	1
0	0

When deciding on whether a key message is conveyed, you should ask yourself the question: 'Would a native speaker understand the target language version without reference to the original English?' If the answer is 'yes', award a tick.

Application of grammatical knowledge of language and structures

Marks	Response
5	Very good knowledge of vocabulary and structures; highly accurate.
4	Good knowledge of vocabulary and structures; generally accurate.
3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	The language produced does not meet the standard required for Level 1 at this tier.

Once you have decided on the mark for Conveying key messages, you should read through the translation once more and decide on the mark for Application of grammatical knowledge of language and structures.

- This mark is not limited by the Conveying key messages mark, unless the mark for Conveying key messages is 0, in which case the mark for Application of grammatical knowledge of language and structures must also be 0.
- There is no direct correlation between the two marks, but your first thought should be to see if the same mark is appropriate. For example, a candidate may have been given 5 ticks and you have awarded a mark of 3 for Conveying key messages. You may have had to hesitate when deciding on one of the ticks but gave the benefit of the doubt. This may then encourage you to consider a mark of 2, rather than 3, for Application of grammatical knowledge of language and structures.
- If a candidate leaves gaps, you must assume that any attempt would have been highly inaccurate and award a mark accordingly. Not to do so will penalise unfairly those candidates who make an attempt but commit serious errors in so doing.

- Perfection is **not** required for full marks. For example, occasional missing accents and minor spelling errors do not preclude a top band mark. However, if there are numerous minor errors and incorrect use of accents which change the meaning of a word, this is likely to have an impact on the mark for Application of grammatical knowledge of language and structures.

Foundation Question 4/Higher Question 1

10 marks for Content + 6 marks for Quality of language (16 marks in total).

Candidates write approximately 90 words in total about four different bullet points. All bullet points must be covered, but **there is no need for equal coverage of the bullets**.

When deciding a particular mark, it is advisable to identify the band of marks first, and then decide whether you are tempted by the band above or the band below. This will enable you to award an appropriate mark within a mark range.

The question is marked for Content and for Quality of language, according to the following criteria.

(NOTE THAT THESE CRITERIA ARE DIFFERENT FROM FOUNDATION QUESTION 2):

Content

Marks	Response
9–10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
7–8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
5–6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
3–4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1–2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	The content does not meet the standard required for a mark at this tier.

The candidate's response must be relevant to the bullet points. Any information which cannot be deemed relevant in the broadest sense must be ignored when awarding the mark for Content.

A **minimum** number of bullet points must be covered for the award of marks for Content, as follows:

- 7–10 marks: 4 bullet points
- 5–6 marks: 3 bullet points
- 3–4 marks: 2 bullet points
- 1–2 marks: 1 bullet point

The information that the candidate gives must be clear. If what is written is unclear, this will have a bearing on the mark for Content. For example, the candidate may convey information in relation to all four bullet points, but lapses in clarity may mean that a mark lower than the 9 or 10 band is more appropriate. The more lapses in clarity that there are, the lower the mark is likely to be. All of the information that a candidate attempts to give in relation to a particular bullet point may be unintelligible, in which case that bullet point will not have been covered, meaning that the **maximum** mark will be 6.

You must accept any information which is a plausible response to the bullet point, even if it does not explicitly mention, for instance, a time or place. For example, if the bullet asks what the candidate did last weekend, and he/she writes 'I went to see my grandparents and then went to a theme park', this can feasibly be an account of what happened last weekend, even though 'last weekend' is not mentioned. Equally, if the student is asked to say what he/she does on a typical visit to a shopping centre and they write 'I buy some clothes and go to see a film', this is also an acceptable fulfilment of the task, even though 'shopping centre' is not mentioned.

The bands refer to the amount of information that is conveyed, as follows:

9–10:	a lot
7–8:	quite a lot
5–6:	some
3–4:	little
1–2:	very little

All of these have to be considered with reference to the suggested number of words, which is approximately 90. In other words, a candidate who writes approximately 90 words, clearly understandable and relevant to all four bullet points, will be able to achieve 10 marks, provided the other criteria are met. Conversely, a candidate may write much more than 90 words, but the language is so inaccurate that little or very little information is conveyed successfully and the mark will be much lower. If a candidate writes considerably fewer than 90 words, 'a lot of information' will not be conveyed.

The candidate must give opinions in order to have access to certain marks, as follows:

7–10:	two opinions
3–6:	one opinion

This is not an automatic mark and the other criteria within a particular band must be met. If there is no opinion, the maximum mark is 2. An opinion may be expressed simply, for example: 'I like going shopping'. Any positive or negative adjective ('interesting'; 'boring', etc) is classed as an opinion. A neutral or descriptive adjective is only classed as an opinion if it is preceded by something like 'I think that'. For example: 'I think that my town is big'.

Quality of language

Marks	Response
5–6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
3–4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
1–2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	The language produced does not meet the standard required for a mark at this tier.

The whole of the response must be assessed when awarding the mark for Quality of language, even if some of it is irrelevant to the bullet points.

Once you have decided on the mark for Content, you should read through the response once more and decide on the mark for Quality of language. A mark of 0 for Content automatically results in a mark of 0 for Quality of language but, apart from that, the Content mark does not limit the mark for Quality of language. However, a short piece is unlikely to demonstrate sufficient variety for a high mark for Quality of language.

- Each band has five strands: variety of vocabulary; complexity of structures and sentences; reference to time frames; accuracy of the language; style and register. Sometimes it will be necessary to adopt a 'best fit' approach, because the five strands will not be consistently demonstrated. Whether it is the top or bottom mark in the band will depend on whether the criteria are nearer to those of the band above or below.
- In order to score in the 5–6 band, there **must** be reference to all three time frames (past, present and future). For the 3–4 band, there **must** be reference to at least two time frames. Reference to a particular time frame may be demonstrated with one example. The verb used to refer to a particular time frame need not be totally correct, provided the message is clear. These marks are not awarded automatically and the other criteria in the band are equally important. Notice that references are to **time frames**, not tenses. So, for example, the present tense usage in the following sentence is a reference to a **future** time frame: 'I'm going to the concert next week'.
- When considering the complexity of the language, you should bear in mind that a) this is the overlap question and is attempted by both Foundation and Higher candidates; b) that the criteria for Quality of language in this question are not as demanding as the language criteria for Higher Question 2. However, for a mark of 5 or 6, complex structures and sentences are **attempted**. They may not always be successful and this may lead to serious errors because of the complexity of the structure or sentence which the candidate attempts. Complexity may be shown in some of the following ways: different tenses; intensifiers; time markers; connectives; subordinate clauses; infinitive constructions.

This should not be seen as a ‘tick list’, but rather as an indication of the definition of complexity at GCSE level.

- The setting and bullet points are likely to mean that the style and register of the writing will be appropriate. If informal address is used when the task is in a formal setting, or vice versa, there is no need to penalise the candidate merely for that. It may, however, be a contributory factor in the award of the overall mark if there are other weaknesses.
- There is no requirement for candidates to present their piece of writing in a particular way because of the context, eg a blog or email does not need to look like a blog or email. It is the content which is to be marked.

Appendix 1

Notes on the use of language

The following notes are a guide to the kind of language that may help to fulfil the criteria for higher bands of marks in the Quality of language and Range of language categories. They should **not** be seen as a checklist.

Variety of vocabulary

Consider particularly:

- use of synonyms, eg *prefiero* and *me encanta* rather than just *me gusta viajar*, *coger* (*el tren/autobús...*), *llegar a* etc, rather than just *ir*, *espléndido*, *emocionante*, *estupendo*, *maravilloso*, etc, rather than *bueno* etc
- use of more sophisticated vocabulary – though the emphasis is on avoiding a lot of conspicuous repetition.

Variety of structures

Consider, for example:

- use of infinitive constructions introduced by prepositions (*después de*, *antes de*, *al*, *para*, *sin*), adjectives (*Es fácil hacerlo*), nouns (*Tengo la intención de salir*) and after verbs (*Prefiero ir*, *suelo ir*)
- use of object pronouns
- use of disjunctive pronouns (*conmigo*, *para mí*, etc)
- use of indefinite pronouns such as *algo*, *alguien*, etc
- use of connectives such as *tanto... como...*, *no sólo... sino también...*, *por un lado... y por otro...*, *por una parte... por otra parte...*, *además (de)*, *aparte de*, *a pesar de*
- use of adverbs and adverbial phrases such as *sin embargo*, *por eso*, *por lo tanto*, *también*, *el año que viene*, *por ejemplo*
- use of negatives (*nada*, *nadie*, *nunca*, *ninguno*, *jamás*, *ni*, *tampoco*, *sino*, etc)
- use of *desde hace* constructions and constructions such as *Llevo 5 años estudiando español*
- use of comparative expressions (*tan... como/que*, *más/menos... que...*)
- use of demonstrative adjectives and pronouns (*este*, *ese*, *aquel*, etc)
- use of possessive pronouns (*el mío*, *la mía*, etc)
- use of *lo* + adjective (*lo bueno*, *lo más importante*, etc)
- use of complex sentences and a range of tenses.

Use of complex/longer sentences

Consider:

- use of subordinate clauses introduced by eg *si*, *cuando*, *donde*, *porque*, *como*, *aunque*, *mientras que*, *ya que*, *dado que*, etc
- use of relative clauses introduced by *que*, *quien*, *lo que*, *el que*, *el cual*, *cuyo*, etc
- use of the present subjunctive after verbs of wishing, command, request, emotion, after *cuando* to express the future, after *para que* to express purpose

and, when considering use of longer sentences:

- use of co-ordinating conjunctions: *y*, *pero*, *así que*.

Use of time frames/tenses

- The criteria for Quality of language in Foundation Question 4/Higher Question 1 include 'references to two/three time frames'. If a candidate refers to three time frames, it may well be through different tenses, but equally it could be through the present tense: *Normalmente voy al cine una vez al mes; Voy a la piscina el sábado que viene; Acabo de ir al centro comercial.*
- The criteria for Accuracy in Higher Question 2 refer to 'tense formations'. In this question, a candidate can impress by showing that he/she can use a good range of tenses, thereby adding to the range and complexity of language.

Appendix 2

A glossary of terms used in the Writing assessment criteria

NB This alphabetical list corresponds to all questions on both Foundation and Higher papers.

ambiguity	A problem with immediate communication caused by grammatical inaccuracy or a contradiction (eg, 'I love it because it's boring').
appropriate	Language which is suitable for the requirements of the task.
coherent	Language which is easy to follow with a logical sequencing of ideas. See 'fluent'.
complex sentences	Sentences which contain a subordinate clause or clauses. See Appendix 1 for examples.
complex structures	See Appendix 1 for examples.
confidence	Accurate use of language.
delay in communication	A problem with immediate communication caused by grammatical or lexical inaccuracy.
fluent	Language which is easy to follow with a logical sequencing of ideas. See 'coherent'.
grammatical structures	Structures which are listed in the specification.
justified	The reason for holding a stated opinion.
key messages	With reference to the translation questions on both papers, these are the key messages as identified in the mark scheme.
lapses	A problem with communication caused by grammatical inaccuracy
linking words	Words such as <i>porque</i> , <i>pero</i> , <i>aunque</i> , used to create longer sentences.
longer sentences	These may be complex, with more difficult subordinations, or more simple through the use of linking words such as <i>porque</i> ; <i>pero</i> ; <i>aunque</i> .
major errors	Errors which impair communication.
minor errors	Errors which do not have a bearing on communication.
opinions	A positive/negative verb or adjective used to give an opinion; or a neutral adjective, such as 'big', preceded by something like 'I think that'. For example 'I think that my bedroom is very small'.
secure	Accurate.
structures	See 'grammatical structures'.
style and register	The style of writing. Usually this will be determined by the nature of the task, requiring informal or formal register.
time frames	The use of tenses, with or without time markers, which refer to past, present or future events. A present tense may be a future or past time frame, eg <i>Este fin de semana voy al cine</i> (future time frame); <i>Estudio español desde hace cuatro años</i> (past time frame).
variety	Use of different verbs, nouns and adjectives which avoid a lot of conspicuous repetition.

Part 2 – Marking guidance for June 2022 series**Question 01**

For this question, students are required to write four sentences. Each sentence is marked according to the following criteria. The maximum mark is 8.

[8 marks]

Mark	Response
2	The relevant message is clearly communicated.
1	The message is relevant but has some ambiguity and causes a delay in communication.
0	The message is irrelevant or cannot be understood.

The following indicative content is an example of the responses that students may give to this question.

	2 marks	1 mark	0 marks	
01.1	Hay cuatro/quatro personas/gente(s)	Cuatro/quatro personas Hay cuatro/quatro personnes/persons	cuatro	[2 marks]
01.2	Voy al lago	Ir al lago	lago	[2 marks]
01.3	Van a comer	Comida en el campo Hay comer/beber	Comer Hay salada/o	[2 marks]
01.4	Hace buen tiempo	buen tiempo Es sol/calor	bien días	[2 marks]
	<i>The use of es / son / está / están / hay es / hay está / hay son / hay están are accepted for 2 marks in an otherwise appropriate sentence.</i> Accept sentences which begin <i>En la photo</i> and base the mark on what follows.			

NB The whole sentence should be considered when awarding marks.

Question 02

For this question, there are four compulsory bullet points, which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 40 words over the whole question. The number of words is approximate and you must mark all work produced by the student.

[16 marks]**Content**

Level	Marks	Response
5	9–10	A full coverage of the required information. Communication is clear.
4	7–8	A good coverage of the required information. Communication is mostly clear but perhaps with occasional lapses.
3	5–6	A reasonable coverage of the required information. Communication is generally clear but there are likely to be lapses.
2	3–4	A partial coverage of the required information. Communication is sometimes clear but there are instances where messages are not conveyed.
1	1–2	A minimal coverage of the required information. Communication is often not clear and there may be frequent instances where messages are not conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Quality of language

Level	Marks	Response
3	5–6	Uses a variety of appropriate vocabulary and grammatical structures. Generally accurate.
2	3–4	Vocabulary and grammatical structures generally appropriate to the task, with some attempt at variety. More accurate than inaccurate.
1	1–2	Vocabulary and structures used may be limited, repetitive or inappropriate. There may be frequent errors.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for Content automatically results in a mark of zero for Quality of language, but apart from that, the Content mark does not limit the mark for Quality of language.

Bullet	Accept	Reject
• música	Any comment about musical tastes/listening to music/playing music	
• cine	Any comment about cinema	
• deportes	Any comment about sport, including watching or participating	
• televisión	Any comment about television. Accept the English names of TV programmes, references to Netflix and/or other streaming services.	

The following indicative content is an example of the response that students may also give to this question.

Me gusta escuchar música mientras hago mis deberes. Prefiero la música rap. No voy mucho al cine porque cuesta mucho. Juego al tenis y me gusta ver partidos de fútbol. Veo la tele todos los días, me encanta *The Simpsons*. (40 words)

Question 03

The translation is assessed for Conveying key messages (5 marks) and Application of grammatical knowledge of language and structures (5 marks), as specified in the criteria below. The maximum mark is 10. When awarding the marks, the student's response across all five sentences should be considered as a whole.

[10 marks]**Conveying key messages**

Level	Marks	Response
5	5	All key messages are conveyed.
4	4	Nearly all key messages are conveyed.
3	3	Most key messages are conveyed.
2	2	Some key messages are conveyed.
1	1	Few key messages are conveyed.
0	0	No key messages are conveyed.

Application of grammatical knowledge of language and structures

Level	Marks	Response
5	5	Very good knowledge of vocabulary and structures; highly accurate.
4	4	Good knowledge of vocabulary and structures; generally accurate.
3	3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for Conveying key messages automatically results in a mark of zero for Application of grammatical knowledge of language and structures, but apart from that, the Conveying key messages mark does not limit the mark for Application of grammatical knowledge of language and structures.

Key messages

The translation is divided into 12 key messages (see below). As general rule, the **wrong person** or **wrong tense** of a verb will not receive a tick. Minor inaccuracies, such as incorrect gender or adjectival agreement, will not on their own prevent the award of a tick.

	Message	Accept	Reject
1	I have	Tengo	
2	a small garden.	(un) jardín pequeño / (un) pequeño jardín.	poco jarden
3	I don't like	No me/mi gusta	No me gusto
4	to do homework.	hacer/hago (los/mis) deberes / tarea(s)	<i>Any other conjugation of hacer apart from hago</i>
5	Yesterday	Ayer	
6	I ate	comí (<i>with or without accent</i>)	tome (<i>[without accent], unless preceded by yo</i>) comé
7	chicken and salad.	pollo <u>y</u> / <u>con</u> ensalada.	salada/o polo
8	I am going to work	Voy (a) trabajar / Voy (a) trabajo / Trabajaré	Trabajo
9	in a sports centre.	<u>en</u> (un/el) polideportivo / centro (de) deporte(s) / centro deportivo / gimnasio.	
10	My sister wants	Mi hermana quiere (A) mi hermana <u>le</u> gustaría	<i>Any other conjugations of querer apart from quiere (le) gusta</i>
11	to visit the south of Spain	visitar el/al sur / sud de España/Espana	voy español Espania
12	in January.	en enero.	

Other reasonable alternative translations will also be accepted.

A tick will be awarded for each key message that is communicated, despite any minor inaccuracies. The total number of ticks awarded equates to a mark according to this table.

Total ticks	Mark
12	5
10/11	4
7/8/9	3
4/5/6	2
1/2/3	1
0	0

Question 04

For this question, there are four compulsory bullet points which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 90 words for this task. The number of words is approximate and you must mark all work produced by the student.

[16 marks]**Content**

Level	Marks	Response
5	9–10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
4	7–8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
3	5–6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
2	3–4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1	1–2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Notes

There may be some imbalance in the coverage of the four compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.

Quality of language

Level	Marks	Response
3	5–6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
2	3–4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
1	1–2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

- (a) A major error is one which seriously affects communication.
- (b) A mark of zero for Content automatically results in a mark of zero for Quality of language. Apart from that, the Content mark does not limit the mark for Quality of language.

General rule for this question:

- the use of an infinitive in place of a finite verb **is acceptable** for conveying a message. It would not, however, count as a reference to a present/past/future event (ie no annotation of Pr/P/F).

Question 04.1 Content

Bullet	Comment
• qué hiciste con tu familia durante un día divertido en el pasado	There needs to be a reference to the past, either by the use of a past tense or through a time marker with a present tense/infinitive (eg <i>Voy/Ir a un restaurante con mi familia el sábado pasado</i>).
• tu opinión sobre el matrimonio	Any opinion is acceptable.
• qué haces con el ordenador	Any computer-based activity is acceptable.
• si te gustaría visitar un festival en España en el futuro.	The task will be fulfilled by a reference to the future, either by the use of a future time frame or through a time marker with an infinitive (eg <i>Este verano visitar Pamplona</i>); or by using positive or negative comments about a festival in Spain, even without a future reference.

Question 04.2 Content

Bullet	Comment
• qué hiciste durante las vacaciones del año pasado	There needs to be a reference to the past, either by the use of a past tense or through a time marker with a present tense/infinitive (eg <i>Voy/Ir a Margate el año pasado</i>).
• tu opinión sobre tu región	Any opinion is acceptable.
• qué haces para proteger el medio ambiente	Any environmentally-friendly activity is acceptable.
• si te gustaría hacer trabajo voluntario en el futuro.	The task will be fulfilled by a reference to the future, either by the use of a future time frame or through a time marker with an infinitive (eg <i>En el futuro trabajar en una tienda solidaria</i>); or by using positive or negative comments about voluntary work, even without a future reference.

Question 04.3 content

Bullet	Comment
• tu opinión sobre tus estudios	Any opinion is acceptable.
• qué haces en el colegio durante la hora de comer	Any lunch-time activity is acceptable.
• qué hiciste en tu última clase de español	There needs to be a reference to the past, either by the use of a past tense or through a time marker with a present tense/infinitive (eg <i>Hacemos/Hacer una fiesta en la última clase.</i>)
• si te gustaría ser profesor/profesora en el futuro.	The task will be fulfilled by a reference to the future, either by the use of a future time frame or through a time marker with an infinitive (eg <i>En el futuro no ser profesora</i>); or by using positive or negative comments about being a teacher, even without a future reference.

The following indicative content is an example of the response that students may give to this question. It demonstrates a balanced coverage of the compulsory bullet points.

Either	Question 04.1	This is a possible response (indicative content):
		El mes pasado mi madre celebró su cumpleaños y pasó el día con toda la familia. Fuimos a York porque es su ciudad favorita y por la noche cenamos en un restaurante estupendo al lado del río. En mi opinión, el matrimonio no es importante. No es necesario casarse para estar contentos. Paso mucho tiempo con mi ordenador. Lo uso para mis estudios y también veo películas y juego a los videojuegos. Me gustaría ir a un festival en España. Quiero visitar Valencia porque dicen que las Fallas son divertidas. (90 words) [16 marks]

or	Question 04.2	This is a possible response (indicative content): El año pasado fuimos de vacaciones a una aldea pequeña en el norte de Gales donde alquilamos una caravana. ¡Qué aburrido! No hizo buen tiempo y el día que decidimos ir a la playa empezó a llover. Quiero ir a España el año que viene. Me gusta mucho mi región porque hay mucho que hacer y todos mis amigos viven por aquí. Trato de usar menos agua y electricidad porque es importante proteger el medio ambiente. No voy a hacer trabajo voluntario en el futuro porque tengo que ganar dinero. (90 words) [16 marks]
or	Question 04.3	This is a possible response (indicative content): Me gustan muchas de mis asignaturas, sobre todo los idiomas porque mis profesores son simpáticos y nos ayudan mucho. Me aburro a veces en la clase de matemáticas. Durante la hora de comer, comemos en la cafetería donde la comida es sana y deliciosa. Después de comer, normalmente jugamos al fútbol en el patio o charlamos. En la última clase de español, tuvimos una prueba de vocabulario y cantamos una canción divertida. También le dimos un regalo a nuestra profesora. No me gustaría ser profesor porque quiero ser futbolista profesional. (90 words) [16 marks]

There may be some imbalance in the coverage of the compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will still have access to full marks where the other criteria are met.

GCSE
SPANISH
8698/RF

Foundation Tier Paper 3 Reading

Mark scheme

June 2022

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.

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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	D (Hot food)	1

Question	Accept	Mark
01.2	A (A bed for a night)	1

Question	Accept	Mark
01.3	E (New clothing)	1

Question	Accept	Mark
01.4	C (Doctor's check-ups)	1

Question	Accept	Mark
02.1	F (false)	1

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

Question	Accept	Mark
02.3	T (true)	1

Question	Accept	Mark
02.4	F (false)	1

Question	Accept	Mark
03.1	C (In both towns and mountains)	1

Question	Accept	Mark
03.2	A (They can go on longer rides)	1

Question	Accept	Mark
03.3	C (Electric bikes will go down in price)	1

Question		Key ideas	Accept	Reject	Mark
04.1	Sara	Fight (against) climate change	Combat/Struggle (against) climate change	Control/Stop climate change	1

Question		Key ideas	Accept	Reject	Mark
04.2	Ricardo	Avoids bottled water	Does not buy/drink/use/have water in (a) bottle(s)	Avoids water bottles	1

Question		Key ideas	Accept	Reject	Mark
04.3	Manolo: what he does	Prepares meals without fat/grease	Makes/Cooks/Eats fat-free/grease-free food/dishes	Plates with less fat	1
	Manolo: why he does it	To have/maintain/keep a healthy diet	Eat healthily	Healthy diet (on its own)	1

Question	Accept	Mark
05.1	C (shoes)	1

Question	Accept	Mark
05.2	C (underground)	1

Question	Accept	Mark
05.3	A (wears glasses)	1

Question	Accept	Mark
06.1	N (now)	1

Question	Accept	Mark
06.2	P (past)	1

Question	Accept	Mark
06.3	P (past)	1

Question	Accept	Mark
06.4	F (future)	1

Question	Key ideas	Accept	Reject	Mark
07.1	Impossible to understand	Impossible to figure/work out	Impossible (on its own) Hard to understand	1

Question	Key ideas	Accept	Reject	Mark
07.2	Easy to see	You can see/read them easily Easier to view	Easy/Easier (on its own) Easy to use/press	1

Question	Key ideas	Accept	Reject	Mark
07.3	Quick to (re)charge	Fast/rapid (re)charging They (re)charge quickly/faster	(Re)chargeable	1

Question	Accept	Mark
08.1	A (annoyed)	1

Question	Accept	Mark
08.2	B (bored)	1

Question	Accept	Mark
08.3	F (tired)	1

Question	Accept	Mark
08.4	E (silly)	1

Question	Accept	Mark
09.1	B (Eating less meat)	1

Question	Accept	Mark
09.2	E (Using less petrol)	1

Question	Accept	Mark
09.3	D (Recycling paper)	1

Question	Accept	Mark
09.4	C (Having showers instead of baths)	1

Question	Accept	Mark
10.1	B (En la costa)	1

Question	Accept	Mark
10.2	A (Hace música)	1

Question	Accept	Mark
10.3	A (El cine)	1

Question	Accept	Mark
11.1	In any order C (La pantalla) D (La red)	2

Question	Accept	Mark
11.2	P (positiva)	1

Question	Accept	Mark
11.3	N (negativa)	1

Question	Key ideas	Accept	Reject	Mark
12.1	Suspender exámenes			1

Question	Key ideas	Accept	Reject	Mark
12.2	Cambiar las reglas			1

Question	Key ideas	Accept	Reject	Mark
12.3	Seguir la clase			1

Question	Key ideas	Accept	Reject	Mark
12.4	Trabajar de aprendiz	No (quiero) estar en paro	Estar en paro	1

Question	Accept	Mark
13.1	B (Sorprendida)	1

Question	Accept	Mark
13.2	P (positiva)	1

Question	Accept	Mark
13.3	A (Caramelos)	1

Question	Accept	Mark
13.4	A (Cancelar su matrimonio con Ignacio)	1

Question	Accept	Mark
14.1	D (Diego)	1

Question	Accept	Mark
14.2	E (Enrique)	1

Question	Accept	Mark
14.3	C (Carlos)	1

Question	Spanish	Key ideas	Accept	Reject	Mark
15	Mi padre es cocinero.	My father is a cook.	My dad is a chef.	My dad is a chief. My dad works in a kitchen.	1
	Dice que en su restaurante	He says (that) in his restaurant		He says that in a restaurant	1
	tiene que hacer	he has/you have to do	he has/you have to make		1
	un poco de todo,	a little of everything	a bit of everything		1
	pero le gusta más	but he likes (the) most/more	but he likes best but most of all he likes but he prefers		1
	crear menús originales.	creating original menus.	to create/make (an) original menu(s).		1
	Estudió en Francia	He studied in France	He did his studies in France	He studied in French	1
	con los mejores profesores.	with the best teachers.		with the oldest professors.	1
	Me gustaría trabajar para él.	I would like to work for him.	I should like to work for him.	I like/want to work for him.	1

Total marks	60
--------------------	-----------

Please write clearly in block capitals.

Centre number

--	--	--	--	--

Candidate number

--	--	--	--

Surname

Forename(s)

Candidate signature

I declare this is my own work.

GCSE SPANISH

F

Foundation Tier Paper 4 Writing

Time allowed: 1 hour 5 minutes

Materials

You will need no other materials.

Instructions

- You must **not** use a dictionary.
- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- You must answer **four** questions.
- You must answer Question 1, Question 2 and Question 3.
- You must answer **either** Question 4.1 **or** Question 4.2 **or** Question 4.3. Only answer **one** of these questions.
- Answer **all** questions in **Spanish**.
- You must answer the questions in the spaces provided. Do **not** write outside the box around each page or on blank pages.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
- Do all rough work in this answer book. Cross through any work you do not want to be marked.

For Examiner's Use	
Question	Mark
1	
2	
3	
4	
TOTAL	

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 50.
- In order to score the highest marks for Question 4.1/Question 4.2/Question 4.3, you must write something about each bullet point. You must use a variety of vocabulary and structures and include your opinions.



Answer the questions in the spaces provided.

0 1

Decides enviar esta foto por WhatsApp a una amiga de Ecuador.



¿Qué hay en la foto? Escribe **cuatro** frases en **español**.

0 1 . 1

[2 marks]

0 1 . 2

[2 marks]

0 1 . 3

[2 marks]

0 1 . 4

[2 marks]



16

0 3

0	3
---	---

Translate the following sentences into **Spanish**.

I have a small garden.

I don't like to do homework.

Yesterday I ate chicken and salad.

I am going to work in a sports centre.

My sister wants to visit the south of Spain in January.

10

[10 marks]



Turn over for the next question

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box*

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ANSWER IN THE SPACES PROVIDED**

Turn over ►



You must **only** answer **one** of these questions.

041 Tienes una nueva amiga española, Andrea. Te ha mandado algunas preguntas para conocerte mejor.

Menciona:

- qué hiciste con tu familia durante un día divertido en el pasado
- tu opinión sobre el matrimonio
- qué haces con el ordenador
- si te gustaría visitar un festival en España en el futuro.

Escribe aproximadamente **90** palabras en **español**. Responde a todos los aspectos de la pregunta.

[16 marks]

[illegible]

[illegible]

0 4 . 2 Tu amigo colombiano, Matías, quiere oír noticias de ti.

Menciona:

- qué hiciste durante las vacaciones del año pasado
- tu opinión sobre tu región
- qué haces para proteger el medio ambiente
- si te gustaría hacer trabajo voluntario en el futuro.

[16 marks]

[illegible]

[illegible]

04.3 Daniela, una amiga de Paraguay, te ha preguntado sobre tu colegio.

Menciona:

- tu opinión sobre tus estudios
- qué haces en el colegio durante la hora de comer
- qué hiciste en tu última clase de español
- si te gustaría ser profesor/profesora en el futuro.

Escribe aproximadamente **90** palabras en **español**. Responde a todos los aspectos de la pregunta.

[16 marks]

[illegible]

[illegible]

16



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ANSWER IN THE SPACES PROVIDED**



[illegible]

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ANSWER IN THE SPACES PROVIDED**

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Please write clearly in block capitals.

Centre number

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Candidate number

--	--	--	--

Surname

Forename(s)

Candidate signature

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GCSE SPANISH

Foundation Tier

Paper 3 Reading

F

Time allowed: 45 minutes

Materials

You will need no other materials.

Instructions

- You must **not** use a dictionary.
- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions.
- You must answer the questions in the spaces provided. Do **not** write outside the box around each page or on blank pages.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
- In **Section A**, answer the questions in **English**.
In **Section B**, answer the questions in **Spanish**.
In **Section C**, translate the passage into **English**.
- Do all rough work in this answer book. Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 60.

For Examiner's Use	
Question	Mark
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
TOTAL	



Section AQuestions and answers in **English**Answer **all** questions in the spaces provided.**0 1****Helping homeless people**

You read about how monthly contributions help homeless people in Cáceres.

What does each monthly contribution provide?

Write the correct letter in each box.

Sus contribuciones mensuales son importantes.

5 euros ➤ comida caliente

10 euros ➤ cama para una noche

20 euros ➤ ropa nueva

30 euros ➤ atención médica

A	A bed for a night
B	Access to a computer
C	Doctor's check-ups
D	Hot food
E	New clothing
F	Use of a washing machine

0 1 . 1

5 euros

[1 mark]**0 1 . 2**

10 euros

[1 mark]**0 1 . 3**

20 euros

[1 mark]**0 1 . 4**

30 euros

[1 mark]**4**

0 2

A festival in the town of Solsona

On a Spanish website you see an advert for this festival.

Festival de Solsona

- Procesiones de personas que llevan camisetas amarillas.
- Bailes por las calles.
- Mercado con vinos de la región.

Para más información, visiten la Oficina de Turismo (cerrada los domingos).

Decide if the following statements are **true (T)**, **false (F)** or **not mentioned (NM)** in the text.

Write **T** if the statement is **true**.

F if the statement is **false**.

NM if the statement is **not mentioned** in the text.

0 2 . 1

The people in the processions wear red T-shirts.

[1 mark]

0 2 . 2

The dancing takes place at night.

[1 mark]

0 2 . 3

There is a market with local wines.

[1 mark]

0 2 . 4

The Tourist Information Office is open every day.

[1 mark]

4

Turn over ►



0 3**Electric bikes**

You read this article about electric bikes in Argentina.

La popularidad de las bicicletas eléctricas está subiendo en los pueblos y en las montañas porque puedes pedalear fácilmente.

Son prácticas para las personas de más de 50 años porque es posible hacer viajes de más distancia. Están también de moda con los niños y adolescentes. Sin embargo, una de las desventajas es que las bicicletas eléctricas pesan bastante.

Es verdad que algunos modelos de bicicletas eléctricas son muy caros. Las bicicletas eléctricas de segunda mano también cuestan mucho. Afortunadamente, los expertos dicen que los precios van a bajar en el futuro.

Write the correct letter in each box.

0 3 . 1

Where in Argentina are electric bikes becoming more popular?

A	Only in towns
B	Only in the mountains
C	In both towns and mountains

[1 mark]**0 3 . 2**

Why are electric bikes good for people over 50?

A	They can go on longer rides.
B	They can go cycling with their children.
C	They can lose weight.

[1 mark]

0 3 . 3

What does the article say about the cost of electric bikes?

A	All models of electric bikes are expensive.
B	Second-hand electric bikes are very cheap.
C	Electric bikes will go down in price.

☐**[1 mark]**

3**Turn over for the next question****Turn over ►**

0	4
---	---

Lifestyles

You read about how three young people from Puerto Rico want to improve their lifestyle and why.

Cada día es más frecuente ver en el supermercado alimentos de otros países. Es ridículo. Yo compro productos locales. Creo que es necesario para luchar contra el cambio climático.

Sara

Mucha gente utiliza bolsas reutilizables para hacer la compra, pero yo hago algo mucho mejor. Siempre evito el agua de botella. Hace falta reducir la contaminación del mar.

Ricardo

Mis amigos comen demasiada comida basura, pero yo preparo platos sin grasa. En mi opinión, es importante tener una dieta sana.

Manolo



For each person, complete the table in **English**.

0 4 . 1

What does Sara do?	Why?
Buys local products	

[1 mark]

0 4 . 2

What does Ricardo do?	Why?
	To reduce contamination of the sea

[1 mark]

0 4 . 3

What does Manolo do?	Why?

[2 marks]

4

Turn over for the next question

Turn over ►



0 5

Manolito Gafotas, a novel by Elvira Lindo

You read this extract adapted from the novel.

Manolito begins by writing about his neighbourhood.

En mi barrio, que es Carabanchel, hay de todo, una librería, autobuses, adolescentes, madres, drogadictos y panaderías, pero no se venden zapatos, así que mi abuelo y yo cogimos el metro para ir al centro comercial.

Tenemos mucha suerte en el metro porque, cuando va muy lleno, siempre nos dejan asiento: a mi abuelo porque es viejo y a mí porque llevo gafas.

Finish the sentences.

Write the correct letter in each box.

0 5

. 1

In Carabanchel you **cannot** buy...

A	books.
B	bread.
C	shoes.

[1 mark]

0 5

. 2

Manolito and his grandfather went to the shopping centre by...

A	bus.
B	coach.
C	underground.

[1 mark]



0 5 . 3

Manolito thinks people give him a seat on public transport because he...

A	wears glasses.
B	is ill.
C	is old.

☐

[1 mark]

3

Turn over for the next question

Turn over ►



0 6

Fundraising activities at Pepe's school

You read this email from your Spanish friend, Pepe, about his school's fundraising activities.

	From...	p.morales
	Subject:	Mi instituto
Mi colegio organiza muchas actividades solidarias. Hoy es un día especial porque todos los alumnos dan cinco euros por no llevar uniforme. En la venta de pasteles que hicimos hace un mes, conseguimos mucho dinero. Para algunos estudiantes de bachillerato, lavar coches fue un éxito total. Otros buscan donaciones porque van a caminar veinte kilómetros en un día la semana que viene. Pepe		

When do these fundraising activities happen?

Write **P** if the activity happened in the **past**.

N if the activity is happening **now**.

F if the activity is going to happen in the **future**.

0 6 . 1

Non-uniform day

[1 mark]

0 6 . 2

Cake sale

[1 mark]

0 6 . 3

Car washing

[1 mark]

0 6 . 4

Sponsored walk

[1 mark]

4



0 7

Smartphones

You read an advert about new smartphones.

Una compañía telefónica ofrece unos móviles inteligentes nuevos que son cómodos de usar.

Están pensados para los mayores que, a veces, dicen que la tecnología es imposible de entender.

Estos teléfonos cuentan con números fáciles de ver.

Entre sus muchas ventajas, tienen una batería que es rápida de recargar, además de un volumen extra alto.

Answer the questions in **English**.

Example: What is good about these new smartphones?

Convenient to use

0 7 . 1

What do elderly people sometimes say about technology?

[1 mark]

0 7 . 2

What is special about the numbers on these new smartphones?

[1 mark]

0 7 . 3

What is the advantage of the battery on these new smartphones?

[1 mark]

3

Turn over ►



0 8

The weather in Galicia

You read about how the weather in Galicia affects Olga's family and friends.

El clima puede tener un gran impacto sobre las emociones.

Por ejemplo, cuando hace mucho calor, a mis padres les fastidian las altas temperaturas.

Cuando llueve, mis hermanas se aburren porque no pueden jugar al aire libre.

En invierno mis abuelos se cansan, ya que les es difícil andar en la nieve.

Por último, los estudiantes en mi clase se ponen tontos cuando hace viento.

Finish the sentences.

Write the correct letter in each box.

A	annoyed
B	bored
C	disappointed
D	excited
E	silly
F	tired

0 8 . 1

On very hot days, Olga's parents get .

[1 mark]

0 8 . 2

When it rains, Olga's sisters get .

[1 mark]

0 8 . 3

On snowy days, Olga's grandparents get .

[1 mark]

0 8 . 4

The students in Olga's class get when it is windy.

[1 mark]

4



0 9**The environment**

You read this article about the environment in Ecuador.

¿Qué hacen en Ecuador con respecto al medio ambiente?

- el 71% come menos carne
- el 75% reduce el consumo de gasolina
- el 89% recicla el papel
- el 94% se ducha en lugar de bañarse.

What environmentally friendly activities do the percentages in the article refer to?

Write the correct letter in each box.

A	Buying organic vegetables
B	Eating less meat
C	Having showers instead of baths
D	Recycling paper
E	Using less petrol
F	Using less plastic

0 9 . 1 71%

[1 mark]

0 9 . 2 75%

[1 mark]

0 9 . 3 89%

[1 mark]

0 9 . 4 94%

[1 mark]

4

Turn over ►



Section B**Questions and answers in Spanish**

Answer **all** questions in the spaces provided.

1 0**Rafael**

Lees este mensaje de tu nuevo amigo chileno, Rafael.

Hola,

Me llamo Rafael. Vivo en una casa al lado de la playa mirando al Océano Pacífico.

En mi tiempo libre me gusta tocar la guitarra y escribir canciones con mis amigos.

Los sábados y domingos mi familia y yo vamos al centro para ver películas de nuestros actores favoritos.

¿Y tú? Cuéntame algo de tu vida.

Rafael

Escribe la letra correcta en cada casilla.

1 0**1**

¿Dónde vive Rafael?

A	En el campo
B	En la costa
C	En la ciudad

[1 mark]**1 0****2**

¿Qué hace Rafael en su tiempo libre?

A	Hace música.
B	Juega a videojuegos.
C	Practica deporte.

[1 mark]

1 0 . 3 ¿Qué le interesa a la familia de Rafael?

A	El cine
B	El teatro
C	La tele

[1 mark]

3

Turn over for the next question

Turn over ►



1 1

El ordenador de Yoselín

Lees esta nota que Yoselín escribió sobre su ordenador.

El disco duro, el monitor, el teclado, el ratón y el Internet forman mi ordenador.
¿Cuál es mi pasión? Navegar en el ordenador.

Mi madre me dice: ¡Basta ya de ordenadores, déjalo! ¿Por qué malgastas el tiempo?

1 1 . 1

¿Qué **dos** aspectos de su ordenador menciona Yoselín?

Escribe las letras correctas en las casillas.

A	La cámara
B	El micrófono
C	La pantalla
D	La red

[2 marks]

¿Cuáles son las opiniones de Yoselín y su madre sobre navegar en el ordenador?

Escribe **P** si la opinión es **positiva**.

N si la opinión es **negativa**.

P+N si la opinión es **positiva y negativa**.

1 1 . 2

Yoselín

[1 mark]

1 1 . 3

La madre de Yoselín

[1 mark]

4



1 2

El instituto de Fernando

Lees las opiniones de Fernando sobre su instituto en Argentina.

Prefiero estudiar matemáticas.

Para sacar buenas notas, repaso mucho porque odio suspender exámenes.

Mis compañeros y yo creemos que se deben cambiar las reglas; es absurdo tener que llevar corbata.

Generalmente el comportamiento es bueno, pero a veces algunos estudiantes maleducados gritan. Me irritan porque no puedo seguir la clase.

Después de terminar mis estudios en el instituto, voy a trabajar de aprendiz. No quiero estar en paro.

Fernando

Termina las frases en **español**.

Ejemplo: A Fernando le gusta más...

estudiar matemáticas.

1 2 . 1

En sus estudios, Fernando detesta...

[1 mark]

1 2 . 2

Fernando y sus amigos piensan que es necesario...

[1 mark]

1 2 . 3

A Fernando, le molestan los estudiantes maleducados porque no le es posible...

[1 mark]

1 2 . 4

Después del instituto, Fernando tiene la intención de...

[1 mark]

4

Turn over ►



1 3

El tiempo entre costuras, una novela de María Dueñas

Lees el texto.

- La boda con Ignacio no va a tener lugar, madre.
- ¿Qué dices, Sira?
- Estoy enamorada de otro hombre.

Cuando recibió esas malas noticias, mi madre no se las podía creer.

Para mi madre, Ignacio es el hijo que nunca tuvo. Ignacio y mi madre hablan entre ellos, se entienden. Mi madre le prepara las sopas que a él le gustan y él, a cambio, le trae algo dulce.

Sin embargo, mi decisión fue firme. No voy a casarme con Ignacio y no voy a compartir con él ni hijos ni alegrías*.

*alegrías – happiness

Escribe la letra correcta en cada casilla.

1 3 . 1

¿Cómo se sintió la madre cuando recibió las noticias?

A	Feliz
B	Sorprendida
C	Tranquila

[1 mark]

1 3 . 2

Describe la relación entre Ignacio y la madre.

Escribe **P** si la relación es **positiva**.

N si la relación es **negativa**.

P+N si la relación es **positiva** y **negativa**.

[1 mark]



1 3 . 3 ¿Qué le da Ignacio a la madre?

A	Caramelos
B	Flores
C	Revistas

☐

[1 mark]

1 3 . 4 ¿Cuál es la decisión de Sira?

A	Cancelar su matrimonio con Ignacio
B	Empezar una familia con Ignacio
C	Pasar su vida con Ignacio

☐

[1 mark]

—
4

Turn over for the next question

Turn over ►



1 4

Los trabajos

Lees lo que dicen unos amigos mexicanos sobre sus trabajos.

A		Es divertido trabajar en el centro con perros y gatos abandonados. Alba
B		Lo paso bien trabajando en la cocina de un restaurante. Beatriz
C		Ser carpintero en la fábrica de muebles es muy entretenido. Carlos
D		Llevo una vida muy activa porque hago trabajo físico al aire libre, en un jardín. Diego
E		Soy muy buen mecánico. Tengo mi propio taller. Enrique

Contesta a las preguntas.

Escribe la letra correcta en cada casilla.

1 4 . 1

¿Quién cuida plantas?

[1 mark]

1 4 . 2

¿Quién repara coches?

[1 mark]

1 4 . 3

¿Quién hace sillas y mesas?

[1 mark]

3



Translation into **English**

Your Spanish exchange partner sends you this message.

Translate it into **English** for a friend.

[9 marks]

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

C

END OF QUESTIONS



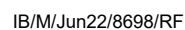
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GCSE SPANISH 8698/WF

Paper 4 Writing Foundation Tier

Mark scheme

June 23

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.

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Part 1 – General marking guidance for GCSE MFL Writing Tests

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Marks will be allocated in the following way at Foundation Tier:

	Communication	Content	Quality of language	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	8					8
Question 2		10	6			16
Question 3				5	5	10
Question 4		10	6			16
Total	8	20	12	5	5	50

Foundation Question 1

There are 8 marks for Communication.

Candidates are required to write four sentences about what is in the photo. Each sentence is marked separately and is worth a maximum of two marks, according to these assessment criteria:

Mark	Communication
2	The relevant message is clearly communicated.
1	The message is relevant but has some ambiguity and causes a delay in communication.
0	The message is irrelevant or cannot be understood.

Statements must refer to what is in the photo and cannot refer to what is **not** in it. 'I like the photo' and similar opinions about the photo, without mentioning what is in it, will score 0. However, if the sentence reads, for example, 'I like the photo because it is sunny', it will score 2 marks.

If the sentence could possibly be true or is very broadly relevant, accept it. For instance, it is acceptable if the candidate writes 'The tent is green', even though the photo is in black and white. However, if the sentence is definitely false, it receives a mark of 0. For example, 'There is an elephant', when there clearly isn't one.

It is acceptable to write a figure (eg 'There are **2** people') rather than a word. This is true of all questions at both Foundation and Higher tiers.

The aim of this question is for candidates to write in the present tense, but other tenses are also acceptable.

For 2 marks

- The response must be in the form of a sentence, using an appropriate conjugated verb. The only exception to this is in French, where *voici/voilà* may be used in place of a verb. The same verb/grammatical structure may be repeated in more than one sentence, eg *il y a/es gibt/hay* plus different nouns.
- Any sentence that is broadly relevant to the photo is given 2 marks. For example, imagine that the photo is of a man in a café. The student writes, in the target language: 'It's a man.'

He's old (even if to your eyes he may not be – 'old' to a 16-year-old may be different from your perception of 'old'). He's a father (even if this is not apparent from the photo, it would potentially be true). He's a teacher (he could be, for all we know).

- The first person of the verb is acceptable, for example: 'I am/we are playing tennis'.
- There may be linguistic errors, but the message must be communicated without ambiguity.

For 1 mark

- There is no verb and a minimum of two words, for example: 'good weather' (NB in Spanish and Italian, because the subject of the verb is not required, one word is sufficient for 2 marks if it is an appropriate conjugated verb, for example: *comen/mangiano*).
- The use of an infinitive in an otherwise appropriate response.
- Language error(s) causing ambiguity or a delay in communication, for example: 'They are eating lemonade'.
- A delay in communication because the response is too long, where one part communicates well but another part does not, for example: 'There is a family and they are a field'.

For 0 marks:

- The message makes no sense.
- A second person of the verb is used, for example: 'You are wearing a t-shirt'.
- A single word, unless it is a conjugated verb in Spanish or Italian (*comen/mangiano*).

Foundation Question 2

There are 10 marks for Content + 6 marks for Quality of language (16 marks in total).

Candidates write approximately 40 words in total about four different bullet points. All bullet points are compulsory and must be covered, but **there is no need for equal coverage of the bullets**.

Everything a candidate writes must be marked, even if it is well beyond the suggested number of words. This principle applies to all writing questions at Foundation and Higher.

When deciding a particular mark, it is advisable to identify the band of marks first, and then decide whether you are tempted by the band above or the band below. This will enable you to award an appropriate mark within a mark range.

The question is marked for Content and for Quality of language, according to the following criteria:

Content

Marks	Response
9–10	A full coverage of the required information. Communication is clear.
7–8	A good coverage of the required information. Communication is mostly clear but perhaps with occasional lapses.
5–6	A reasonable coverage of the required information. Communication is generally clear but there are likely to be lapses.
3–4	A partial coverage of the required information. Communication is sometimes clear but there are instances where messages are not conveyed.
1–2	A minimal coverage of the required information. Communication is often not clear and there may be frequent instances where messages are not conveyed.
0	The content does not meet the standard required for a mark at this tier.

The candidate's response must be relevant to the bullet points. Any information which cannot be deemed relevant must be ignored when awarding a mark for Content.

- A minimum number of bullet points must be covered for the award of marks for Content, as follows:
 - 9–10 marks: 4 bullet points
 - 5–8 marks: 3 bullet points
 - 3–4 marks: 2 bullet points
 - 1–2 marks: 1 bullet point
- The information that the candidate gives must be clear. If what is written is unclear, this will have a bearing on the mark for Content. For example, the candidate may convey information in relation to all four bullet points, but lapses in clarity may mean that a mark lower than 9 or 10 is more appropriate. The more lapses in clarity that there are, the lower the mark is likely to be. All of the information that a candidate attempts to give in relation to a particular bullet point may be unintelligible, in which case that bullet point will not have been covered, meaning that a mark of 9 or 10 will be impossible, as the response will not display full coverage of the required information.
- The suggested number of words is 40. If a candidate writes four very short sentences of around six or seven words on each of the bullet points, it will not be sufficient to access the top band.
- 'Lapses' are instances where the inaccuracy of the language is such that there is a delay in communication or nothing at all is conveyed.
- There is no requirement in this question for the candidate to refer to events in the past or future, so using the present tense only will enable coverage of the bullet points. However, the bullet points tend to be general and so references to the past or to the future are acceptable. For example, if the bullet point says 'Holidays', the candidate may choose to write about a past or future holiday. Lapses will occur when there is a mix of time markers and tenses, for example: 'Last week I will go to the beach'.
- There is no requirement for candidates to present their piece of writing in a particular way because of the context, eg a blog or email does not need to look like a blog or email. It is the content which is to be marked.

Quality of language

Marks	Response
5–6	Uses a variety of appropriate vocabulary and grammatical structures. Generally accurate.
3–4	Vocabulary and grammatical structures generally appropriate to the task, with some attempt at variety. More accurate than inaccurate.
1–2	Vocabulary and structures used may be limited, repetitive or inappropriate. There may be frequent errors.
0	The language produced does not meet the standard required for a mark at this tier.

- The whole of the response must be assessed when awarding the mark for Quality of language, even if some of it is irrelevant to the bullet points. There are no dependencies between the two sets of criteria.
- Once you have decided on the mark for Content, you should read through the response once more and decide on the mark for Quality of language. Each band has three strands: variety of vocabulary; variety of structures; accuracy of the language. Sometimes it will be necessary to adopt a 'best fit' approach, because the three strands will not be consistently demonstrated. So, for example, the writing may be very accurate, but the vocabulary and structures are so repetitive that a mark in the 3–4 band is more appropriate than the 5–6 band. If you find that two of the three strands fit a particular band you are likely to award a mark in that band. Whether it is the top or bottom mark in the band will depend on how well or how poorly the third strand is reflected in the writing as a whole.
- This mark is not limited by the Content mark, unless the mark for Content is 0, in which case the mark for Quality of language must also be 0.
- However, sometimes a candidate may only attempt one or two of the bullets in a very short piece of writing; or they may answer all of them very briefly, using six or seven words. Even if this writing is totally accurate with appropriate vocabulary and structures, a high mark for Quality of language would be inappropriate because of the lack of linguistic variety.
- Variety of language will be shown through, for example, different adjectives; different persons of the verb; some variety in the nouns and verbs used.
- In this question, you are looking for a variety of language and **not** complexity.

Foundation Question 3

5 marks for Conveying key messages + 5 marks for Application of grammatical knowledge of language and structures (10 marks in total).

Candidates translate into the target language a number of sentences in English, totalling at least 35 words. The translation is marked for Conveying key messages and for Application of grammatical knowledge of language and structures, according to the following criteria:

Conveying key messages

Marks	Responses
5	All key messages are conveyed.
4	Nearly all key messages are conveyed.
3	Most key messages are conveyed.
2	Some key messages are conveyed.
1	Few key messages are conveyed.
0	No key messages are conveyed.

The translation is divided into 12 key messages. A tick will be awarded for each key message that is communicated, despite any minor inaccuracies. The total number of ticks awarded equates to a mark according to this table.

Total ticks	Mark
12	5
10/11	4
7/8/9	3
4/5/6	2
1/2/3	1
0	0

When deciding on whether a key message is conveyed, you should ask yourself the question: 'Would a native speaker understand the target language version without reference to the original English?' If the answer is 'yes', award a tick.

Application of grammatical knowledge of language and structures

Marks	Response
5	Very good knowledge of vocabulary and structures; highly accurate.
4	Good knowledge of vocabulary and structures; generally accurate.
3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	The language produced does not meet the standard required for Level 1 at this tier.

Once you have decided on the mark for Conveying key messages, you should read through the translation once more and decide on the mark for Application of grammatical knowledge of language and structures.

- This mark is not limited by the Conveying key messages mark, unless the mark for Conveying key messages is 0, in which case the mark for Application of grammatical knowledge of language and structures must also be 0.
- There is no direct correlation between the two marks, but your first thought should be to see if the same mark is appropriate. For example, a candidate may have been given 4 ticks and you have awarded a mark of 2 for Conveying key messages. You may have had to hesitate when deciding on one of the ticks but gave the benefit of the doubt. This may then encourage you to consider a mark of 1, rather than 2, for Application of grammatical knowledge of language and structures.
- If a candidate leaves gaps, you must assume that any attempt would have been highly inaccurate and award a mark accordingly. Not to do so will penalise unfairly those candidates who make an attempt but commit serious errors in so doing.

- Perfection is **not** required for full marks. For example, occasional missing accents and minor spelling errors do not preclude a top band mark. However, if there are numerous minor errors and incorrect use of accents which change the meaning of a word, this is likely to have an impact on the mark for Application of grammatical knowledge of language and structures.

Foundation Question 4/Higher Question 1

10 marks for Content + 6 marks for Quality of language (16 marks in total).

Candidates write approximately 90 words in total about four different bullet points. All bullet points must be covered, but **there is no need for equal coverage of the bullets**.

When deciding a particular mark, it is advisable to identify the band of marks first, and then decide whether you are tempted by the band above or the band below. This will enable you to award an appropriate mark within a mark range.

The question is marked for Content and for Quality of language, according to the following criteria.

(NOTE THAT THESE CRITERIA ARE DIFFERENT FROM FOUNDATION QUESTION 2):

Content

Marks	Response
9–10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
7–8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
5–6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
3–4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1–2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	The content does not meet the standard required for a mark at this tier.

The candidate's response must be relevant to the bullet points. Any information which cannot be deemed relevant in the broadest sense must be ignored when awarding the mark for Content.

A **minimum** number of bullet points must be covered for the award of marks for Content, as follows:

- 7–10 marks: 4 bullet points
- 5–6 marks: 3 bullet points
- 3–4 marks: 2 bullet points
- 1–2 marks: 1 bullet point

The information that the candidate gives must be clear. If what is written is unclear, this will have a bearing on the mark for Content. For example, the candidate may convey information in relation to all four bullet points, but lapses in clarity may mean that a mark lower than the 9 or 10 band is more appropriate. The more lapses in clarity that there are, the lower the mark is likely to be. All of the information that a candidate attempts to give in relation to a particular bullet point may be unintelligible, in which case that bullet point will not have been covered, meaning that the **maximum** mark will be 6.

You must accept any information which is a plausible response to the bullet point, even if it does not explicitly mention, for instance, a time or place. For example, if the bullet asks what the candidate did last weekend, and he/she writes 'I went to see my grandparents and then went to a theme park', this can feasibly be an account of what happened last weekend, even though 'last weekend' is not mentioned. Equally, if the student is asked to say what he/she does on a typical visit to a shopping centre and they write 'I buy some clothes and go to see a film', this is also an acceptable fulfilment of the task, even though 'shopping centre' is not mentioned.

The bands refer to the amount of information that is conveyed, as follows:

9–10:	a lot
7–8:	quite a lot
5–6:	some
3–4:	little
1–2:	very little

All of these have to be considered with reference to the suggested number of words, which is approximately 90. In other words, a candidate who writes approximately 90 words, clearly understandable and relevant to all four bullet points, will be able to achieve 10 marks, provided the other criteria are met. Conversely, a candidate may write much more than 90 words, but the language is so inaccurate that little or very little information is conveyed successfully and the mark will be much lower. If a candidate writes considerably fewer than 90 words, 'a lot of information' will not be conveyed.

The candidate must give opinions in order to have access to certain marks, as follows:

7–10:	two opinions
3–6:	one opinion

This is not an automatic mark and the other criteria within a particular band must be met. If there is no opinion, the maximum mark is 2. An opinion may be expressed simply, for example: 'I like going shopping'. Any positive or negative adjective ('interesting'; 'boring', etc) is classed as an opinion. A neutral or descriptive adjective is only classed as an opinion if it is preceded by something like 'I think that'. For example: 'I think that my town is big'.

Quality of language

Marks	Response
5–6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
3–4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
1–2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	The language produced does not meet the standard required for a mark at this tier.

The whole of the response must be assessed when awarding the mark for Quality of language, even if some of it is irrelevant to the bullet points.

Once you have decided on the mark for Content, you should read through the response once more and decide on the mark for Quality of language. A mark of 0 for Content automatically results in a mark of 0 for Quality of language but, apart from that, the Content mark does not limit the mark for Quality of language. However, a short piece is unlikely to demonstrate sufficient variety for a high mark for Quality of language.

- Each band has five strands: variety of vocabulary; complexity of structures and sentences; reference to time frames; accuracy of the language; style and register. Sometimes it will be necessary to adopt a 'best fit' approach, because the five strands will not be consistently demonstrated. Whether it is the top or bottom mark in the band will depend on whether the criteria are nearer to those of the band above or below.
- In order to score in the 5–6 band, there **must** be reference to all three time frames (past, present and future). For the 3–4 band, there **must** be reference to at least two time frames. Reference to a particular time frame may be demonstrated with one example. The verb used to refer to a particular time frame need not be totally correct, provided the message is clear. These marks are not awarded automatically and the other criteria in the band are equally important. Notice that references are to **time frames**, not tenses. So, for example, the present tense usage in the following sentence is a reference to a **future** time frame: 'I'm going to the concert next week'.
- When considering the complexity of the language, you should bear in mind that a) this is the overlap question and is attempted by both Foundation and Higher candidates; b) that the criteria for Quality of language in this question are not as demanding as the language criteria for Higher Question 2. However, for a mark of 5 or 6, complex structures and sentences are **attempted**. They may not always be successful and this may lead to serious errors because of the complexity of the structure or sentence which the candidate attempts. Complexity may be shown in some of the following ways: different tenses; intensifiers; time markers; connectives; subordinate clauses; infinitive constructions.

This should not be seen as a ‘tick list’, but rather as an indication of the definition of complexity at GCSE level.

- The setting and bullet points are likely to mean that the style and register of the writing will be appropriate. If informal address is used when the task is in a formal setting, or vice versa, there is no need to penalise the candidate merely for that. It may, however, be a contributory factor in the award of the overall mark if there are other weaknesses.
- There is no requirement for candidates to present their piece of writing in a particular way because of the context, eg a blog or email does not need to look like a blog or email. It is the content which is to be marked.

Appendix 1

Notes on the use of language

The following notes are a guide to the kind of language that may help to fulfil the criteria for higher bands of marks in the Quality of language and Range of language categories. They should **not** be seen as a checklist.

Variety of vocabulary

Consider particularly:

- use of synonyms, eg *prefiero* and *me encanta* rather than just *me gusta viajar*, *coger* (*el tren/autobús...*), *llegar a* etc, rather than just *ir*, *espléndido*, *emocionante*, *estupendo*, *maravilloso*, etc, rather than *bueno* etc
- use of more sophisticated vocabulary – though the emphasis is on avoiding a lot of conspicuous repetition.

Variety of structures

Consider, for example:

- use of infinitive constructions introduced by prepositions (*después de*, *antes de*, *al*, *para*, *sin*), adjectives (*Es fácil hacerlo*), nouns (*Tengo la intención de salir*) and after verbs (*Prefiero ir*, *suelo ir*)
- use of object pronouns
- use of disjunctive pronouns (*conmigo*, *para mí*, etc)
- use of indefinite pronouns such as *algo*, *alguien*, etc
- use of connectives such as *tanto... como...*, *no sólo... sino también...*, *por un lado... y por otro...*, *por una parte... por otra parte...*, *además (de)*, *aparte de*, *a pesar de*
- use of adverbs and adverbial phrases such as *sin embargo*, *por eso*, *por lo tanto*, *también*, *el año que viene*, *por ejemplo*
- use of negatives (*nada*, *nadie*, *nunca*, *ninguno*, *jamás*, *ni*, *tampoco*, *sino*, etc)
- use of *desde hace* constructions and constructions such as *Llevo 5 años estudiando español*
- use of comparative expressions (*tan... como/que*, *más/menos... que...*)
- use of demonstrative adjectives and pronouns (*este*, *ese*, *aquel*, etc)
- use of possessive pronouns (*el mío*, *la mía*, etc)
- use of *lo* + adjective (*lo bueno*, *lo más importante*, etc)
- use of complex sentences and a range of tenses.

Use of complex/longer sentences

Consider:

- use of subordinate clauses introduced by eg *si*, *cuando*, *donde*, *porque*, *como*, *aunque*, *mientras que*, *ya que*, *dado que*, etc
- use of relative clauses introduced by *que*, *quien*, *lo que*, *el que*, *el cual*, *cuyo*, etc
- use of the present subjunctive after verbs of wishing, command, request, emotion, after *cuando* to express the future, after *para que* to express purpose

and, when considering use of longer sentences:

- use of co-ordinating conjunctions: *y*, *pero*, *así que*.

Use of time frames/tenses

- The criteria for Quality of language in Foundation Question 4/Higher Question 1 include 'references to two/three time frames'. If a candidate refers to three time frames, it may well be through different tenses, but equally it could be through the present tense: *Normalmente voy al cine una vez al mes; Voy a la piscina el sábado que viene; Acabo de ir al centro comercial.*
- The criteria for Accuracy in Higher Question 2 refer to 'tense formations'. In this question, a candidate can impress by showing that he/she can use a good range of tenses, thereby adding to the range and complexity of language.

Appendix 2

A glossary of terms used in the Writing assessment criteria

NB This alphabetical list corresponds to all questions on both Foundation and Higher papers.

ambiguity	A problem with immediate communication caused by grammatical inaccuracy or a contradiction (eg, 'I love it because it's boring').
appropriate	Language which is suitable for the requirements of the task.
coherent	Language which is easy to follow with a logical sequencing of ideas. See 'fluent'.
complex sentences	Sentences which contain a subordinate clause or clauses. See Appendix 1 for examples.
complex structures	See Appendix 1 for examples.
confidence	Accurate use of language.
delay in communication	A problem with immediate communication caused by grammatical or lexical inaccuracy.
fluent	Language which is easy to follow with a logical sequencing of ideas. See 'coherent'.
grammatical structures	Structures which are listed in the specification.
justified	The reason for holding a stated opinion.
key messages	With reference to the translation questions on both papers, these are the key messages as identified in the mark scheme.
lapses	A problem with communication caused by grammatical inaccuracy.
linking words	Words such as <i>porque</i> , <i>pero</i> , <i>aunque</i> , used to create longer sentences.
longer sentences	These may be complex, with more difficult subordinations, or more simple through the use of linking words such as <i>porque</i> ; <i>pero</i> ; <i>aunque</i> .
major errors	Errors which impair communication.
minor errors	Errors which do not have a bearing on communication.
opinions	A positive/negative verb or adjective used to give an opinion; or a neutral adjective, such as 'big', preceded by something like 'I think that'. For example 'I think that my bedroom is very small'.
secure	Accurate.
structures	See 'grammatical structures'.
style and register	The style of writing. Usually this will be determined by the nature of the task, requiring informal or formal register.
time frames	The use of tenses, with or without time markers, which refer to past, present or future events. A present tense may be a future or past time frame, eg <i>Este fin de semana voy al cine</i> (future time frame); <i>Estudio español desde hace cuatro años</i> (past time frame).
variety	Use of different verbs, nouns and adjectives which avoid a lot of conspicuous repetition.

Part 2 – Marking guidance for June 2023 series**Question 01**

For this question, students are required to write four sentences. Each sentence is marked according to the following criteria. The maximum mark is 8.

[8 marks]

Mark	Response
2	The relevant message is clearly communicated.
1	The message is relevant but has some ambiguity and causes a delay in communication.
0	The message is irrelevant or cannot be understood.

The following indicative content is an example of the responses that students may give to this question.

	2 marks	1 mark	0 marks	
01.1	Es un cumpleaños	Hace un cumpleaños	Soy un cumpleaños	[2 marks]
01.2	Hay cuatro personas	Cuatro personas	Cuatro	[2 marks]
01.3	La chica tiene siete años	La chica tener siete años La chica es 7 años	La chica es siete	[2 marks]
01.4	Tomo zumo	Zumo de naranja	Naranja	[2 marks]
	<i>The use of es / son / está / están / hay es / hay está / hay son / hay están are accepted for 2 marks in an otherwise appropriate sentence. Accept sentences that begin with En la photo...</i>			

NB The whole sentence should be considered when awarding marks.

Question 02

For this question, there are four compulsory bullet points, which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 40 words over the whole question. The number of words is approximate and you must mark all work produced by the student.

[16 marks]**Content**

Level	Marks	Response
5	9–10	A full coverage of the required information. Communication is clear.
4	7–8	A good coverage of the required information. Communication is mostly clear but perhaps with occasional lapses.
3	5–6	A reasonable coverage of the required information. Communication is generally clear but there are likely to be lapses.
2	3–4	A partial coverage of the required information. Communication is sometimes clear but there are instances where messages are not conveyed.
1	1–2	A minimal coverage of the required information. Communication is often not clear and there may be frequent instances where messages are not conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Quality of language

Level	Marks	Response
3	5–6	Uses a variety of appropriate vocabulary and grammatical structures. Generally accurate.
2	3–4	Vocabulary and grammatical structures generally appropriate to the task, with some attempt at variety. More accurate than inaccurate.
1	1–2	Vocabulary and structures used may be limited, repetitive or inappropriate. There may be frequent errors.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for Content automatically results in a mark of zero for Quality of language, but apart from that, the Content mark does not limit the mark for Quality of language.

Bullet	Accept	Reject
• estudios	Any comment about studies / lessons / teachers	
• instalaciones	Any comment about facilities, indoor or outdoor	
• exámenes	Any comment about tests / exams, internal or external	
• comida en el colegio	Any comment about meals at school / food eaten in school (including packed lunches)	

The following indicative content is an example of the response that students may also give to this question.

Estudio nueve asignaturas. Tengo matemáticas todos los días. El español es mi clase favorita. Las instalaciones no son buenas porque son viejas. Odio los exámenes porque son muy difíciles. Me gusta la comida en la cafetería, sobre todo la pizza. (40 words)

Question 03

The translation is assessed for Conveying key messages (5 marks) and Application of grammatical knowledge of language and structures (5 marks), as specified in the criteria below. The maximum mark is 10. When awarding the marks, the student's response across all five sentences should be considered as a whole.

[10 marks]**Conveying key messages**

Level	Marks	Response
5	5	All key messages are conveyed.
4	4	Nearly all key messages are conveyed.
3	3	Most key messages are conveyed.
2	2	Some key messages are conveyed.
1	1	Few key messages are conveyed.
0	0	No key messages are conveyed.

Application of grammatical knowledge of language and structures

Level	Marks	Response
5	5	Very good knowledge of vocabulary and structures; highly accurate.
4	4	Good knowledge of vocabulary and structures; generally accurate.
3	3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for Conveying key messages automatically results in a mark of zero for Application of grammatical knowledge of language and structures, but apart from that, the Conveying key messages mark does not limit the mark for Application of grammatical knowledge of language and structures.

Key messages

The translation is divided into 12 key messages (see below). As general rule, the **wrong person** or **wrong tense** of a verb will not receive a tick. Minor inaccuracies, such as incorrect gender or adjectival agreement, will not on their own prevent the award of a tick.

	Message	Accept	Reject
1	I live	Vivo	
2	in the countryside.	en (el) campo.	en un campo.
3	I want	Quiero / quisiera / me gustaría	
4	a good job.	(un) buen(o) empleo / (un) empleo bueno. (un) buen(o) trabajo / (un) trabajo bueno. bien <i>for</i> bueno	trabajar/emplear <i>for</i> trabajo/empleo
5	I get on well	(Me) llevo <u>bien</u> / (Me) relaciono <u>bien</u> / <u>Me</u> entiendo (bien) buen(o) <i>for</i> bien Tengo buena(s) relacion(es)	Me gustan
6	with my parents.	con mis padres / mi padres. con mis madres / mi madres. con mi madre y (con mi) padre.	mi padre mi madre mis parientes
7	I have to	Tengo <u>que</u> / Debo / Necesito	
8	buy	comprar/compro	<i>Any other conjugations of comprar</i>
9	a new computer.	(un/una/el/la) nuevo ordenador (portátil) / un ordenador (portátil) nuevo. una nueva computadora / una computadora nueva. un(a) nuevo(a) laptop / un(a) laptop nuevo(a).	nuevo un computador
10	We went to a shop	Fuimos/fuemos <u>a/en</u> (una/un/el/la) tienda	<i>Omission of 'a'/'en'</i> <i>Type of shop, eg supermercado</i>
11	where the ice creams	donde (los/las/el/la) helados	
12	are great.	son/es/están/está estupendos / fabuloso(s) / espléndido(s) / fenomenal(es) / genial(es).	grandes (muy) buenos/bien

Other reasonable alternative translations will also be accepted.

A tick will be awarded for each key message that is communicated, despite any minor inaccuracies. The total number of ticks awarded equates to a mark according to this table.

Total ticks	Mark
12	5
10/11	4
7/8/9	3
4/5/6	2
1/2/3	1
0	0

Question 04

For this question, there are four compulsory bullet points which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 90 words for this task. The number of words is approximate and you must mark all work produced by the student.

[16 marks]**Content**

Level	Marks	Response
5	9–10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
4	7–8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
3	5–6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
2	3–4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1	1–2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Notes

There may be some imbalance in the coverage of the four compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.

Quality of language

Level	Marks	Response
3	5–6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
2	3–4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
1	1–2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

- (a) A major error is one which seriously affects communication.
- (b) A mark of zero for Content automatically results in a mark of zero for Quality of language. Apart from that, the Content mark does not limit the mark for Quality of language.

General rule for this question:

- the use of an infinitive in place of a finite verb **is acceptable** for conveying a message. It would not, however, count as a reference to a present/past/future event (ie no annotation of Pr/P/F).

Question 04.1 Content

Bullet	Comment
qué hiciste la última vez que fuiste al centro de la ciudad	There needs to be a reference to the past, either by the use of a past tense or through a time marker with a present tense / infinitive (eg <i>Voy / Ir de compras en Brighton el sábado pasado</i>). There needs to be a reference to any activity that could feasibly take place in a town centre (eg <i>Jugué al fútbol</i> – there could be a sports centre in the town centre). For responses which begin with <i>la última vez que fuiste al centro</i>, accept accomplishment of the bullet point <u>only</u> if a first person past tense verb is used subsequently (eg <i>La última vez que fuiste al centro compré/compraba/he comprado caramelos</i>).
tu opinión sobre la música pop	Any opinion is acceptable.
si prefieres ver películas online o en el cine	A positive / negative comment about either element is acceptable (eg <i>(No) me gusta ver películas online</i>).

	Accept references to watching films at home instead of online.
qué deporte vas a hacer este fin de semana.	Any form of physical activity is acceptable. There needs to be a reference to the future, either by the use of a future time frame or through a time marker with an infinitive (eg <i>Este fin de semana jugar al tenis</i>).

Question 04.2 Content

Bullet	Comment
qué hiciste recientemente para mantenerte en forma	Reference to physical activity and / or mental well-being and / or eating habits is acceptable. There needs to be a reference to the past, either by the use of a past tense or through a time marker with a present tense / infinitive (eg <i>Voy / ir al gimnasio ayer</i>). For responses which begin with <i>para mantenerte en forma</i>, accept accomplishment of the bullet point <u>only</u> if a first person past tense verb is used subsequently (eg <i>para mantenerte en forma fui/iba/he ido al gimnasio</i>.)
si prefieres pasar tiempo con muchos amigos o con un amigo especial	A positive / negative comment about either element is acceptable (eg <i>(No) me gusta salir con muchos amigos</i>). Accept <i>novio /novia</i> as a special friend. Only accept a name or family member if these are described as being a friend.
tu opinión sobre el Internet	Any opinion is acceptable.
qué vas a hacer en el futuro para ayudar a otras personas.	There needs to be a reference to the future, either by the use of a future time frame or through a time marker with an infinitive (eg <i>En el futuro hacer la compra para mi abuela</i>). Accept any activity that could feasibly be linked to helping others; For example: <i>Para ayudar a otras personas, voy a jugar al tenis</i> (they could be coaching younger players). Reject an activity not linked to helping others. For example: <i>Me gustaría jugar al tenis con mis amigos</i>.

The following indicative content is an example of the response that students may give to this question. It demonstrates a balanced coverage of the compulsory bullet points.

Either	Question 04.1	This is a possible response (indicative content): El sábado pasado fui a Leeds con mis amigos. Nos encontramos en una cafetería y, después de tomar un refresco, fuimos de compras. Tenía que comprar un regalo para mi padre, que va a celebrar su cumpleaños en junio. No me gusta mucho la música pop porque creo que es demasiado comercial y muy tonta. Desafortunadamente, no tenemos cine en mi pueblo y por eso prefiero ver las pelis online. Este fin de semana voy a jugar al hockey. Es un deporte que me gusta mucho porque soy muy competitiva. (90 words) [16 marks]
or	Question 04.2	This is a possible response (indicative content): Paso muchas horas estudiando para mis exámenes, pero es importante mantenerse en forma también. Ayer fui a la piscina y, después de nadar, hice ejercicio en el gimnasio. Me gusta correr, pero es difícil encontrar tiempo con tanto trabajo escolar. Prefiero salir con muchos amigos porque es más divertido. El Internet es fenomenal. Lo uso cada día y me ayuda mucho con mis estudios. Creo que es importante ayudar a otros. Voy a ayudar más a mi abuela y hay una tienda solidaria en mi pueblo donde me gustaría trabajar. (90 words) [16 marks]

There may be some imbalance in the coverage of the compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will still have access to full marks where the other criteria are met.

GCSE
SPANISH
8698/RF

Paper 3 Reading Foundation 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

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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	D (Horse parade)	1

Question	Accept	Mark
01.2	F (Traditional dances)	1

Question	Accept	Mark
01.3	A (Art competition)	1

Question	Accept	Mark
01.4	B (Flower festival)	1

Question	Accept	Mark
02.1	F (false)	1

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

Question	Accept	Mark
02.3	T (true)	1

Question	Accept	Mark
02.4	F (false)	1

Question	Accept	Mark
03.1	C (Leave for different places all over the world)	1

Question	Accept	Mark
03.2	B (There is less poverty.)	1

Question	Accept	Mark
03.3	A (Cheap housing)	1

Question		Key ideas	Accept	Reject	Mark
04.1	Ricardo	(At the) beginning of July	1 st of July Early July	July	1

Question		Key ideas	Accept	Reject	Mark
04.2	Sara	(To) paint the dining room		(To) paint Paint it Go back with/meet/join another group people	1

Question		Key ideas	Accept	Reject	Mark
04.3	Manolo (When he is going back to Ecuador)	After Christmas		Christmas	1
	Manolo (What he is going to do)	(To) finish the playground	(To) finish a children's park/play park	Finish it Finish the park(s)	1

Question	Accept	Mark
05.1	C (in a stationery shop.)	1

Question	Accept	Mark
05.2	A (does not earn very much.)	1

Question	Accept	Mark
05.3	C (reading and thinking.)	1

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

Question	Accept	Mark
06.2	B (cycle paths.)	1

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

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

Question	Key ideas	Accept	Reject	Mark
07.1	(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
07.2	(You) lose weight		Reference to lowering calories on its own	1

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

Question	Accept	Mark
08.1	P (positive)	1

Question	Accept	Mark
08.2	N (negative)	1

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

Question	Accept	Mark
08.4	P (positive)	1

Question	Accept	Mark
09.1	D (Go ice skating)	1

Question	Accept	Mark
09.2	F (Go to see a film)	1

Question	Accept	Mark
09.3	C (Give technical support)	1

Question	Accept	Mark
09.4	A (Do some baking)	1

Question	Accept	Mark
10	In any order D (Su padrastro) C (Su madre) B (Su abuelo)	3

Question	Accept	Mark
11.1	D (piloto)	1

Question	Accept	Mark
11.2	C (médico)	1

Question	Accept	Mark
11.3	A (enfermero)	1

Question	Accept	Mark
11.4	E (policía)	1

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

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

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

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

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

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

Question	Accept	Mark
13.3	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
13.4	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
14.1	E (Eugenia)	1

Question	Accept	Mark
14.2	C (Carla)	1

Question	Accept	Mark
14.3	B (Benjamín)	1

Question	Spanish	Key ideas	Accept	Reject	Mark
15	Me encanta la informática.	I love ICT/computing/ information technology	I like ICT very much.	I like ICT. I love information. I love technology.	1
	Es una asignatura útil,	It is a useful subject/lesson/class,		'course' for 'subject'	1
	aunque puede ser bastante difícil.	although it can be quite difficult.	even though it can be quite hard.		1
	La semana pasada tuvimos	Last week we had	Last week we did/sat/took	Last week I did	1
	un examen de matemáticas,	a/the math(s) exam,	my/our math(s) test,		1
	pero no saqué buenas notas.	but I didn't get good grades/marks.	but I didn't get a good grade/mark.	but I didn't make good notes.	1
	Mi hermano mayor va a	My older/big/elder brother is going to	My older/big/elder brother will		1
	ayudarme a repasar	help me (to) revise		help me to pass	1
	porque nos llevamos bien.	because we get on well.			1
Total marks					60

Please write clearly in block capitals.

Centre number

--	--	--	--	--

Candidate number

--	--	--	--

Surname

Forename(s)

Candidate signature

I declare this is my own work.

GCSE SPANISH

F

Foundation Tier Paper 4 Writing

Tuesday 13 June 2023

Afternoon

Time allowed: 1 hour

Materials

You will need no other materials.

Instructions

- You must **not** use a dictionary.
- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- You must answer **four** questions.
- You must answer Question 1, Question 2 and Question 3.
- You must answer **either** Question 4.1 **or** Question 4.2.
Do **not** answer both of these questions.
- Answer **all** questions in **Spanish**.
- You must answer the questions in the spaces provided. Do **not** write outside the box around each page or on blank pages.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
- Do all rough work in this answer book. Cross through any work you do not want to be marked.

For Examiner's Use	
Question	Mark
1	
2	
3	
4	
TOTAL	

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 50.
- In order to score the highest marks for Question 4.1/Question 4.2, you must write something about each bullet point. You must use a variety of vocabulary and structures and include your opinions.



J U N 2 3 8 6 9 8 W F 0 1

1B/M/Jun23/E4

8698/WF

Answer the questions in the spaces provided.

0 1

Decides enviar esta foto por WhatsApp a una amiga chilena.



¿Qué hay en la foto? Escribe **cuatro** frases en **español**.

0 1 . 1

[2 marks]

0 1 . 2

[2 marks]

0 1 . 3

[2 marks]

0 1 . 4

[2 marks]

8



[illegible]

16

0	3
---	---

Translate the following sentences into **Spanish**.

I live in the countryside.

I want a good job.

I get on well with my parents.

I have to buy a new computer.

We went to a shop where the ice creams are great.

[10 marks]

10



Turn over for the next question

*Do not write
outside the
box*

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

Turn over ►



You must **not** answer **both** of these questions.

0	4	.	1
---	---	---	---

[16 marks]

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

0	4	.	2
---	---	---	---

- [16 marks]**

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

16



There are no questions printed on this page

*Do not write
outside the
box*

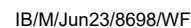
**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**



*Do not write
outside the
box*

[illegible]

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Please write clearly in block capitals.

Centre number

--	--	--	--	--

Candidate number

--	--	--	--

Surname

Forename(s)

Candidate signature

I declare this is my own work.

GCSE SPANISH

Foundation Tier

Paper 3 Reading

F

Tuesday 6 June 2023

Morning

Time allowed: 45 minutes

Materials

You will need no other materials.

Instructions

- You must **not** use a dictionary.
- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions.
- You must answer the questions in the spaces provided. Do **not** write outside the box around each page or on blank pages.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
- In **Section A**, answer the questions in **English**.
In **Section B**, answer the questions in **Spanish**.
In **Section C**, translate the passage into **English**.
- Do all rough work in this answer book. Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 60.

For Examiner's Use	
Question	Mark
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
TOTAL	



J U N 2 3 8 6 9 8 R F 0 1

IB/M/Jun23/E8

8698/RF

Section AQuestions and answers in **English**Answer **all** questions in the spaces provided.**0 1****A Spanish festival**

You read about a festival in the region of Murcia.

Fiesta de mayo

1 de mayo – procesión de caballos
 2 de mayo – bailes típicos
 3 de mayo – concurso de dibujo
 4 de mayo – festival de flores

Which activity takes place on the dates below?

Write the correct letter in each box.

A	Art competition
B	Flower festival
C	Food tasting
D	Horse parade
E	Prize giving
F	Traditional dances

0 1 . 1

May 1st

[1 mark]**0 1 . 2**

May 2nd

[1 mark]**0 1 . 3**

May 3rd

[1 mark]**0 1 . 4**

May 4th

[1 mark]**4**

0 2

My favourite film

You read about your Spanish friend's favourite film, which is called *Jeffrey*.

El protagonista* de la película, Jeffrey, lava coches en un taller. Lo odia, pero lo hace para dar dinero a su madre. Jeffrey no ve a su padre.

La música popular es su pasión y durante la película Jeffrey habla de su ambición de ser cantante de un grupo famoso.

Es también una película romántica. Jeffrey empezó a salir con Rosa, su novia, el año pasado y está muy enamorado.

*El protagonista – The main character

Decide if the following statements are **true (T)**, **false (F)** or **not mentioned (NM)** in the text.

Write **T** if the statement is **true**.

F if the statement is **false**.

NM if the statement is **not mentioned** in the text.

0 2 . 1

Jeffrey enjoys washing cars.

[1 mark]

0 2 . 2

Jeffrey's father is unemployed.

[1 mark]

0 2 . 3

Jeffrey wants to be a singer in a band.

[1 mark]

0 2 . 4

Jeffrey finished with his girlfriend, Rosa, a year ago.

[1 mark]

4

Turn over for the next question

Turn over ►



0 3**The Dominican Republic, an island in the Caribbean**

Your friend shows you an article about the Dominican Republic.

En el pasado, los habitantes pensaban que su isla no les daba las mejores oportunidades. Por eso muchos jóvenes emigraron del Caribe* para vivir por todo el mundo.

Sin embargo la vida está cambiando. Hay más institutos, menos pobreza y más desarrollo económico.

Ahora los habitantes se sienten felices en su isla. Hay aeropuertos modernos y nuevas carreteras, pero lo mejor es que comprar un apartamento no es muy caro.

*Caribe – Caribbean

Write the correct letter in each box.

0 3 . 1

What did many young people from the Dominican Republic decide to do in the past?

A	Stay on the island
B	Emigrate to other places in the Caribbean
C	Leave for different places all over the world

[1 mark]**0 3 . 2**

How is life changing in the Dominican Republic?

A	There are bigger schools.
B	There is less poverty.
C	There is more technological development.

[1 mark]**0 3 . 3**

What is the best thing for the island's inhabitants now?

A	Cheap housing
B	Modern airports
C	New roads

[1 mark]**3**

Turn over for the next question

*Do not write
outside the
box*

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

Turn over ►



0	4
---	---

Volunteering in Ecuador

You read about volunteering experiences at a children's home in Ecuador.

Ayudé en el jardín de la residencia. Plantamos muchos árboles y flores, pero no tuvimos tiempo para plantar legumbres. Mi plan es volver a Ecuador al principio de julio para plantarlas.

Ricardo

Hicimos muchas cosas importantes en Ecuador. Construimos un comedor que nos encantó. Voy a regresar allí con otro grupo de personas a finales de enero para pintarlo.

Sara

No terminamos el parque infantil. Tengo la intención de ir otra vez después de Navidad para terminarlo. Será estupendo.

Manolo



For each person, complete the table in **English**.

0 4 . 1

When is Ricardo going back to Ecuador?	What is he going to do?
	Plant vegetables

[1 mark]

0 4 . 2

When is Sara going back to Ecuador?	What is she going to do?
At the end of January	

[1 mark]

0 4 . 3

When is Manolo going back to Ecuador?	What is he going to do?

[2 marks]

4

Turn over for the next question

Turn over ►



0 5

Historia de una escalera, a play by Antonio Buero Vallejo

You read this extract adapted from the play.

It is a conversation between Don Manuel and Doña Asunción.

Don Manuel	Y Fernando, ¿qué hace?
Doña Asunción	Trabaja en la papelería. Pero no está contento. ¡El salario es tan bajo! Tiene muchos planes. Quiere ser arquitecto, ingeniero... En su tiempo libre le gusta leer y pensar. Siempre en su cama. Y escribe cosas también, poemas. ¡Muy bonitos!

Finish the sentences.

Write the correct letter in each box.

0 5

1

Fernando works...

A	as an architect.
B	as an engineer.
C	in a stationery shop.

[1 mark]

0 5

2

Doña Asunción thinks that Fernando...

A	does not earn very much.
B	has no plans for the future.
C	enjoys his job.

[1 mark]

0 5

3

Fernando likes to spend his time...

A	eating and reading.
B	sleeping and writing.
C	reading and thinking.

[1 mark]

3



Turn over for the next question

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outside the
box*

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ANSWER IN THE SPACES PROVIDED**

Turn over ►



0 6**The mayor of Oviedo**

You read this interview with the mayor of Oviedo.

Dígame señor, ¿desde cuándo vive en Oviedo?	Llegué hace tres años. Mi vida aquí es muy diferente a la vida en la costa, donde nací y donde todavía viven mis hijos.
¿Cuáles son sus impresiones de la ciudad?	Es una ciudad tranquila gracias a las zonas peatonales. Tener aparcamientos en las afueras es bueno. Hacen falta caminos para bicicletas.
¿Y los robos?	Sé que el número de robos aumentó el año pasado. Es un gran problema.
¿Qué opina de los voluntarios?	Son maravillosos. Limpiaron el río y van a arreglar los aseos en la plaza. Ahora los voluntarios están trabajando en la biblioteca porque sin su ayuda tendrán que cerrarla.

What do we learn about the mayor from the interview?

Finish the sentences.

Write the correct letter in each box.

0 6 . 1

The mayor...

A	lives with his children.
B	was born on the coast.
C	has always lived in Oviedo.

[1 mark]

0 6 . 2 The mayor thinks that the city needs more...

A	car parks on the outskirts.
B	cycle paths.
C	pedestrian areas.

☐

[1 mark]

0 6 . 3 The mayor knows that the number of robberies in the city...

A	has gone down.
B	has gone up.
C	has stayed the same.

☐

[1 mark]

0 6 . 4 The mayor is happy with the volunteers because...

A	they are keeping the library open.
B	they are going to clean the river.
C	they have fixed the toilets in the square.

☐

[1 mark]

 4
--

Turn over for the next question

Turn over ►



0 7

Healthy eating

You read a blog about healthy eating.

Lo más importante es evitar el tabaco para tener unos pulmones sanos durante toda la vida.

El kiwi tiene una alta concentración de vitamina C. Es bueno comerlo si quieres cuidar la piel.

Si quieres perder peso, recomendamos comer muchas verduras. Son deliciosas y bajas en calorías.

El atún es un pescado esencial para proteger el corazón y por eso es muy beneficioso para la salud.

Answer the questions in **English**.

Example: What should you do if you want to have healthy lungs?

Avoid tobacco

0 7 . 1

Why is the vitamin C in kiwi fruit good for you?

[1 mark]

0 7 . 2

What could eating lots of vegetables help you to do?

[1 mark]

0 7 . 3

Why is tuna fish good for your health?

[1 mark]

3



0 8

Life at school

Your friends tell you about their school in Tenerife.

El director de mi instituto es trabajador. No le tenemos miedo. Su relación con los estudiantes, los profesores y los padres es estupenda.

Antonio

Yo soy poco creativa y por eso me cuesta mucho diseñar y dibujar. Estoy harta de las clases y los profesores.

Beatriz

Bueno, el gimnasio es muy antiguo y los vestuarios están sucios, las pistas de tenis no están mal y tenemos un nuevo campo de deportes genial.

Azucena

Los profesores preparan bien sus clases y explican con paciencia. Afortunadamente, no toleran el mal comportamiento de los alumnos tontos.

Rafael

What are your friends' opinions about these aspects of their school?

Write **P** for a **positive** opinion.

N for a **negative** opinion.

P + N for a **positive** and **negative** opinion.

0 8 . 1

Antonio's opinion of the headteacher

[1 mark]

0 8 . 2

Beatriz's opinion of Art

[1 mark]

0 8 . 3

Azucena's opinion of the PE facilities

[1 mark]

0 8 . 4

Rafael's opinion of the teachers

[1 mark]

4

Turn over ►



0 9**Plans for Saturday**

Your Spanish friend, Inma, has sent a group WhatsApp message about meeting up on Saturday.

You read the messages.

Voy a la pista de hielo el sábado. ¿Queréis venir?

Inma

¡Qué frío! Voy al cine.

Toño

Tengo que ayudar a mi padre con su nuevo portátil.

Nuria

Voy a preparar unos pasteles en casa de mis primos.

Felipe

What are these people going to do on Saturday?

Write the correct letter in each box.

A	Do some baking
B	Spend time with their mother
C	Give technical support
D	Go ice skating
E	Set up a new phone
F	Go to see a film



0	9	.	1
---	---	---	---

Inma

[1 mark]

0	9	.	2
---	---	---	---

Toño

[1 mark]

0	9	.	3
---	---	---	---

Nuria

[1 mark]

0	9	.	4
---	---	---	---

Felipe

[1 mark]

4

Turn over for Section B**Turn over ►**

Section BQuestions and answers in **Spanish**Answer **all** questions in the spaces provided.**1 0****Pilar y su familia**

Lees este mensaje de tu nueva amiga peruana, Pilar.

Hola,

Soy Pilar. Vivo en Perú.

Me gusta mucho mi padrastro. Es gracioso y tiene un buen sentido del humor.

Mi madre es cariñosa y lo pasamos fenomenal juntas.

Mi tío es antipático y mi tía me molesta.

Mi abuelo me comprende perfectamente, pero mi abuela me critica demasiado.

¿Cómo es tu familia?

PilarSelecciona las **tres** personas que Pilar prefiere.

A	Su abuela
B	Su abuelo
C	Su madre
D	Su padrastro
E	Su tía
F	Su tío

Escribe las letras correctas en las casillas.

[3 marks]**3**

1 1

El empleo en España

Lees este mensaje de tu amigo Carlos sobre los empleos en España.

Según un periódico, pronto no necesitaremos pilotos porque los aviones serán automáticos.

En mi colegio, lo interesante es que el 51% de los estudiantes de entre 15 y 17 años quiere ser médico y el 2% veterinario.

El 56% de los estudiantes de entre 12 y 14 años elige ser profesor y el 3% enfermero.

Mi amigo tiene mucho interés en ser policía, pero yo no. Seré futbolista.

Carlos

Completa las frases usando palabras de la lista.

Escribe la letra correcta en cada casilla.

A	enfermero
B	futbolista
C	médico
D	piloto
E	policía
F	profesor

1 1 . 1

Ser no tiene futuro.

[1 mark]

1 1 . 2

En el colegio de Carlos, la mayoría de los estudiantes de entre 15 y 17 años quiere ser .

[1 mark]

1 1 . 3

En su colegio, muy pocos estudiantes de entre 12 y 14 años optan por ser .

[1 mark]

1 1 . 4

Carlos **no** quiere ser .

[1 mark]

4

Turn over ►



1 2

Una fiesta en Murcia

Lees esta información sobre Los Caballos del Vino, una fiesta en Murcia.

En mayo en la Región de Murcia hay un festival que se llama Los Caballos del Vino. El festival tiene unos orígenes interesantes.

La historia cuenta que el castillo de Caravaca de la Cruz en Murcia fue atacado por unos soldados. Los habitantes no tenían ni alimentos ni agua. Algunos habitantes salieron del castillo de noche a buscar agua, pero solo encontraron vino. Llevaron el vino al castillo a caballo y lo bebieron las personas enfermas. Todos mejoraron.

Las estrellas del festival son los caballos. En el último día, es emocionante ver a estos animales espléndidos correr por las calles estrechas del pueblo hacia el castillo.

Contesta a las preguntas en **español**.

Ejemplo: ¿Qué **no** había para beber en el castillo?

Agua

1 2 . 1

¿Cuándo fueron unos habitantes a buscar agua?

[1 mark]

1 2 . 2

En lugar de agua, ¿qué encontraron los habitantes?

[1 mark]

1 2 . 3

¿Qué pasó con las personas enfermas?

[1 mark]

1 2 . 4

¿Cómo es el ambiente al final del festival?

[1 mark]

4



Turn over for the next question

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ANSWER IN THE SPACES PROVIDED**

Turn over ►



1 3***El oscuro adiós de Teresa Lanza, una novela de Toni Hill Gumbao***

Lees el texto.

Greta disfruta sus estudios, aunque hay algunos temas que le interesan más que otros. Cuando siente curiosidad no puede parar. El problema es que no ha conseguido decidir qué carrera hacer en el futuro porque le interesan tantas cosas.

Greta y su hermano Dante decidieron tomarse un año sabático el año próximo. Los dos planearon un año en Toronto, en Canadá, para perfeccionar el inglés y visitar algunas atracciones.

¿Qué frases son correctas?

Escribe **A** si solo la frase **A** es correcta.**B** si solo la frase **B** es correcta.**A+B** si las frases **A** y **B** son correctas.**1 3 . 1**

A	A Greta le interesan igualmente todas las cosas que estudia.
B	A Greta le gusta mucho estudiar.

[1 mark]**1 3 . 2**

A	Cuando le fascina un tema, Greta lo estudia con entusiasmo.
B	Greta sabe qué carrera va a comenzar en el futuro.

[1 mark]**1 3 . 3**

A	Greta y Dante van a pasar doce meses fuera de casa.
B	Greta y Dante comparten los mismos planes para el año que viene.

[1 mark]

1	3	.	4
---	---	---	---

A	Greta y Dante van a Toronto para practicar la lengua.
B	Greta y Dante van a hacer turismo en Canadá.

[1 mark]

—
4

Turn over for the next question**Turn over ►**

1 4**Una clase de conversación**

Unos estudiantes preparan presentaciones para su clase de conversación.

Lees sus planes.

	Estudiante	Presentación
A	Amanda	Una canción memorable
B	Benjamín	Un viaje a Alemania
C	Carla	Una novela policíaca
D	David	Un regalo de cumpleaños
E	Eugenia	Un postre irresistible

¿Quién va a hablar de estas cosas?

Escribe la letra correcta en cada casilla.

1 4 . 1

Algo de comer

[1 mark]**1 4 . 2**

Un libro de detectives

[1 mark]**1 4 . 3**

Sus vacaciones

[1 mark]

3



Translation into English

Your Spanish exchange partner sends you this message.

Translate it into **English** for a friend.

Me encanta la informática. Es una asignatura útil, aunque puede ser bastante difícil. La semana pasada tuvimos un examen de matemáticas, pero no saqué buenas notas. Mi hermano mayor va a ayudarme a repasar porque nos llevamos bien.

[9 marks]

[illegible]

9

END OF QUESTIONS



There are no questions printed on this page

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outside the
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box*

[illegible]

*Do not write
outside the
box*

[illegible]

There are no questions printed on this page

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Please write clearly in block capitals.

Centre number

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Candidate number

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Surname

Forename(s)

Candidate signature

I declare this is my own work.

GCSE SPANISH

F

Foundation Tier

Paper 1 Listening

Time allowed: 35 minutes approximately
(including 5 minutes' reading time before the test)

You will need no other materials.

The pauses are pre-recorded for this test.

Instructions

- You must **not** use a dictionary.
- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
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- When the next question is about to start you will hear a bleep like this (*).
- You may write at any time during the test.
- In **Section A**, answer the questions in **English**. In **Section B**, answer the questions in **Spanish**.
- You must answer **all** the questions in the spaces provided. Do **not** write outside the box around each page or on blank pages.
- Write neatly and put down **all** the information you are asked to give.
- Ask any questions now. You must not ask questions or interrupt during the test.**
- You now have five minutes to read through the question paper. You may make notes during this time. You may open your answer book now.
- The test starts now.**

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 40.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).

For Examiner's Use	
Questions	Mark
1–2	
3–5	
6–7	
8–9	
10–11	
12–13	
14–16	
17	
18	
19–20	
21–22	
23	
TOTAL	



Section AQuestions and answers in **English**Answer **all** questions in the spaces provided.**Technology**

You are talking to your Spanish friend about computers.

Write the correct letter in each box.

0 1

What is your friend doing on the computer?

A	Posting photos
B	Sending an email
C	Shopping

[1 mark]**0 2**

What else does she use the computer for?

A	Helping with schoolwork
B	Reading the news
C	Watching films

[1 mark]

2

At the restaurant

You are eating out with some Spanish friends.

Which **two** things does each person choose from the menu?

Write the correct letters in the boxes.

A	Chicken
B	Mushrooms
C	Omelette
D	Pork chops
E	Prawns
F	Salad
G	Squid
H	Steak

0	3
---	---

[2 marks]

0	4
---	---

[2 marks]

0	5
---	---

[2 marks]

6

Turn over for the next question

Turn over ►



A new home

You are staying with your Spanish friend, Lucas, in his new home. His mother is telling you about the house.

What is her opinion of these aspects of the house?

Write **P** for a **positive** opinion.

N for a **negative** opinion.

P+N for a **positive** and **negative** opinion.

0	6
---	---

The curtains

and the balcony

[2 marks]

0	7
---	---

The bedroom

and the shower

[2 marks]

4



Weekend activities

Your Spanish friend, Elena, is telling you about things you could do at the weekend.

What activities does she suggest?

Write the correct letter in each box.

0	8
---	---

A	Bike ride
B	Boat ride
C	Bus ride

[1 mark]

0	9
---	---

A	Horse riding
B	Skating
C	Swimming

[1 mark]

2

Turn over for the next question

Turn over ►



Global and social issues

You are at school with your Spanish friend. In class, the teacher tells the groups about their projects.

Answer the questions **in English**.

1	0
---	---

What **exactly** are the boys going to make posters about?

[1 mark]

1	1
---	---

What **exactly** are the girls going to make a video about?

[1 mark]

—
2



Options at 16

Your Spanish friend is asking his older brothers about the options they chose when they were 16.

Write the correct letter for the option that each brother chose.

Write the correct number for the description that they give.

Option		Description	
A	Apprenticeship	1	Boring
B	Gap year	2	Easy
C	Stay on at school	3	Fun
D	Work experience	4	Useful

1	2
---	---

Option

Description

[2 marks]

1	3
---	---

Option

Description

[2 marks]

—
4

Turn over for the next question

Turn over ►



Applying for a job

Your Spanish friend, Lucía, phones you with her news.

Answer in **English**.

1	4
---	---

What did Lucía do last week in order to get a job?

[1 mark]

1	5
---	---

What did Lucía do yesterday?

[1 mark]

1	6
---	---

How will they let her know whether she has got the job?

[1 mark]

—
3



A TV soap

You are watching a Spanish TV soap. It begins with a summary of what happened in last week's show.

What happened to each character?

Answer **all** parts of the question.

Write the correct letter in each box.

A	Argued about money
B	Broke up with partner
C	Got married
D	Kissed someone
E	Shouted at the boss

1 7 . 1

Cristina

[1 mark]

1 7 . 2

Álvaro

[1 mark]

1 7 . 3

Susana

[1 mark]

3

Turn over for the next question

Turn over ►



Finding your way

You and your Spanish friend are trying to find your campsite. Your friend asks a passer-by for help.

Answer **both** parts of the question.

Write the correct letter in each box.

1 8 . 1 Where is the campsite?

A	Behind the gym
B	Next to the gym
C	Opposite the gym

[1 mark]

1 8 . 2 What other information does she give you?

A	It's a long way away.
B	It's on the right.
C	You're on the wrong road.

[1 mark]

2



A nature walk

You are taking part in a nature walk and the guide is explaining the park rules.

Answer **both** parts of the questions in **English**.

1	9	.	1
---	---	---	---

Why must you **not** use your mobile in the park?

[1 mark]

1	9	.	2
---	---	---	---

What else does the guide tell you **not** to do?

[1 mark]

2	0
---	---

What **two** things must you **not** do if you stay to eat in the park?

[2 marks]

1

2

4

Turn over for Section B

Turn over ►



Section BQuestions and answers in **Spanish**Answer **all** questions in the spaces provided.**Los estudios**

Estás escuchando a tu amigo español, Ricardo, que habla por teléfono con su abuela de Chile. Está hablando de sus estudios.

¿Cuándo hace Ricardo estas actividades?

Escribe **P** si hizo la actividad en el **pasado**.

A si hace la actividad **ahora**.

F si hará la actividad en el **futuro**.

Responde a las dos partes de la pregunta.

2 1 . 1

Clases de guitarra

[1 mark]

2 1 . 2

Aprender vocabulario

[1 mark]

Responde a las dos partes de la pregunta.

2 2 . 1

Estudiar religión

[1 mark]

2 2 . 2

Jugar al baloncesto

[1 mark]

4



2 3**En el hotel**

Estás en un hotel en México con la familia de tu amiga Sofía.

Sofía habla con su hermana de sus planes para el día.

¿Adónde quiere ir Sofía?

A	Campo de mini-golf
B	Cancha de tenis
C	Discoteca
D	Peluquería
E	Piscina
F	Restaurante
G	Sala de juegos
H	Tienda de recuerdos

Escribe las letras correctas en las casillas.

--	--	--	--

[4 marks]**4****END OF QUESTIONS**

There are no questions printed on this page

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ANSWER IN THE SPACES PROVIDED**



[illegible]



Please write clearly in block capitals.

Centre number

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Candidate number

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Surname

Forename(s)

Candidate signature

I declare this is my own work.

GCSE SPANISH

F

Foundation Tier

Paper 1 Listening

Tuesday 6 June 2023

Morning

Time allowed: 35 minutes approximately
(including 5 minutes' reading time before the test)

You will need no other materials.

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Instructions

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3–4	
5–7	
8–10	
11–12	
13–14	
15–16	
17	
18	
19–20	
21–22	
23	
TOTAL	



J U N 2 3 8 6 9 8 L F 0 1

Section AQuestions and answers in **English**Answer **all** questions in the spaces provided.**Shopping**

You hear these announcements in the department store.

Write the correct letter in each box.

0 1

Which department has a summer sale?

A	Clothing
B	Food
C	Furniture

[1 mark]**0 2**

Which department has items at half price?

A	Beauty products
B	Kitchen appliances
C	Sports equipment

[1 mark]

2

Summer jobs

Your Spanish friend, Carlos, is telling you about his summer job in a hotel.

What is his opinion of these aspects of the job?

Write **P** for a **positive** opinion.

N for a **negative** opinion.

P+N for a **positive** and **negative** opinion.

0	3
---	---

The uniform

and the hours

[2 marks]

0	4
---	---

The hotel guests

and the technology

[2 marks]

4

Turn over for the next question

Turn over ►



A film festival

Your Spanish friend is telling you about the film festival in her town.

Answer the questions in **English**.

0	5
---	---

What date does the film festival start?

[1 mark]

0	6
---	---

Where can you watch the films?

[1 mark]

0	7
---	---

What **exactly** is included with every ticket?

[1 mark]

—
3



An exchange visit

Your Spanish friends are in your school, talking about their visit.

Which **two** things does each person talk about?

Write the correct letters in the boxes.

A	Family members
B	Meal times
C	Pets
D	Scenery
E	School
F	Sport
G	Trip
H	Weather

0	8
---	---

[2 marks]

0	9
---	---

[2 marks]

1	0
---	---

[2 marks]

—
6

Turn over for the next question

Turn over ►



Phone messages

You listen to voicemail messages from your Spanish friends.

Complete the sentences in **English**.

1	1
---	---

Miguel wishes you

_____.

[1 mark]

1	2
---	---

Luisa wants to know what will happen if

_____.

[1 mark]

—
2



Studies

Some Spanish friends are talking about their favourite subjects.

Write the correct letter for the subject each friend prefers.

Write the correct number for the reason they give.

Subjects

A	IT
B	Languages
C	Sciences
D	Sport

Reasons

1	Career opportunities
2	Enjoyable lessons
3	Helpful teachers
4	New facilities

1	3
---	---

Gregorio

Subject

Reason

[2 marks]

1	4
---	---

Ana

Subject

Reason

[2 marks]

4

Turn over for the next question

Turn over ►



Costa Rica

You are watching a Spanish TV programme about the country of Costa Rica.

Complete the sentences in **English**.

1	5
---	---

Costa Rica has many projects to

_____.

For example, there are campaigns to

_____.

[2 marks]

1	6
---	---

In the capital, San José, January and February are the months when

there is

and April is

_____.

[2 marks]

—
4



At the station

A guard tells you about your train to Sevilla. What does he tell you?

Answer **both** parts of the question.

Write the correct letter in each box.

1 7 . 1 How long is your train delayed?

A	Half an hour
B	An hour
C	An hour and a half

[1 mark]

1 7 . 2 At what time does the train now leave?

A	06:10
B	07:10
C	10:07

[1 mark]

2

Turn over for the next question

Turn over ►



Voluntary work in Peru

Your Spanish friends are telling you about their experiences of doing voluntary work on a farm in Peru.

What area did each student work in?

Answer **all** parts of the question.

A	Animal care
B	Food production
C	Tourism
D	Wildlife conservation
E	Working in the fields

Write the correct letter in each box.

1 8 . 1

Student 1

[1 mark]

1 8 . 2

Student 2

[1 mark]

1 8 . 3

Student 3

[1 mark]

3



Jobs and education

Your Spanish friend shows you a photo of his family.

What does he tell you about Marta and Uncle Jorge?

Write the correct letter in each box.

1	9
---	---

Marta ...

A	is a hairdresser.
B	has a part-time job.
C	is unemployed.

[1 mark]

2	0
---	---

Uncle Jorge ...

A	wants work experience.
B	has lost his job.
C	is a businessman.

[1 mark]

2

Turn over for Section B

Turn over ►



Section BQuestions and answers in **Spanish**Answer **all** questions in the spaces provided.**Una conversación por teléfono**

Estás escuchando a tu amiga española, Lucía, que habla por teléfono con su abuelo.

¿Cuándo hace Lucía estas actividades?

Escribe **P** si hizo la actividad en el **pasado**.**A** si hace la actividad **ahora**.**F** si hará la actividad en el **futuro**.**Responde a las dos partes de la pregunta.**

2 1 . 1

Jugar a los videojuegos

[1 mark]

2 1 . 2

Mandar un mensaje a su abuelo

[1 mark]**Responde a las dos partes de la pregunta.**

2 2 . 1

Ayudar con el correo electrónico

[1 mark]

2 2 . 2

Ir de compras

[1 mark]

4

2 3**Tiempo libre**

Estás escuchando un programa de radio sobre el tiempo libre de los españoles.

¿Qué actividades se mencionan?

A	Cocinar
B	Escuchar música
C	Hacer deporte
D	Ir al cine
E	Leer
F	Navegar en Internet
G	Ver la tele
H	Viajar

Escribe las letras correctas en las casillas.

--	--	--	--

[4 marks]

4

END OF QUESTIONS

There are no questions printed on this page

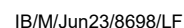
*Do not write
outside the
box*

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**



*Do not write
outside the
box*

[illegible]



GCSE SPANISH

F

Foundation Tier

Paper 1 Listening Test Transcript

Time allowed: 35 minutes approximately
(including 5 minutes' reading time before the test)

FOR INVIGILATOR'S USE ONLY

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- In **Section A**, answer the questions in **English**. In **Section B**, answer the questions in **Spanish**.
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- Write neatly and put down **all** the information you are asked to give.
- **Ask any questions now. You must not ask questions or interrupt during the test.***
- You now have five minutes to read through the question paper. You may make notes during this time. You may open your answer book now.
- **The test starts now.**

Once the test has started, the invigilator must not pause it **at any time** as all pauses, including the five minutes' reading time, are pre-recorded.

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Section A	Questions and answers in English	
01	F1	Estoy mandando un correo electrónico a mi prima; no entro en las redes sociales.
02	F1	Prefiero mi móvil para escuchar música, pero el ordenador es ideal para ayudarme con mis estudios.
03	M1	Voy a tomar los calamares, y después la ensalada. No tengo mucha hambre.
04	F2	Para mí, las gambas con ajo y luego las chuletas de cerdo.
05	M2	Yo desayuné tarde. Solo quiero los champiñones y una tortilla.
06	F1	Nos han dejado estas cortinas, pero el diseño es horroroso y son demasiado cortas. Pero me encanta este balcón. Mira qué grande es, con espacio para una mesa y unas sillas.
07	F1	Este es tu dormitorio; tiene vistas muy bonitas. Perdona por el aire acondicionado, no funciona. Aquí está el baño. Por la ducha sale muy poca agua y está casi fría. Lo siento mucho.
08	F2	Vamos a dar un paseo en barco. Es muy relajante ir por el río.
09	F2	La escuela de equitación está muy cerca. ¿Te gustaría montar a caballo?
10	M2	Los chicos van a hacer pósteres sobre los peligros de las drogas.
11	M2	Las chicas van a hacer un vídeo sobre el cambio climático.
12	M1	Cuando dejé el instituto hice experiencia laboral y fue muy útil.
13	M2	A los dieciséis años trabajé como aprendiz y lo encontré bastante divertido.
14	F2	La semana pasada escribí una carta al periódico pidiendo trabajo.
15	F2	Pues, ayer fui a una entrevista con el jefe.
16	F2	Esta tarde van a llamarme para decirme si tengo el trabajo o no.
17	M1	En el episodio de la semana pasada, Cristina rompió con su novio y le dijo que no se iba a casar con él. ... Álvaro se peleó con su hermano en una disputa sobre el alquiler y su hermano le echó de la casa. ... Al final vimos a Susana comportarse de forma rara cuando besó a su jefe.

-
- | | | |
|-----------|-----------|---|
| 18 | M2 | Por favor. ¿Sabes dónde está el camping? |
| | F1 | Sigue esta calle y está enfrente del gimnasio. |
| | M2 | ¿En esta misma calle? |
| | F1 | Sí, muy cerca, y a la derecha. |
| 19 | F1 | En el parque, está prohibido usar los móviles porque el ruido les da miedo a los pájaros. No se deben recoger flores en ninguna parte; algunas son especies amenazadas. |
| 20 | F1 | Si se quedan en el parque para comer después, recuerden que está prohibido encender fuegos. También les pido que no tiren basura. |
-

Section B	Questions and answers in Spanish
------------------	---

- | | | |
|-----------|-----------|--|
| 21 | M2 | Abuela, gracias por la guitarra para mi cumpleaños; es perfecta. Voy a tener mi primera clase el martes que viene. ... Sí, estoy un poco ocupado de momento aprendiendo vocabulario para una prueba. |
| 22 | M2 | No, abuela, ya no estudio religión, solo fue obligatoria en los primeros tres años. ... Sí, claro que hago deporte. Vamos a empezar con el baloncesto el próximo trimestre. |
| 23 | F1 | Primero, me gustaría cortarme el pelo. Lo llevo demasiado largo y me molesta. Después, podemos nadar un rato; a esa hora habrá menos personas en el agua. Más tarde, quisiera comprar unos regalos para nuestras amigas. No me gusta dejar las compras para el último día. Luego, esta noche podemos ponernos guapas para ir a bailar. |

END OF TEST

There is no text printed on this page

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GCSE SPANISH

F

Foundation Tier

Paper 1 Listening Test Transcript

Tuesday 6 June 2023

Time allowed: 35 minutes approximately
(including 5 minutes' reading time before the test)

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Section A Questions and answers in **English**

- | | | |
|-----------|-----------|--|
| 01 | F1 | Compre sus camisetas y pantalones cortos aquí hoy. Hay rebajas para el verano. |
| 02 | F1 | Toda esta semana, tenemos microondas y lavaplatos a mitad de precio. |
| 03 | M1 | En el hotel teníamos que llevar uniforme. Era cómodo y elegante. Terminar tarde por la noche era muy desagradable. Estaba muy cansado. |
| 04 | M1 | La mayoría de los clientes eran amables. Un día tuve que hablar con un hombre muy maleducado y antipático. Me gustó utilizar mis conocimientos informáticos – los ordenadores allí eran súper rápidos. |
| 05 | F2 | El festival de cine empieza el veintiséis de mayo y termina el tres de junio. |
| 06 | F2 | Van a poner las películas en la plaza de toros y no en el parque como de costumbre. |
| 07 | F2 | Está incluida una bebida sin alcohol con cada entrada y también se venden tapas en el bar. |
| 08 | F1 | Aquí comemos el desayuno y la cena muy temprano. Pero mañana vamos a cenar más tarde porque vamos a ir en autocar a Londres. |
| 09 | M1 | Los hermanos de mi amigo son muy simpáticos. En casa, tienen un perro y un gato. |
| 10 | F2 | La región es muy verde y hay muchos árboles. Hace frío y muchas veces hay viento. |
| 11 | M2 | Buena suerte con tus exámenes. |
| 12 | F1 | ¿Qué vas a hacer si sacas malas notas? |
| 13 | M1 | Mis favoritas son la química y la física. Las aulas y los laboratorios son modernos y excelentes. |
| 14 | F1 | Me gustan el inglés y el francés porque hay más posibilidades de tener un buen trabajo. |
| 15 | F2 | Costa Rica tiene muchos proyectos para proteger el medio ambiente. Por ejemplo, hay campañas para crear más bosques. |
| 16 | F2 | En la capital, San José, enero y febrero son los meses cuando hay menos lluvia. Abril es el mes más caluroso del año. |
| 17 | M2 | El tren para Sevilla lleva un retraso de una hora y media. Ahora sale a las siete y diez. |

18	F1	Trabajé en una granja este verano. Aprendí a cuidar y entrenar a los caballos que usan en las clases de equitación.
	M1	Yo estudié la historia de la región y trabajé de guía para visitantes que venían de excursión al campo.
	F3	Con la leche, aprendí a hacer queso y yogur para venderlos en la tienda de la granja.
19	M1	La chica del pelo largo es mi prima, Marta. Trabaja a tiempo parcial en una panadería.
20	M1	Mi tío, Jorge, es un hombre de negocios. Voy a pedirle un empleo en su empresa.

Section B	Questions and answers in Spanish
------------------	---

21	F1	Pues, mi amiga Sandra está aquí. Estamos jugando a los videojuegos, y Sandra está ganando. ... Pero, abuelo, te mandé un mensaje de texto a tu móvil hace dos días. ¿No lo recibiste?
22	F1	Nos vemos mañana, ¿no? Pues entonces te ayudaré a mandar un correo electrónico. ¿Vale? ... Oye abuelo. ¿Qué quiere la abuela para su cumpleaños? Voy a ir de compras el sábado que viene y no sé qué comprarle.
23	M2	A los españoles les gustan los libros; muchos dicen que les encanta pasar el tiempo con una buena novela. ... También son muy aficionados a ir al extranjero, además de conocer las diferentes regiones de España. ... Hacer actividades físicas como el baloncesto o la natación es otro hobby popular. ... Además, disfrutan experimentando con la comida, preparando platos tradicionales y nuevos.

END OF TEST

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GCSE SPANISH 8698/LF

Paper 1 Listening Foundation Tier

Mark scheme
June 2022

Version: 1.0 Final



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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**.
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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	B (Sending an email)	1

Question	Accept	Mark
02	A (Helping with schoolwork)	1

Question	Accept	Mark
03	F G (in any order) (Salad, Squid)	2

Question	Accept	Mark
04	D E (in any order) (Pork chops, Prawns)	2

Question	Accept	Mark
05	B C (in any order) (Mushrooms, Omelette)	2

Question	Accept	Mark
06	(in this order) N (negative) P (positive)	2

Question	Accept	Mark
07	(in this order) P+N (positive + negative) N (negative)	2

Question	Accept	Mark
08	B (Boat ride)	1

Question	Accept	Mark
09	A (Horse riding)	1

Question	Key ideas	Accept	Reject	Mark
10	the danger(s) of drugs	the risk(s) of taking drugs	drugs (on its own) drug addiction the problem of drugs	1

Question	Key ideas	Accept	Reject	Mark
11	climate change	changes in the weather	climate (on its own) the state of the climate global warming	1

Question	Accept	Mark
12	Option D (Work experience) Description 4 (Useful)	2

Question	Accept	Mark
13	Option A (Apprenticeship) Description 3 (Fun)	2

Question	Key ideas	Accept	Reject	Mark
14	wrote (a letter) to a/the newspaper	sent a letter to/applied to/contacted a/the newspaper	sent a card wrote a letter in the newspaper	1

Question	Key ideas	Accept	Reject	Mark
15	went to/went for/had an interview	Interview with the boss the boss interviewed her/ gave her an interview	interview (on its own) spoke to the boss	1

Question	Key ideas	Accept	Reject	Mark
16	phone (her)	call (her) ring (her)	tell her	1

Question	Accept	Mark
17.1	B (Broke up with partner)	1

Question	Accept	Mark
17.2	A (Argued about money)	1

Question	Accept	Mark
17.3	D (Kissed someone)	1

Question	Accept	Mark
18.1	C (Opposite the gym)	1

Question	Accept	Mark
18.2	B (It's on the right)	1

Question	Key ideas	Accept	Reject	Mark
19.1	the noise frightens the birds	it scares the birds the birds are afraid of the noise	it disturbs the birds it frightens the wildlife	1

Question	Key ideas	Accept	Reject	Mark
19.2	pick flowers	gather/collect flowers	damage the flowers	1

Question	Key ideas	Accept	Reject	Mark
20	in any order light a fire/fires (drop) litter	make a fire throw/leave rubbish		1 1

Question	Accept	Mark
21.1	F (Futuro)	1

Question	Accept	Mark
21.2	A (Ahora)	1

Question	Accept	Mark
22.1	P (Pasado)	1

Question	Accept	Mark
22.2	F (Futuro)	1

Question	Accept	Mark
23	C D E H (in any order) C (Discoteca) D (Peluquería) E (Piscina) H (Tienda de recuerdos)	4

Total = 40 marks

GCSE
SPANISH
8698/LF

Paper 1 Listening Foundation Tier

Mark scheme
June 2023

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Listening and Reading tests

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Question	Accept	Mark
01	A (Clothing)	1

Question	Accept	Mark
02	B (Kitchen appliances)	1

Question	Accept	Mark
03	(in this order) P (positive) N (negative)	2

Question	Accept	Mark
04	(in this order) P+N (positive + negative) P (positive)	2

Question	Key ideas	Accept	Reject	Mark
05	May 26 th	answers that include end date as long as start date is clear: eg. on May 26 th to the 3 rd June	wrong date 26 May – 3 June	1

Question	Key ideas	Accept	Reject	Mark
06	bullring	bull fighting arena/stadium	refs to square/plaza/place bullring and park	1

Question	Key ideas	Accept	Reject	Mark
07	alcohol-free drink(s)	a drink without alcohol a soft drink	drink (on its own) an alcohol-free drink and snacks/tapas	1

Question	Accept			Mark
08	in any order B (Meal times) G (Trip)			2

Question	Accept			Mark
09	in any order A (Family members) C (Pets)			2

Question	Accept			Mark
10	in any order D (Scenery) H (Weather)			2

Question	Key ideas	Accept	Reject	Mark
11	Good luck (in your exams)	Luck in the exams	Luck (on its own) Have a good exam Well in your exams	1

Question	Key ideas	Accept	Reject	Mark
12	You get bad <u>marks</u>	My/your <u>grades</u> are low I/you get bad <u>results</u>	You fail. Any ref. to notes	1

Question	Accept	Mark
13	Subject C (Sciences) Reason 4 (New facilities)	2

Question	Accept	Mark
14	Subject B (Languages) Reason 1 (Career opportunities)	2

Question	Key ideas	Accept	Reject	Mark
15	protect the environment create (more) forests	help/save the environment plant/grow woods/woodland	An element missing Plant trees	2

Question	Key ideas	Accept	Reject	Mark
16	least rain the hottest (month)	less rain the warmest hotter than the rest of the year	little rain hot/very hot/hotter/sunniest	2

Question	Accept	Mark
17.1	C (An hour and a half)	1

Question	Accept	Mark
17.2	B (07:10)	1

Question	Accept	Mark
18.1	A (Animal care)	1

Question	Accept	Mark
18.2	C (Tourism)	1

Question	Accept	Mark
18.3	B (Food production)	1

Question	Accept	Mark
19	B (has a part-time job.)	1

Question	Accept	Mark
20	C (is a businessman.)	1

Question	Accept	Mark
21.1	A (Ahora)	1

Question	Accept	Mark
21.2	P (Pasado)	1

Question	Accept	Mark
22.1	F (Futuro)	1

Question	Accept	Mark
22.2	F (Futuro)	1

Question	Accept	Mark
23	A C E H (in any order) A (Cocinar) C (Hacer deporte) E (Leer) H (Viajar)	4

Total = 40 marks

Please write clearly in block capitals.

Centre number

--	--	--	--	--

Candidate number

--	--	--	--

Surname

Forename(s)

Candidate signature

GCSE SPANISH

F

Foundation Tier Paper 1 Listening

Wednesday 22 May 2019 Morning Time allowed: 35 minutes approximately
(including 5 minutes' reading time before the test)

You will need no other materials.

- The pauses are pre-recorded for this test.

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- **Do not open this book until you are told to do so.**

This is what you should do for each item.

- After the question number is announced, there will be a pause to allow you to read the instructions and questions.
- Listen carefully to the recording and read the questions again.
- Listen to the recording again, and then answer the questions.
- When the next question is about to start you will hear a bleep like this (*).
- You may write at any time during the test.
- In **Section A**, answer the questions in **English**. In **Section B**, answer the questions in **Spanish**.
- You must answer all the questions in the spaces provided. Do **not** write outside the box around each page or on blank pages.
- Write neatly and put down **all** the information you are asked to give.
- Ask any questions now. **You must not ask questions or interrupt during the test.**
- You now have five minutes to read through the question paper. You may make notes during this time. You may open your answer book now.
- **The test starts now.**

Information

- The marks for questions are shown in brackets. The maximum mark for this paper is 40.
- You must **not** use a dictionary.

For Examiner's Use	
Questions	Mark
1–2	
3–7	
8–10	
11	
12–13	
14–15	
16–19	
20–21	
22	
TOTAL	



J U N 1 9 8 6 9 8 L F 0 1

Section AQuestions and answers in **English****Customs and festivals**

While in Spain, you listen to a local radio programme announcing events for a festival.

Which **two** things does each presenter mention?

Write the correct letters in the boxes.

0	1
---	---

A	Bullfight
B	Firework display
C	Musical performance
D	Horse show

[2 marks]

0	2
---	---

A	Dance competition
B	Food tasting
C	Games for children
D	Religious procession

[2 marks]

4



Home and town

Your Spanish friend, Paloma, is describing where she lives.

Answer in **English**.

What aspect does she like about her ...

Example

bedroom? the views

0	3
---	---

house? _____

[1 mark]

0	4
---	---

town? _____

[1 mark]

0	5
---	---

region? _____

[1 mark]**New technology**

Your Spanish friends are talking about the technology they use.

What are their opinions on these aspects?

Write **P** for a **positive** opinion.

N for a **negative** opinion.

P+N for a **positive** and **negative** opinion.

0	6
---	---

Laura's mobile and social media

[2 marks]

0	7
---	---

Guillermo's laptop and tablet

[2 marks]

7

Turn over ►

Free time activities

Your Spanish friends are talking about what they are planning to do next weekend.

A	Cook
B	Go horse riding
C	Go to a concert
D	Go to a match
E	Play an instrument
F	Skate
G	Swim
H	Visit relatives

Give **two** activities per person.

Write the correct letters in the boxes.

0	8
---	---

[2 marks]

0	9
---	---

[2 marks]

1	0
---	---

[2 marks]

6



1 1

Cinema

You are listening to a review of some new South American films.

For each speaker, choose the type of film they are reviewing.

Write the correct letter in each box.

A	Comedy
B	Historical
C	Horror
D	Romance
E	Western

Answer all parts of the question.

1 1 . 1

Reviewer 1

[1 mark]

1 1 . 2

Reviewer 2

[1 mark]

1 1 . 3

Reviewer 3

[1 mark]

3

Turn over for the next question

Turn over ►



Helping a good cause

Your Spanish friends are telling you about charity activities in their school.

Complete the information they give.

Answer in **English**.

Example

This month they have sold cream cakes

to raise money for unemployed people

1	2
---	---

Last month they sold _____

to raise money for _____

[2 marks]

1	3
---	---

Next month they will sell _____

to raise money for _____

[2 marks]

4



Family

Fernando and Sofía are talking about people in their family and about what they are like.

Write the correct **letter** in the box for each **person** mentioned.

Write the correct **number** in the box to describe the **character** of the person mentioned.

Person**Character**

A	Brother
B	Cousin
C	Nephew
D	Uncle

1	Funny
2	Lazy
3	Naughty
4	Talkative

1 4

Fernando**Person****Character**

[2 marks]

1 5

Sofía**Person****Character**

[2 marks]

 4
Turn over ►

Opinions about marriage

You are listening to a radio phone-in where people are giving their views on marriage.

Answer in **English**.

1 6

What does the caller say is the problem for many people when they get married?

[1 mark]

1 7

What does he say about his own plans for marriage?

A	His wedding is on 30 May.
B	He never wants to get married.
C	He will be at least 30 when he marries.

Write the correct letter in the box.

[1 mark]

School

You are watching a television series in which a young boy is talking to his parents about school.

Answer in **English**.

1 8

What does the boy have to do for his French homework?

[1 mark]

1 9

What does he want his father to do?

[1 mark]

4



Section B**Questions and answers in Spanish****Los trabajos**

Estás escuchando un programa de radio. Dos hombres hablan de sus trabajos.

A	cocinero
B	dependiente
C	enfermero
D	ingeniero
E	jardinero
F	panadero
G	periodista
H	policía

Completa las frases con las letras correctas.

2 0

En el pasado era , pero ahora es .

[2 marks]

2 1

En el pasado era , pero en el futuro va a ser .

[2 marks]

4

Turn over for the next question

Turn over ►



2 2**Turismo**

Tu amiga Amelia te habla de las vacaciones.

¿Qué tipo de vacaciones menciona Amelia?

A	Camping
B	Crucero
C	Deportes acuáticos
D	Deportes de invierno
E	Hotel en la playa
F	Parques temáticos
G	Viaje en bicicleta
H	Visita cultural

Escribe las letras correctas en las casillas.

--	--	--	--

[4 marks]

4

END OF QUESTIONS

There are no questions printed on this page

*Do not write
outside the
box*

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**



There are no questions printed on this page

*Do not write
outside the
box*

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

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1 2



1 9 6 G 8 6 9 8 / L F

IB/G/Jun19/8698/LF

GCSE SPANISH

F

Foundation Tier Paper 1 Listening Test Transcript

Wednesday 22 May 2019 Morning Time allowed: 35 minutes approximately
(including 5 minutes' reading time before the test)

FOR INVIGILATOR'S USE ONLY

The pauses are pre-recorded for this test.

This is what you should do for each item.

- After the question number is announced, there will be a pause to allow you to read the instructions and questions.
- Listen carefully to the recording and read the questions again.
- Listen to the recording again, and then answer the questions.
- When the next question is about to start you will hear a bleep like this (*).
- You may write at any time during the test.
- In **Section A**, answer the questions in **English**. In **Section B**, answer the questions in **Spanish**.
- You must answer all the questions in the spaces provided. Do **not** write outside the box around each page or on blank pages.
- Write neatly and put down **all** the information you are asked to give.
- Ask any questions now. **You must not ask questions or interrupt during the test.***
- You now have five minutes to read through the question paper. You may make notes during this time. You may open your answer book now.
- **The test starts now.**

Once the test has started, the invigilator must not pause it **at any time** as all pauses, including the five minutes' reading time, are pre-recorded.

*If candidates ask any questions at this point, the invigilator should pause the recording until the questions have been answered. The recording should then be restarted.

Section A		Questions and answers in English
01	M1	Por la mañana tenemos un espectáculo de caballos y por la tarde hay un concierto de guitarra.
02	F1	Mañana hay un concurso de bailes regionales y puedes probar unas tapas deliciosas.
Example	F1	Mi dormitorio está desordenado, pero las vistas desde la ventana son bonitas.
03	F1	La cocina nueva es agradable, en cambio el salón no tiene nada de especial.
04	F1	En la ciudad, el centro comercial es feo, pero el polideportivo tiene instalaciones buenas.
05	F1	En la región hay un río precioso y me gusta mucho ir allí. Sin embargo, el transporte es un desastre.
06	F2	Mi móvil es muy complicado y me fastidia, aunque el diseño es elegante y guay. Ya no miro las redes sociales porque los comentarios son tontos y molestos.
07	M2	Mi portátil es uno de los mejores y navegar en él es muy rápido. También tengo una tableta para leer novelas. Es barato descargar los libros electrónicos. Por otra parte, ¡es tan lenta!
08	M1	El sábado voy a tocar la batería y el domingo preparo una tortilla con champiñones para la familia.
09	F1	El viernes tengo entradas para ver a mi grupo favorito. El sábado hago equitación por la mañana.
10	M2	El domingo voy a hacer patinaje por la tarde y después vamos a casa de mis abuelos.
11	M1	Trata de un joven que se enamora de una camarera. Cada semana la invita a salir hasta que finalmente dice que sí.
	F1	Me reí muchísimo cuando vi esta película. Si no la encuentras graciosa, es que no tienes sentido del humor.
	M2	No es fácil dormir después de ver esta película. Te dará miedo estar solo por la noche.

Example	F1	Este mes hemos vendido pasteles de nata para recaudar dinero para las personas en paro.
12	M2	El mes pasado vendimos nuestros juguetes viejos para recaudar dinero para los niños enfermos.
13	F2	El mes que viene vamos a vender uniformes de segunda mano para recaudar dinero para la residencia de ancianos.
14	M2	Me gusta mucho mi tío porque es muy divertido.
15	F2	Mi hermano mayor tiene diecisiete años. Es muy hablador.
16	F1	¿Usted piensa que el matrimonio es una buena idea?
	M1	El problema es que muchas personas son demasiado jóvenes cuando se casan.
17	F1	¿Cuáles son sus planes para el matrimonio?
	M1	No voy a casarme hasta los treinta años o más.
18	M2	Mamá, ¿puedes hacerme preguntas sobre este vocabulario? Tengo que aprender esta lista de veinte palabras francesas para la clase de mañana.
19	M2	Se me rompió el estuche hoy y todos mis lápices y bolígrafos se cayeron al suelo. ¿Podrías comprarme uno nuevo, papá?

Section B	Questions and answers in Spanish
------------------	---

20	M1	De joven, trabajaba como dependiente en una tienda de ropa. Hace dos años mi tío compró un supermercado y de momento trabajo allí de panadero. Sin embargo, en marzo voy a comenzar mi formación como ingeniero.
21	M2	Actualmente trabajo de periodista, escribiendo artículos para una revista, pero el mes que viene voy a empezar como jardinero. La jardinería es mi pasión. Tuve mi primer trabajo como policía, pero solo durante dos años.
22	F2	Un día me gustaría visitar varios países en el Mediterráneo en barco. ...También, me apetece la idea de pasar la Navidad esquiendo en la nieve en la sierra. ... Sería estupendo pasar unos días en Londres para ver los monumentos históricos famosos. ... Este año, voy a caminar por las montañas con mi saco de dormir y mi mochila.

END OF TEST

There is no text printed on this page





GCSE

Spanish

8698/LF

Foundation Tier Paper 1 Listening

Mark scheme

June 2019

Version: 1.0 Final

196G8698/LF/MS

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

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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:
- Incorrect personal pronouns – accept (unless this causes ambiguity)
 - Incorrect possessive adjectives – accept (unless this causes ambiguity)
 - Wrong gender – accept (unless this causes ambiguity)
 - Infinitive – will normally communicate without ambiguity, so should be accepted
 - Wrong tense – accept as long as student comprehension is not in question
 - 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	C, D (in any order)	2

Question	Accept	Mark
02	A, B (in any order)	2

Question	Key ideas	Accept	Reject	Mark
03	kitchen	the kitchen is pretty/new/nice/fancy her kitchen kitchen-diner	cooking lounge living room everything but the living room the rooms dining room /area	1

Question	Key ideas	Accept	Reject	Mark
04	sports centre	Leisure centre Sports Hall Sports Complex Sports centre facilities Sports centre is good Gym/sports centre Installations of sport centre sport centre's installations/facilities	shopping centre good sports facilities sports pitch sports ground Sports Leisure/sports places	1

		Installations/equipment in the sports centre Sports centre/leisure centre has great installations The sports centre (installations) Sports centre installation		
--	--	---	--	--

Question	Key ideas	Accept	Reject	Mark
05	river(s)		transport the outdoors the countryside	1

Question	Accept			Mark
06	P+N	N		2
07	P	P+N		2

Question	Accept			Mark
08	A, E (in any order)			2

Question	Accept			Mark
----------	--------	--	--	------

09	B, C (in any order)	2
-----------	---------------------	---

Question	Accept	Mark
10	F, H (in any order)	2

Question	Accept			Mark
11.1	D			1
11.2	A			1
11.3	C			1
Question	Key ideas	Accept	Reject	Mark
12	old toys sick children	unwanted toys/games used toys/games old games ill/poorly/unwell children/kids	toys (<i>on its own</i>) board games children (<i>on its own</i>) children in need children in hospital	2

Question	Key ideas	Accept	Reject	Mark
13	second hand uniform(s) old people's home	old uniforms residence for the elderly nursing home	uniform(s) (<i>on its own</i>) secondary school uniforms home hospice	2

		(elderly) care home elderly residence	old residents	
--	--	--	---------------	--

Question	Accept	Mark
14	Person: D Character: 1	2
15	Person: A Character: 4	2

Question	Key ideas	Accept	Reject	Mark
16	(they are) too young	very young	young	1

Question	Accept	Mark
17	C	1

Question	Key ideas	Accept	Reject	Mark
18	learn 20 words	learn (some) words learn vocabulary revise/study vocab	learn sentences learn (wrong number of) words practise/understand/list vocab	1

Question	Key ideas	Accept	Reject	Mark
19	buy (him) a (new/another) pencil case	get (him) a (new/another) pencil case	he wants a pencil case buy him pencils/pens	1

Question	Accept	Mark
20	In this order Pasado = B, Ahora = F	2
21	In this order Pasado = H, Futuro = E	2

Question	Accept	Mark
22	A, B, D, H (in any order)	4

Please write clearly in block capitals.

Centre number

--	--	--	--	--

Candidate number

--	--	--	--

Surname

Forename(s)

Candidate signature

I declare this is my own work.

GCSE SPANISH

F

Foundation Tier Paper 1 Listening

Wednesday 20 May 2020

Morning

Time allowed: 35 minutes approximately
(including 5 minutes' reading time before the test)

You will need no other materials.

The pauses are pre-recorded for this test.

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- **Do not open this book until you are told to do so.**

This is what you should do for each item.

- After the question number is announced, there will be a pause to allow you to read the instructions and questions.
- Listen carefully to the recording and read the questions again.
- Listen to the recording again, and then answer the questions.
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- In **Section A**, answer the questions in **English**. In **Section B**, answer the questions in **Spanish**.
- You must answer **all** the questions in the spaces provided. Do **not** write outside the box around each page or on blank pages.
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- Ask any questions now. **You must not ask questions or interrupt during the test.**
- You now have five minutes to read through the question paper. You may make notes during this time. You may open your answer book now.
- **The test starts now.**

Information

- The marks for questions are shown in brackets. The maximum mark for this paper is 40.
- You must **not** use a dictionary.

For Examiner's Use	
Questions	Mark
1–2	
3–7	
8–10	
11–12	
13	
14–15	
16–17	
18–21	
22–23	
24	
TOTAL	



J U N 2 0 8 6 9 8 L F 0 1

Section AQuestions and answers in **English**.**School**

You are visiting a Spanish school and your Spanish friends are talking about their lessons.

What subject does each student like?

Write the correct letter in each box.

0 1

A	Art
B	Geography
C	History

[1 mark]

0 2

A	IT
B	Maths
C	Science

[1 mark]

2


Going to lessons

Your Spanish friends are going into their lesson after lunch.

What is each friend worried about?

Write the correct letter in each box.

0	3
---	---

A	He has left his textbook at home.
B	He is stuck on his homework.
C	He is late for the class.

[1 mark]

0	4
---	---

A	She has a test today.
B	She has forgotten to bring something.
C	She has stomach ache.

[1 mark]

Free-time activities

Your Spanish friend, Alejandro, is talking about what he does in his free time.

Answer in **English**.

0	5
---	---

What type of TV programme does he like best? _____ [1 mark]

0	6
---	---

What sport does he do? _____ [1 mark]

0	7
---	---

What instrument does he play? _____ [1 mark]

5

Turn over ►



Travel and tourism

Your Spanish friends are talking about activities they did while on holiday in Chile.

A	Bought souvenirs
B	Did water sports
C	Had a party
D	Sunbathed by the pool
E	Visited a church
F	Went horse riding
G	Went on a boat trip
H	Went on a guided tour

What did each friend do on holiday?

Give **two** activities for each friend.

Write the correct letters in the boxes.

0	8
---	---

[2 marks]

0	9
---	---

[2 marks]

1	0
---	---

[2 marks]

6



Relationships

Your Spanish friends, Lorena and Enrique, are talking about members of their family.

What are their opinions of these family members?

Write **P** for a **positive** opinion.

N for a **negative** opinion.

P+N for a **positive** and **negative** opinion.

1	1
---	---

Lorena's sister

and brother

[2 marks]

1	2
---	---

Enrique's father

and mother

[2 marks]

4

Turn over for the next question

Turn over ►



1 3**Jobs**

Your Spanish friends are talking about the type of work they would like to do.

Choose the job that would be most suitable for each friend.

Write the correct letter in each box.

A	Fashion designer
B	Flight attendant
C	Gardener
D	Physics teacher
E	Pilot
F	Shop assistant

Answer **all** parts of the question.

1 3 . 1

Luisa

[1 mark]**1 3 . 2**

Mateo

[1 mark]**1 3 . 3**

Alba

[1 mark]

3


At a restaurant in Spain

Your Spanish exchange partner, Julia, and her family are discussing the menu with you.

Complete the information they give.

Answer in **English**.

Example: Julia's dad recommends the prawns
because the soup is very salty .

1	4
---	---

 Julia's mum recommends the _____
because the chicken is too _____.

[2 marks]

1	5
---	---

 Julia recommends the _____
because the cakes are very _____.

[2 marks]

4

Turn over for the next question

Turn over ►



Healthy and unhealthy living

You are listening to a radio phone-in where people are talking about healthy and unhealthy aspects of their lifestyle.

Write the correct letter for the healthy aspect of each person's lifestyle.

Write the correct number for the unhealthy aspect of each person's lifestyle.

Healthy aspects

A	Diet
B	Exercise
C	Relaxation
D	Sleep

Unhealthy aspects

1	Alcohol
2	Drugs
3	Smoking
4	Stress

1	6
---	---

Caller 1

Healthy aspect

Unhealthy aspect

[2 marks]

1	7
---	---

Caller 2

Healthy aspect

Unhealthy aspect

[2 marks]

4



Environment

You are visiting a Spanish school and listening to a discussion in the Environmental Studies class.

What do these students think is the worst aspect of the environment in their town?

Write the correct letter in each box.

1	8
---	---

Claudia

A	Litter
B	Plastic packaging
C	Recycling

[1 mark]

1	9
---	---

Diego

A	Air pollution
B	Noise pollution
C	Water pollution

[1 mark]

Technology

You are watching a Spanish television programme which is demonstrating some of the latest phone apps to be introduced in Argentina.

What does each app allow you to do? Complete the information.

Answer in **English**.

2	0
---	---

When you listen to music on your mobile, the app allows you to...

_____ [1 mark]

2	1
---	---

Before you go on holiday, this app helps you to...

_____ [1 mark]

4

Turn over ►



Section BQuestions and answers in **Spanish**.**2 2****Costumbres y fiestas**

Estás escuchando un programa de radio. Hay fiestas en la ciudad y los presentadores hablan de los eventos de la semana.

¿Cuándo se celebran estos eventos?

Escribe **P** si el evento se celebró en el **pasado**.

A si el evento se celebra **ahora**.

F si el evento se celebrará en el **futuro**.

Responde a las dos partes de la pregunta.

2 2 . 1

El concierto de guitarra

[1 mark]**2 2 . 2**

Historias para niños

[1 mark]

Responde a las dos partes de la pregunta.

2 3 . 1

Tapas

[1 mark]**2 3 . 2**

La procesión religiosa

[1 mark]**4**

2 4**Planes para mejorar la ciudad de Bogotá**

En la radio española están hablando de los planes para mejorar la capital de Colombia.

¿Qué planes hay para mejorar la ciudad?

A	Actividades culturales
B	Aparcamiento
C	Ciudad más limpia
D	Empleo
E	Escuelas primarias
F	Instalaciones para los niños
G	Residencias para mayores
H	Transporte público

Escribe las letras correctas en las casillas.

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[4 marks]**4****END OF QUESTIONS**

There are no questions printed on this page

*Do not write
outside the
box*

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

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1 2



2 0 6 G 8 6 9 8 / L F

IB/M/Jun20/8698/LF

GCSE
SPANISH
8698/LF

Foundation Tier Paper 1 Listening

Mark scheme
June 2020

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

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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	A (Art)	1

Question	Accept	Mark
02	C (Science)	1

Question	Accept	Mark
03	C (He is late for the class.)	1

Question	Accept	Mark
04	B (She has forgotten to bring something.)	1

Question	Key ideas	Accept	Reject	Mark
05	news	news programmes	soaps, series, sitcoms, documentaries news and soaps	1

Question	Key ideas	Accept	Reject	Mark
06	basketball		cycling basketball and cycling	1

Question	Key ideas	Accept	Reject	Mark
07	drums	drum	piano drums and piano	1

Question	Accept			Mark
08	E H (in any order) (Visited a church, Went on a guided tour)			2

Question	Accept			Mark
09	A G (in any order) (Bought souvenirs, Went on a boat trip.)			2

Question	Accept			Mark
10	B C (in any order) (Did water sports, Had a party)			2

Question	Accept	Mark
11	P+N N (in this order)	2

Question	Accept	Mark
12	P P+N (in this order)	2

Question	Accept	Mark
13.1	A (Fashion designer)	1

Question	Accept	Mark
13.2	C (Gardener)	1

Question	Accept	Mark
13.3	B (Flight attendant)	1

Question	Key ideas	Accept	Reject	Mark
14	chops (any kind of) spicy	hot	ribs/pork Mexican	2

Question	Key ideas	Accept	Reject	Mark
15	strawberries sweet	sugary	strawberry cakes/yoghurt/fruit regional/sickly	2

Question	Accept			Mark
16	Healthy A (Diet)	Unhealthy 3 (Smoking)	(in this order)	2

Question	Accept			Mark
17	Healthy B (Exercise)	Unhealthy 1 (Alcohol)	(in this order)	2

Question	Accept			Mark
18	C (Recycling)			1

Question	Accept	Mark
19	A (Air pollution)	1

Question	Key ideas	Accept	Reject	Mark
20	read the lyrics	read/see the words	read a letter listen to music	1

Question	Key ideas	Accept	Reject	Mark
21	learn the language	study the language	speak the language	1

Question	Accept	Mark
22.1	P	1

Question	Accept	Mark
22.2	F	1

Question	Accept	Mark
23.1	A	1

Question	Accept	Mark
23.2	P	1

Question	Accept	Mark
24	C D F H (in any order) (Ciudad más limpia, Empleo, Instalaciones para los niños, Transporte público)	4

Total = 40 marks